

PARENTING curriculum

A 10-SESSION PARENTING CURRICULUM FOR PARENTS AND CAREGIVERS OF ADOLESCENTS (10-19) IN CRISIS SETTINGS

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**January 2021**

First published 2021 – Text © Plan International 2021

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Recommended citation: Plan International (2021). Adolescent Life Skills and Parenting programme, United Kingdom: Plan International.

The Adolescent Life Skills and Parenting programme was developed with financial support from:

* Logo

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  Description automatically generatedThe Swedish International Development Cooperation Agency, Sida. Responsibility for the content rests entirely with Plan International. Sida does not necessarily share the expressed views and interpretations.
* The German Federal Foreign Office to the multi-country project in the Lake Chad region.
* Plan International Netherlands.
* Plan International Finland.

parenting Sessions

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| Themes | Sessions | Session objectives |
| **Being a Parent** | **Session 1:** Getting to Know Each Other | * Have a personal goal for the programme * Have access to a safe and inclusive space |
| **Session 2:** Supporting Ourselves in Stressful Times | * Know ways to practise self-care * Practise positive ways to manage stress |
| **Adolescent Development** | **Session 3:** Adolescent Development | * Know the changes that take place during puberty and adolescence * Know how crisis situations can affect adolescent development and wellbeing |
| **Session 4:** Supporting Adolescents in Difficult Times | * Practise listening and praising skills to support adolescents in difficult times * Practise positive ways to spend time with adolescents |
| **Positive Parenting** | **Session 5**: Problem-solving with Adolescents | * Practise making agreements with adolescents * Practise peaceful problem-solving with adolescents |
| **Session 6:** Helpful and Harmful Roles of Adolescents | * Distinguish between helpful and harmful (gender) roles of adolescents * Promote positive roles and responsibilities for adolescents and prevent harm |
| **Adolescent Health and Protection** | **Session 7:** Adolescent Sexual and Reproductive Health | * Know the sexual and reproductive health needs of adolescents * Feel confident in talking about sexual and reproductive health with adolescents |
| **Session 8:** Protecting Adolescents from Violence | * Understand existing protection risks for adolescents * Identify ways to promote safety of adolescents |
| **Session 9:** Marriage | * Understand the harmful impact of child, early and forced marriage * Know positive alternatives for child, early and forced marriage |
| **Our Future** | **Session 10**: Looking Ahead | * Be aware of own strengths and capacities * Have a positive outlook for the future |

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| Resources  **Resource 10.** Pregnancy  **Resource 11.** Contraceptives  **Resource 12.** Condom Use  **Resource 13.** STIs  **Resource 17.** Marriage Statements  **Resource 18.** Puberty Quiz | M&E tools  **Tool 2.** Parent Registration Form  **Tool 3.** Participant Database  **Tool 4.** Attendance Tracker **Tool 6.** Parent Questionnaire  **Tool 7.** Personal Goal  **Tool 8.** Personal Goal Registration Form  **Tool 9.** Module Evaluation  **Tool 10.** Facilitator Report |

Module: Being a Parent

notes for the facilitator

In this introductory module, participants get to know each other and reflect on what being a parent means to them. Key objectives for parents and caregivers include:

* setting a personal parenting goal;
* contributing to a safe and inclusive group environment;
* identifying personal self-care activities;
* practising positive ways to manage stress.

**Parenting Session 1 focuses on introducing the programme and building a safe group environment.** The facilitator introduces the goals and themes of the programme and participants reflect on their areas of interest. Participants identify a personal parenting goal that they work on in the programme. The facilitator and participants jointly agree on group rules to make the group sessions a safe space for everyone. Feeling safe and included within the group is essential for parents – for some participants, the group sessions might be the only place where they can share their experiences, worries or concerns. An important aspect of building a safe and trusted group environment is introducing Plan International’s Code of Conduct which outlines the behaviours that participants can expect from the group facilitators and other Plan International / partner staff.

In **Parenting Session 2, parents and caregivers explore their strengths and challenges as parents and identify positive ways of managing stress.** In this session it is important to acknowledge that being a parent is stressful, no matter what. In crisis situations, it can be even more stressful. It is important to praise the efforts that parents make and point out their strengths and accomplishments in raising children. In this session, parents reflect on different ways of reacting to stress and identify positive activities that they can do to take care of themselves and manage stress. The group will practise “taking a pause” and different relaxation activities.

After Session 2 the facilitator holds a **module evaluation** with the group. Participants reflect on the learning from the first two sessions and give feedback on the topics and activities of the sessions, including what they liked and what they would like to see included. The (co-)facilitator documents this feedback and uses it to make adaptations as needed for the following sessions.

**Parenting Session 1:** Getting to Know Each Other

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Have a personal goal for the programme. * Have access to a safe and inclusive space.   **MATERIALS**   * Attendance list * **Tool 7. Personal Goal** (one copy per participant) * **Tool 8. Personal Goal Registration Form** (one copy for the facilitator) * Flipcharts and markers * Ball * Pens or pencils (one per participant) * Laughter and Play game manual * Information about Plan International’s safeguarding, PSHEA policy and Code of Conduct   **PREPARATION**   * Prepare an overview of the sessions in the programme to present to participants. * Print out copies of Tool 7 and 8. | **TIPS FOR FACILITATORS**   * **Be open and listen**: Allow participants to talk freely. Ask them open questions and find out how much they already know. * **Be respectful and supportive**: Give participants space to share how they are feeling openly, without judgment. Let them know how you are there for them. * **Be patient:** It might take a couple of sessions to build trust. Do not expect participants to share or answer every question. * **End on a good note**: Check in with the group and close the session with something fun! * **Reporting:** Remember to take attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  In this session the group members and the facilitators will get to know each other and the programme, set a personal goal and jointly develop a group agreement. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 1. Theme introduction: Introducing the programme | 20 minutes |
| 1. Exploration: Personal goal | 30 minutes |
| 1. Take-away: Group agreement | 20 minutes |
| 1. Closing | 10 minutes |
| After the session: reporting and follow-up |  |
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**Steps to follow**

**1. Welcome and warm-up**

**Time:** 10 minutes

**1.** **Welcome and introduction**: Welcome participants to the programme and praise them for coming. Introduce yourselves as facilitator and co-facilitator. Explain that in this first session we will spend time getting to know each other, so that everyone feels comfortable in the group. We will also look at the topics and themes that we will discuss in the next sessions and will think about what we would like to learn in this programme.

**2. Introduction game: Name Game with Ball.** Instructions for this game can be found in the **Laughter and Play manual**.

**3.** **Introduce the theme of this session:** Explain that this session is about getting to know each other and learning more about the programme.

**2. Theme introduction:** Introducing the programme

**Time:** 20 minutes

**1.** Introduce the purpose of this programme: to organise regular sessions that create time and space for parents and caregivers to come together, feel supported and share things that are important to them. Explain that the programme will run in parallel to sessions for their adolescent children and that in the sessions we will discuss how parents can support their adolescent children and build positive relationships.

**2.** Introduce the different topics of the sessions that will be covered. Ask if participants have topics that they are particularly interested in. Alternatively, ask participants to discuss in pairs the topics of their interest.

**3.** Explain that this programme runs in parallel to sessions for their adolescent children and that sometimes similar topics will be discussed. Ask if participants have topics that they think are important for them as parents.

**4.** Present **Plan International’s Code of Conduct** and explain the behaviours that participants can expect from the facilitators and other Plan International staff members. Present the local mechanisms that participants can use to report any concerns. Take time to answer any questions from the group.

**3. Exploration:** Personal goal

**Time:** 30 minutes

**1.** Ask the adolescents to spend a few minutes individually thinking about something they would like to learn through this programme. Explain that this will be their “personal goal” for the programme.

**2.** Give each participant a copy of **Tool 7. Personal Goal**, and a pencil or pen. Give participants 15 minutes to write or draw their personal goal. The co-facilitator/community volunteer helps participants who cannot write and who feel uncomfortable about drawing.

**3.** Once they have written or drawn their goal, ask participants to reflect on how far away they are currently in reaching their goal. Explain that the three smileys (☹ 😐 ☺) show that (i) they have not yet reached the goal; (ii) they have moved a little bit towards it; (iii) or they have already reached their goal. **Emphasise that it is okay not to be close to your goal yet; goal-setting helps us to learn new things.**

**4.** Praise participants for identifying their goals! Ask participants if they are OK if the facilitators read participants’ personal goals to better understand their priorities, and to keep them until the final session.

**5.** Collect the forms so they can be kept for use during the last session of the programme. After the session, document all personal goals in **Tool 8. Personal Goal Registration form** and the participant database.

**6. Energiser: Name Impulse.** Instructions for this energiser can be found in the **Laughter and Play manual**.

**4. Take-away:** Group agreement

**Time:** 20 minutes

**1**. Explain that it is important to create a safe space for the group session. Ask participants what group rules they find important in order to feel comfortable and respected in the session. Agree with the group on each rule before noting it down.

**2.** Ensure the following rules are covered:

* **Come on time.**
* **Attend every session – if you cannot attend, tell the (co-)facilitator.**
* **Everyone has an opportunity to speak and participate.**
* **Respect each other by listening and paying attention to whoever is speaking.**
* **Share only what you feel comfortable sharing and only participate when you feel comfortable in doing do.**
* **Accept and respect people with other views or opinions.**
* **What is shared in the group, stays in the group: treat the things that other participants share in the group with respect and confidentiality.**
* **Always feel free to ask the facilitator questions before, during or after the session.**

**3.** Ask the group how we can make sure everyone is reminded of these rules. What happens if someone does not follow the rules? Avoid actual “punishments” but think of fun ways to remind each other of the rules (e.g., sing a song, do a dance, etc.). Save the group agreement and display it in the room.

**5. Closing**

**Time:** 10 minutes

**1. Closing exercise: Energy meter.** Instructions for this closing exercise can be found in the **Laughter and Play manual**.

**2. Home practice:** Ask participants to tell their adolescent children about the topics of this programme.

**3. Q&A:** Answer any final questions or reflections from the group before closing the session. Thank all participants for their time and praise them again for coming to the session. Tell the group that if they want to discuss something, they can come to the facilitators after the session.

**4. Closing ritual.** Ask the group how they might want to finish the session. What should a “good ending” include? For example, it could be a closing game, song, yell or ritual that can be used to close each session. If needed, give an example, such as a “special clap”, movement, or a traditional song that makes the participants laugh and move, before the group decides on their own ritual.

**After the session**

After the session, the lead facilitator:

* completes the attendance and session report;
* follows up with individual participants on any issues that have come up during the session.

**Optional:** Follow-up activities

If after the parenting sessions, the (co-)facilitator conducts other activities with the parents/caregivers, they can reinforce the learning from the session by:

* having a follow-up meeting with parents to discuss what they feel is most important for them to share with other parents;
* explaining to parents more about the Life Skills programme that their children are part of;
* providing information about available services in the local area / community.

**Parenting Session 2:** Supporting Ourselves in Stressful Times

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Know ways to practise self-care. * Practise positive ways to manage stress.   **MATERIALS**   * Attendance list * Flipchart and markers * Optional: Relaxing music * Optional: **Resource 3. Mindfulness and Meditation Activities** * Mats or chairs to sit on for all participants * Laughter and Play game manual   **PREPARATION**   * Prepare calm, relaxing music. * Contextualise the key messages and relaxation exercises as required. | **TIPS FOR FACILITATORS**   * **Be open and listen**: Allow participants to talk freely. Ask them open questions and find out how much they already know. * **Be aware of stressors:** Participants might feel worried about themselves or their family, or experience a lack of social support in their daily life. * **Be supportive**: Give participants space to share how they are feeling and let them know how you are there for them. * **End on a good note**: Check in with the group, highlight strengths and capacities, and remind parents that they can do simple things to take care of themselves and others. Close the session with something fun! * **Reporting:** Remember to take attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  In this session the group members will explore positive and difficult sides of being a parent, identify positive ways of coping with stress and practise “taking a pause”. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 15 minutes |
| 2. Theme introduction: Stand up if | 15 minutes |
| 3. Exploration: Dealing with stress | 30 minutes |
| 4. Take-away: Taking a pause | 10 minutes |
| 5. Closing | 10 minutes |
| After the session: reporting and follow-up |  |

**Steps to follow**

**1. Welcome and warm-up**

**Time:** 15 minutes

**1.** **Recap**: Welcome the participants and praise them for making it to the session. Ask participants if they remember from the last session what this programme is about. Recap the types of activities and themes that will be covered in this programme. Check if they have any questions and remind the group of the group agreement, before continuing.

**2. Opening game: Making connections.** Instructions for this introduction game can be found in the **Laughter and Play manual**.

**3.** **Introduce the theme of this session:** Explain that this session is about what it is like to be a parent, including the good sides, the difficult sides and what we can do to take good care of ourselves as a parent.

**2. Theme introduction:** Stand up if

**Time:** 15 minutes

**1.** Invite parents to sit in a circle. Explain the exercise:

* **I will read out a statement. Stand up if you agree with what I say.**
* **Stay sitting down if you do not agree.**

Note: as an alternative for standing up, participants can also raise their hand if they agree.

**2.** Read out the following statements one by one:

**Adaptation:** Adapt the statements to the local context. Avoid discriminatory characteristics.

* **Please stand up if... you have children**
* **Stand up if you have two children**
* **Stand up if you have three children**
* **Stand up if you have more than three children**
* **Stand up if you’re wearing something with the colour red**
* **Stand up if sometimes you are annoyed by your children**
* **Stand up if sometimes your children make you laugh**
* **Stand up if sometimes you feel worried being a parent**
* **Stand up if you like singing or dancing**

**3.** After the exercise, highlight that the participants have a lot in common, as caregivers and as people, and that they also have their differences. That is all okay. It means that we can learn from each other.

**4.** If working with mixed groups, divide the group in same-sex groups and work separately on the same activity. Ask participants to reflect on the following questions:

* **Can you think of proud moments as a parent; something you felt proud of or something that you like about yourself as a parent?**
* **Can you think of challenges that you face as a parent, something that is difficult?**
* **Are there differences between the challenges that female and male caregivers face?**

**5.** If working in same-sex groups, bring both groups back to the plenary and let them share some reflections. Acknowledge what participants share and praise all parents and caregivers for the tremendous job they do in taking care of their families!

**6.** In the conversation, highlight the following key messages:

* **As parents we all face challenges.**
* **Despite some of the challenges we all face, we also have our strengths and proud moments of parenting.**
* **When parents are very stressed, this can have an effect on children too. It is important to reduce stress for yourself, because it will help you to reduce stress for your children.**

**3. Exploration:** Dealing with stress

**Time:** 30 minutes

**1.** If working with mixed groups, divide the group in same-sex groups and work separately on the same activity, each with a facilitator. Tell the group that in stressful situations, parents and caregivers are often so focused on taking care of their families that they do not take time to take care of themselves. Ask the group if they recognise this situation. Be open and listen.

**2.** Start a conversation by asking the following question:

* **What might parents do when they feel worried or stressed?**

**3.** Write down the ideas of the participants on a flipchart. Praise participants for sharing their ideas!

**4.** Explain that there are many different ways to deal with stress, and that some of these are helpful, while others are unhealthy or harmful. Ask participants which activities are helpful and healthy, and which ones are unhealthy. Let participants categorise the activities as **positive ways of dealing with stress** or **negative ways of dealing with stress** (like the example table below).

**Adaptation** Add positive and negative ways of coping that are practised in the local context.

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| **Positive ways of dealing with stress** | **Negative ways of dealing with stress** |
| Talking to a friend  Spending time with family  Singing or listening to music to calm down  Exercising or playing a game  Writing down thoughts  Going for a walk if possible and safe to do so  Sleeping  Making jokes  Thinking of something joyful  Even crying can bring relief at times  Helping others  Asking others to help you  Limiting reading negative news or social media | Drinking a lot of alcohol  Smoking a lot  Isolating oneself from family or friends  Spending excessive time on social media  Arguing with others  Fighting with others  Using verbal violence  Using physical violence  Using sexual violence  Self-harming |

**5.** In the conversation, highlight the following key messages:

* **When you feel stressed, try to find a positive activity that helps release tension in a way that is healthy for yourself and others.**
* **Some people act in ways that harm themselves or others when they feel stressed. However, there are many other, more positive, ways to deal with stress.**
* **It is okay to take time for yourself. Allow yourself time to be alone or take care of yourself. Also allow your partner to take time for themselves.**
* **Do activities that give you joy – this can be exercising, singing, dancing, praying or talking with a friend.**
* **Ask for support from loved ones. If your usual support system is not in place, try to find out who else can help.**

**6. Energiser:** Ask the group if they know a fun game, song, dance or short exercise that can help us to relax and feel good. Invite a participant to facilitate the energiser with the group.

**4. Take-away:** Taking a pause

**Time:** 10 minutes

**1**. Explain that when the stress becomes just too much, there are also things we can do to calm ourselves down. It can help to give yourself a 10-second pause. For example, it can help to do breathing or relaxation exercises.

**2.** Facilitate one or both of the exercises below or select an activity from **Resource 3. Mindfulness and Meditation Activities.**

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| **1)** **DEEP** **BREATHING**   1. Find a comfortable position, sitting, standing or laying down on the floor. 2. Place one hand on your stomach and one on your chest. 3. Observe your own breathing for a few breaths. 4. Breathe in deeply and slowly through your nose, feel the belly expand. Hold for 1... 2... 3… seconds *(inhale slowly)* 5. ...and breathe out deeply and slowly through your mouth, empty the belly and lungs. Hold for 1... 2... 3… seconds (*exhale slowly).* 6. Repeat a few times. |
| **2)** **BODY SCAN MEDITATION**   1. Find a comfortable position either lying down on your back with the palm of your hands facing upward and your feet slightly apart, or sitting on a comfortable chair with feet resting on the floor. 2. Try to lie very still for the duration of the exercise, moving minimally if it becomes necessary to adjust your position. 3. Start to bring awareness to your breath, noticing the rhythm of breathing in and breathing out. Do not try to change the way you are breathing, just bring your awareness to how you are breathing naturally. 4. Start to bring your attention to how you are feeling. How do your clothes feel against your body? Are any of your limbs feeling particularly heavy or light? Note any parts of your body that are either feeling no sensation or are feeling a lot of sensation. 5. Now start to pay special attention to your feet and toes and the way that they feel. Are they heavy or light? Are they sensitive or not? 6. Start to bring this kind of attention to your other body parts, moving upward in sequence:  * Toes and feet * Lower legs * Knees * Thighs * Pelvic region * Abdomen * Lower back * Chest * Upper back * Hands * Arms * Neck * Face and head * The top of the head  1. Once you have focused on all the different areas of the body and you feel ready, slowly open your eyes and acknowledge any sensations and new feelings you are experiencing. |

**3.** After the exercise, ask participants to come back to the circle in a seated position. Ask participants how the exercise(s) felt for them. Ask when these exercises can be useful for them. Let participants share their thoughts and highlight that these short exercises can be done every day, at any time and in any place.

**5. Closing**

**Time:** 10 minutes

**1. Closing exercise: Hold the rope.** Instructions for this closing exercise can be found in the **Laughter and Play manual**.

**2. Home practice:** Ask participants to practise one of the positive ways of dealing with stress or a relaxation exercise. Encourage participants to notice how they feel afterwards. Next session we will hear how it went!

**3. Q&A:** Answer any final questions or reflections from the group before closing the session. Thank all participants for their time and praise them again for coming to the session. Tell the group that if they want to discuss something, they can come to the facilitators after the session.

**4. Closing ritual.** Let the group lead their closing ritual, game or song that they have chosen to close the session.

**After the session**

After the session, the lead facilitator:

* completes the session report;
* follows up with individual participants on any issues that have come up during the session.

**Optional:** Follow-up activities

If after the parenting session, the (co-)facilitator conducts other activities with the parents/caregivers, they can reinforce the learning from the session by:

* repeating some of the relaxation exercises of this session;
* providing a space for parents to meet informally and give or receive support from other parents;
* playing the games of this session with the group.

Module: Adolescent Development

Notes for the facilitator

In this module, participants will explore the development phase of adolescence and how they can support adolescents in difficult times. By the end of this module, parents and caregivers will:

* know the changes that take place during puberty and adolescence;
* know how crisis situations can affect adolescent development and wellbeing;
* practise listening and praising skills to support adolescents in difficult times;
* practise positive ways to spend time with adolescents.

**Parenting Session 3 guides parents to reflect on the changes that take place during puberty and adolescence and learn how crisis situations affect adolescents.** In this session, parents and caregivers think back about their own adolescence and identify the different physical, emotional and social changes that adolescents go through during puberty. In the session, parents learn that being an adolescent is already a challenging time, and a crisis situation can make it even harder. Many adolescents may feel overwhelmed, anxious or frustrated. While adolescents may become more autonomous and turn to their friends if they have a problem, parental attention, love and guidance are still very important for adolescents, especially in difficult situations. The session ends with a reflection on what adolescents may need from their parents and caregivers in difficult times.

**Parenting Session 4 builds on Session 3 and offers practical ways for parents to support their adolescents, including through spending time together and listening to adolescents.**

In this session, parents and caregivers reflect on the care and support they received from their own parents or other important adults when they teenagers. Building on these positive memories, participants explore positive ways of supporting their adolescents. Parents learn about the importance of listening to adolescents and paying attention to their children. Participants identify positive ways of spending time with their adolescents and how this can improve the parent–child relationship.

**In this module,** be attentive to context-specific gender norms. If appropriate and safe to do so in the local context, encourage parents to reflect on their views on LGBTQI+ issues and promote positive attitudes towards all adolescents regardless of their sexual orientation or gender identity. Similarly, address existing harmful gender norms. In some contexts, boys are taught to suppress strong emotions such as anger or sadness or are expected to mitigate their feelings by using violence. Emphasise that all feelings are normal and okay. Encourage parents to pay attention to adolescents’ feelings and to listen to them. Be ready to provide parents and caregivers with relevant information on available services and support.

**After Session 4** the facilitator holds a module evaluation with the group. Participants reflect on what they have done, learned and felt in session 3 and 4 and they have an opportunity to give feedback on the topics and activities of the sessions. The facilitator also asks the group some questions about the module to see if they remember important information from the session, such as available services and support. The (co-)facilitator documents this evaluation and uses it to make adaptations as needed for the following sessions.

**Parenting Session 3:** Adolescent Development

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Know the changes that take place during puberty and adolescence. * Know how crisis situations can affect adolescent development and wellbeing.   **MATERIALS**   * Attendance list * **Resource 7. Puberty** * Flipcharts and markers * Laughter and Play manual     **PREPARATION**   * Choose the appropriate version of Resource 7. Puberty. * Contextualise materials as required. | **TIPS FOR FACILITATORS**   * **Be comfortable:** Make sure that you are comfortable with the content of the session in advance and can talk openly about puberty. * **Be open and listen**: Allow participants to talk freely. Ask them open questions and find out how much they already know. * **Use simple terminology:** Use the local terms for words such as “feelings” and different body parts. * **Create a safe space:** Talking about puberty or human body development may be sensitive for some people so try to create an environment where people feel comfortable about discussing these issues openly. * **Be supportive**: Give participants space to share how they are feeling and let them know how you are there for them. * **End on a good note**: Check in with the group, remind them that they can take care of themselves and others. Close the session with something fun! * **Reporting:** Remember to take attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  In this session the participants will reflect on the changes that adolescents go through during puberty and what adolescents need in difficult times. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: My teenage self | 20 minutes |
| 3. Exploration: Adolescent development | 30 minutes |
| 4. Take-away: What adolescents need | 20 minutes |
| 5. Closing | 10 minutes |
| After the session: reporting and follow-up |  |
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**Sensitive session: additional facilitator notes**

* In this session, participants are asked to reflect back on their own teenage self. Reflecting on our lives can generate different emotions for people. Some people may remember their teenage years with happiness but for others it may be emotional and even traumatic. Acknowledge this for the group and remind people before and after the activity that it is good to talk to people if they have feelings or thoughts that they need support with.
* Potentially sensitive topics will be discussed. Decide if and how to define and explain the term “puberty” and different (reproductive) body parts, as well as “menstruation” and “periods”.
* When working with mixed groups, decide which activities will be done jointly and which activities are better held separately in same-sex groups to ensure a safe space for all to participate. However, make sure that all caregivers receive the same information about the key changes in the bodies and minds of adolescents.
* Do not force anyone to participate in activities or share personal experiences during the session.
* Invite a health worker to be present for some or all of the activities in the session, if possible and appropriate.
* It can help to do short “check-in” exercises in between activities to tune in with the group to see if they feel comfortable or have any concerns. Make sure to address any concerns before continuing with the session.

**Steps to follow**

**1. Welcome and warm-up**

**Time:** 10 minutes

**1.** **Recap**: Welcome the participants and praise them for making it to the session. Ask participants what they remember from the last session. Which activities did they try at home? Who tried one of the relaxation exercises? How did it feel? Did they share it with others? Check if they have any questions and remind participants of the group agreement before continuing.

**2. Opening exercise: Listening to Sounds.** Instructions for this game can be found in the **Laughter and Play manual.**

**3.** **Introduce the theme of this session:** Explain that this session is about the changes that adolescents go through as they change from childhood to young adulthood.

**2. Theme introduction:** My teenage self

**Time:** 20 minutes

**1.** Ask participants to find a comfortable place and position to sit in for the next few minutes. Ask them to close their eyes and to visualise themselves as a teenager. Slowly, read out one by one the following questions (note: the questions are meant to guide the visualisation; participants do not need to answer these questions):

* **Where are you?**
* **Who are you with?**
* **What are you doing?**
* **What makes you happy?**
* **What do you worry about?**
* **Who do you talk to about those worries?**
* **What kind of character are you? Quiet? Loud? Assertive? Shy? Sociable?**
* **What are the things that are changing for you during this time?**
* **Which people are there to support and guide you? What do they say or do?**

**2.** Leave a pause as you finish the questions to allow people to process all of their thoughts. Give participants time to share their memories of their teenage years, the main changes and the people who supported them.

**3.** After sharing, praise the group for sharing their memories and highlight the following messages:

* **Adolescents are going through a lot of changes during puberty and they may have many questions or worries.**
* **Parents play an important role in providing information and advice to adolescents.**

**3. Exploration:** Adolescent development

**Time:** 30 minutes

**1.** If working with mixed groups, divide the group in same-sex groups and work separately on the same activity. Draw a body map on a flipchart. Ask the group to discuss:

* What are the main changes in the **bodies** of adolescents? (physical changes)
* What are the main changes in the way adolescents **think**? (cognitive changes)
* What are the main changes in the way adolescents **feel**? (emotional changes)
* What are the main changes in the way adolescents **interact** **with** **others**? (social changes)

A picture containing diagram

Description automatically generated**2.** After 15 minutes, use **Resource 7. Puberty** to highlight the main changes in thinking, the body, emotions and social behaviour that occur during adolescence, such as:

* changing bodies
* wanting to be more independent from their family
* being more focused on themselves
* moving away from family and becoming closer to peers / friends
* “mood swings” with frequently changing emotions.

**3.** Give participants time to react and discuss whether they recognise these changes.

**4.** In the conversation, highlight the following key messages:

* **All adolescents go through these physical and emotional changes, whether they are a girl or a boy.**
* **These changes may not occur exactly at the same time. For some they occur early and for others they occur later. Typically, girls enter puberty one to two years earlier than boys.**
* **Adolescents can experience intense and rapidly changing feelings; one moment they can feel happy, and the next moment they can feel upset. This is a natural part of their development.**
* **Adolescents with experiences of violence, displacement or other crisis situations may experience very strong feelings of sadness, grief, sorrow or anger. This is a normal response to an abnormal situation.**

**5. Energiser: Ram Sam Sam.** Instructions for this energiser can be found in the **Laughter and Play manual**.

**4. Take-away:** What adolescents need

**Time:** 20 minutes

**1.** Ask participants to reflect on what adolescents need to grow up and become healthy adults. Ask the following questions:

* **What do adolescents need to grow up?**

**2.** Let participants share and add the following points to complete the list:

* good food and nutrition
* safety, parental care and guidance
* positive role models
* friendships / positive peer relations
* learning how to communicate and solve problems
* opportunities to learn
* opportunities to express themselves and discover their talents, etc.

**3.** Divide participants into same-sex pairs to discuss the following questions:

* **What do adolescents need from their parents?**
* **Do girls and boys have different needs?**

**4.** After five minutes, bring participants back in the circle and let them share their reflections.

**5.** In the conversation, highlight the following key messages about adolescents’ developmental needs using the metaphor of a house:

* **Like a house that takes time to be built, young people and their brains are still developing and changing until they are 24 years old.**
* **For a strong house, you need a strong foundation. The adolescent brain needs a strong foundation of good nutrition (food), opportunities to learn and feeling safe and supported.**
* **As long as a house is not yet finished, support may be needed to hold the house together. Similarly, adolescents – both girls and boys – continue to need our support and love.**
* **During a heavy rain or storm, a house might need extra support. Similarly, when adolescents go through a difficult time, they might need extra support. If they go without support, they may develop emotional or behavioural problems.**
* **Adolescents are resourceful and do not always need their parents to solve their problems; they may just need guidance or love/affection.**

**6.** Praise participants for sharing their ideas! Explain that in the coming sessions we will continue to talk about how we can support adolescents. Ask participants if they have any questions and take time to answer these.

**5. Closing**

**Time:** 10 minutes

**1. Closing exercise: Lotus flower.** Instructions for this closing exercise can be found in the **Laughter and Play manual**.

**2. Home practice:** Ask parents to share one aspect of learning from this session with their partner or other adults, for example other adult family members or a friend.

**3. Q&A:** Answer any final questions or reflections from the group before closing the session. Thank all participants for their time and praise them again for coming to the session. Tell the group that if they want to discuss something, they can come to the facilitators after the session.

**4. Closing ritual.** Let the group lead their closing ritual that they have chosen to close the session.

**After the session**

After the session, the lead facilitator:

* completes the attendance and session report;
* follows up with individual participants on any issues that have come up during the session.

**Optional:** Follow-up activities

If after the parenting sessions, the group members come together for other activities, the (community) facilitator can reinforce the learning from the session by:

* facilitating some follow-up discussions about parents’ and caregivers’ experiences with adolescents during puberty;
* providing more detailed information to parents on puberty and menstruation and how they can talk about this with their adolescents;
* providing a space for parents to meet informally and give or receive support from other parents;
* playing the games and exercises from this session with the group.

**Parenting Session 4:** Supporting Adolescents in Difficult Times

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| --- | --- |
| **DURATION**   * 90 minutes   **OBJECTIVES**   * Practise listening and praising skills to support adolescents in difficult times. * Practise positive ways to spend time with adolescents.   **MATERIALS**   * Attendance list * Laughter and Play manual   **PREPARATION**   * Prepare some context-specific example scenarios for the role plays. | **TIPS FOR FACILITATORS**   * **Be open and listen**: Allow participants to talk freely. Ask them open questions and find out how much they already know. * **Use simple terminology:** Use the local terms for words such as “feelings” and “stress”. * **Be aware of stressors:** Participants may have experienced distressing events during their own adolescence or in their current life. Do not ask participants to disclose details about their personal situation. * **Be supportive**: Give participants space to share how they are feeling and let them know how you are there for them. * **End on a good note**: Check in with the group, remind them that they can take care of themselves and others. Close the session with something fun! * **Reporting:** Remember to take attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  In this session the participants will practise listening and paying attention to their children and identify ways to spend time with adolescents. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: A joyful memory | 20 minutes |
| 3. Exploration: Supporting adolescents | 30 minutes |
| 4. Take-away: Spending time together | 20 minutes |
| 5. Closing | 10 minutes |
| After the session: reporting and follow-up |  |
|  |  |

**Steps to follow**

**1. Welcome and warm-up**

**Time:** 10 minutes

**1.** **Recap**: Welcome the participants and praise them for making it to the session. Ask participants what they remember from the last session. Have they shared their learning with someone else, for example their partner or a friend? Check if they have any questions and remind participants of the group agreement before continuing.

**2. Introduction game: Name and Movement.** Instructions for this introduction game can be found in the **Laughter and Play manual**.

**3.** **Introduce the theme of this session.** Explain that this session is about what we can do to support adolescents in stressful times.

**2. Theme introduction:** A joyful memory

**Time:** 20 minutes

**1.** Ask participants to find a comfortable place and position to sit in for the next few minutes. Ask them to close their eyes and to visualise themselves as a teenager. Ask the following question:

* **What was a joyful time with your parents or other family members when you were young?**

**2.** Leave a pause as you finish the question to allow people to process all of their thoughts. Give participants time to share their memories of their teenage years, the main changes and the people who supported them.

**3.** After sharing, praise the group for sharing their memories and highlight the following key messages:

* **For all children and adolescents, some of the best memories are time when their caregivers show them love and attention, spend time with them, listen or praise them.**
* **Sometimes, adolescents may look or act like they do not need this love and attention from their parents, but they do still need it.**

**3. Exploration:** Supporting adolescents

**Time:** 30 minutes

**1.** Invite the group to sit in a half circle.Explain that in this activity we will experience what “listening” really means through role plays. Explain briefly what a role play is.

**2.** As facilitator and co-facilitator, act out a scenario for the group about an adolescent and their parent. Person 1 is an adolescent who tries to tell Person 2, the parent, a story or experience. However, the parent is too busy to listen or does not seem interested in listening to the story. Examples include:

* The adolescent got a good grade in school and wants to tell their parent about it. However, the parent is too busy to listen.
* The adolescent learned something new and wants to tell their parent about it. However, the parent is not very interested and does not listen.

**3.** After the role play, facilitate a short discussion with the group:

* **What happened in the role play?**
* **What did the “adolescent” do?**
* **How did the “parent” react?**
* **What did the “adolescent” feel?**

**4.** Divide participants in pairs. Ask the pairs to re-play the same scenario. Explain their assignment:

* **Person 1 is the adolescent who tells something to Person 2, the parent, who does not pay attention.**
* **Play for a few minutes and then swap roles.**

**5.** Invite the parents to come back to the circle for a short reflection:

* **How did it feel for the “adolescent” to not be listened to?**
* **How did it feel to not listen as a “parent”?**
* **Does this happen sometimes in real life?**

**6.** Ask the pairs to do the same role play again, but this time, give the following instruction:

* **Person 1 is the adolescent who tells something to Person 2, the parent. This time, the parent really listens and pays attention to what the adolescent tells them.**
* **Practise for one or two minutes and then swap roles again.**

**7.** Praise participants for their practice! Invite parents to come back into a circle for a reflection. Ask:

* **What was the difference between the first and second role play?**
* **How did it feel for the “adolescent” to be listened to?**
* **And how did it feel for the “parent” to be listening and paying attention to your child?**
* **Does this happen in real life?**

**8.** In the conversation, highlight the following key messages:

* **In difficult times, listening and showing concerns for their feelings is extra important for adolescents.**
* **Listening to adolescents and valuing their ideas encourages them to think for themselves and solve problems.**
* **Encourage young people to express their feelings. Every person has their own way to do this: some may want to talk, others prefer to play, write or sing.**
* **During uncertain times, it is important for all children, including the older ones, to spend some time with their caregivers.**

**9. Energiser: Local song.** Ask the group if they know a fun game, song, dance or short exercise that they can do with their children. Invite a parent to facilitate it for the group.

**4. Take-away:** Spending time together

**Time:** 20 minutes

**1.** Bring the group back in the circle. Explain that one way to support adolescents in stressful times is to spend time with them and to pay full attention to their children. Divide participants in pairs and ask them to discuss the following questions:

* **How do you spend time with your children?**
* **What things do you do together?**

**2.** After five minutes, bring the group back to plenary and ask the pairs to share their thoughts. Praise participants for sharing their experiences!

**3.** Highlight activities that parents can do with their adolescents, which are possible and appropriate in context such as: play games, cook together, organise a family outing, arts or crafts, go to places together, exercise/play sports together, ask questions, talk to each other, tell stories, sing together, make jokes, etc. If parents have indicated that they sing or dance together with their adolescents, ask them to share the song or dance with the group and invite everyone to participate!

**4.** In the conversation highlight the following messages:

* **Spending time together improves the relationship between parent and child.**
* **It builds self-esteem, as both the adolescent and the parent feel that they are valuable and loved.**
* **Adolescents can learn skills from parents, and parents can learn about their children and how to support them.**
* **Spend time together can just take 20 minutes, or be for longer – it’s up to us. It can be at the same time each day so children or young people can look forward to it.**
* **Ask your child what they would like to do: choosing builds their self-confidence.**

**5.** Explain that these activities are helpful for most adolescents. Some young people may require additional support in case they experience high levels of distress that develop into mental health problems. Mention locally available services and referral pathways, including:

* local (NGO) staff/social workers/trusted people who are available to support or advise;
* locally available services and referral pathways for mental health and psychosocial support, child protection and gender-based violence (if applicable);
* local telephone or online helplines for children, young people and adults who need support (if applicable).

**5. Closing**

**Time:** 10 minutes

**1. Closing exercise: Circle of Praise.** Instructions for this closing exercise can be found in the **Laughter and Play manual**. After the exercise, highlight that praising is important for everyone!

**2. Home practice:** Ask participants to spent time with their adolescents or do an activity together before the next session. Encourage participants to actively listen to their children.

**3. Q&A:** Answer any final questions or reflections from the group before closing the session. Thank all participants for their time and praise them again for coming to the session. Tell the group that if they want to discuss something, they can come to the facilitators after the session.

**4. Closing ritual.** Let the group lead their closing ritual, game or song that they have chosen to close the session.

**After the session**

After the session, the lead facilitator:

* completes the attendance and session report;
* follows up with individual participants on any issues that have come up during the session.

**Optional:** Follow-up activities

If after the parenting session, the group members come together for other activities, the (community) facilitator can reinforce the learning from the session by:

* repeating some of the key messages of this session;
* organising joint “team building” activities for adolescents and their parents/caregivers;
* providing a space for parents to meet informally and give or receive support from other parents;
* playing the games of this session with the group.

Module: Positive Parenting

Notes for the facilitator

In this module, participants will practise positive parenting skills with adolescents in crisis settings. By the end of the module, participants will be able to:

* practise making agreements with adolescents;
* practise peaceful problem-solving with adolescents;
* distinguish between helpful and harmful (gender) roles of adolescents;
* promote positive roles and responsibilities for adolescents.

**Parenting Session 5 guides parents to reflect on situations of disagreements or conflicts with adolescents.** Parents and caregivers reflect on the differences between younger children and adolescents when it comes to disciplining and learn how to problem-solve with adolescents. The session shows how parents can involve adolescents in setting rules or routines and give them responsibility to follow these rules. Participants practise making agreements and following up on problems using consequences rather than punishments.

**Parenting Session 6 highlights the different roles and responsibilities that adolescents have as they grow older.** In this session, parents and caregivers reflect on gender and age-specific roles of adolescents, and how these may affect adolescent wellbeing and development. Parents distinguish between helpful (positive, supportive) roles and harmful roles and reflect on how they can ensure the tasks or responsibilities of adolescents are contributing to, instead of negatively affecting, their wellbeing.

**In this module,** be attentive to context-specific gender norms such as child labour or child marriage that specific groups of adolescent at risk of. Encourage parents and caregivers to reflect on both the benefits and disadvantages of the roles and responsibilities of adolescents and reflect on ways to reduce harm for adolescents and promote their health and wellbeing. Be ready to provide parents and caregivers with relevant information on services in their local area and/or facilitate referrals.

**After Session 6** the facilitator holds a module evaluation with the group. Participants reflect on what they have done, learned and felt in sessions 5 and 6 and they have an opportunity to give feedback on the topics and activities of the sessions, including what they liked and what else they would like to see included. The facilitator also asks the group some questions about the module to see if they remember important information from the session, such as available services and support. The (co-)facilitator documents this evaluation and uses it to make adaptations as needed for the following sessions.

**Parenting Session 5:** Problem-solving with Adolescents

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Practise making agreements with adolescents. * Practise peaceful problem-solving with adolescents.   **MATERIALS**   * Attendance list * Pens, sticks or other objects for the small stick exercise * Laughter and Play manual   **PREPARATION**   * Contextualise the stories if required. | **TIPS FOR FACILITATORS**   * **Be open and listen**: Allow participants to talk freely. Ask them open questions and find out how much they already know. * **Be aware of stressors:** Participants may have experienced distressing events or a lot of problems in their personal life. Do not ask participants to disclose details about their personal situation. * **Be supportive**: Give participants space to share how they are feeling and let them know how you are there for them. * **End on a good note**: Check in with the group, remind them that they can take care of themselves and others. Close the session with something fun! * **Reporting:** Remember to take attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  In this session the participants will reflect on challenges in parenting adolescents and practise making agreements. Participants also reflect on how they can team up and support one another as parents. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: Challenges in parenting | 20 minutes |
| 3. Exploration: Making agreements | 30 minutes |
| 4. Take-away: Supporting one another | 20 minutes |
| 5. Closing | 10 minutes |
| After the session: reporting and follow-up |  |
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**Steps to follow**

**1. Welcome and warm-up**

**Time:** 10 minutes

**1.** **Recap**: Welcome the participants and praise them for making it to the session. Ask participants what they remember from the last session. Did they spend time with their children? Let participants share their experiences. Check if they have any questions and remind participants of the group agreement before continuing.

**2. Opening exercise: Small stick balance.** Instructions can be found in the **Laughter and Play manual**.

**3.** **Introduce the theme of this session:** Explain that this session is about collaborating with adolescents and solving disagreements.

**2. Theme introduction:** Keeping it positive

**Time:** 20 minutes

**1.** If working with mixed groups, divide the group in same-sex groups and work separately on the same activity. Ask the group:

* **What rules or routines are important for you as a parent?**
* **What rules or routines are important for your adolescent children?**
* **What are the reasons that adolescents do not follow the rules of their parents?**
* **How do parents and caregivers solve these disagreements?**
* **Who deals with these problems, the female or male caregiver? Why?**

**2.** After 10 minutes, bring the group back to plenary and let participants share their reflections. Praise participants for sharing their experiences!

**3.** Explain that it’s hard to feel positive sometimes but that there are ways to address adolescents:

* **When our children are driving us crazy, we often say negative things to them.**
* **But children and teens are much more likely to do what we ask if we give them positive instructions and praise them for what they do right.**

**4.** Ask parents if they have examples of positive instructions or praise that they use with their children. Let them share their experiences. In the conversation, highlight the following tips to **keep it positive**:[[1]](#footnote-1)

* **Say the behaviour that you want to see, using positive words; like “please put your clothes away” or “please help me with the dishes” (not: “don’t make a mess” or “don’t be lazy”).**
* **Give teens a simple job with responsibilities and make sure they are able to do it.**
* **Speak in a calm voice and call your child’s name if they do not listen. Shouting will just make you and your child feel stressed and angry.**
* **Praise your child when they are behaving well: always tell them when they did something well. This way, they learn that this is a good thing that they can do again!**

**3. Exploration:** Making agreements

**Time:** 30 minutes

**1.** Explain that now we will look at situations where parents and adolescents have different opinions or disagreements.

**2.** Tell the story of Mabel and her son:

**Mabel is mother of a 14-year-old son. She wants her son to clean up the kitchen, but he wants to meet with a friend. She tells her son: “I know you want to see your friend. I am fine with that but right now I am very tired and I really need your help with cleaning up the kitchen. So please can you help me first with cleaning up? Then you can go to your friend after that.” When her son has cleaned up the kitchen for her, she tells him: “Thank you son, I appreciate you helping me. Have fun with your friend.”**

**3.** Ask the group to reflect on this story and ask the following questions:

* **What was important for the mother in this story?**
* **What was important for her son in this story?**
* **How did the mother handle this situation?**

**4.** In the conversation, highlight the key steps of **making agreements** with adolescents:

* **Say what you want from your child:** Calmly explain to older adolescents how you feel and why it is important to do what you ask them to do at this time. For example, say “I know this situation is hard for everyone including for you. I am also tired and really need your help with cleaning up the room. So please can you help me with maintaining the order here?”
* **Listen to your child:** Listen to what your child says they want from you (e.g., free time to play).
* **Make an agreement:** Together, come to an agreement (e.g., first cleaning up and then free time). Agree also on a consequence when they do not stick to the agreement (e.g., no free time).
* **Praise:** Do not forget to praise your adolescent when they keep to the agreement.

**5.** Divide participants in pairs and ask them to discuss a specific disagreement they had with their adolescent and how their viewpoint differed from that of their child. Each pair practises the four steps to come to an agreement. Each parent has a chance to play themselves, while the other parent plays the role of their “adolescent” in the situation they choose. Then swap roles.

**6.** When all role plays have finished, invite everyone to sit down in a circle. Facilitate a plenary discussion about the steps and ask:

* **What was it like to do this role play?**
* **What agreement did you reach?**
* **What was helpful in reaching the agreement? What was challenging?**

**7.** In the conversation, praise participants for sharing their reflections. Highlight that older adolescents need to be addressed differently than younger children because they have different needs and capacities:

* **Adolescents become more independent and want more freedom as they grow older.**
* **Making agreements helps adolescents in their decision-making and autonomy. Rather than telling adolescents what to do, it can help to establish rules and routines together.**
* **Following up on agreements is important to help adolescents to fulfil their commitments.**
* **If the adolescent does not fulfil the agreement, calmly remind them what has been agreed, or ask the adolescent what was agreed upon.**
* **When the adolescent does not respect the agreement, find a suitable consequence.**
* **When adolescents do fulfil their commitments, make sure to praise them. Positive reinforcement is very powerful.**

**8. Energiser:** **Special clap**. Instructions for this energiser can be found in the **Laughter and Play manual**.

**4. Take-away:** Supporting each other

**Time:** 20 minutes

**1.** Bring the group back in the circle. Explain that just like the activity with the sticks at the beginning of the session, for parents it is also important to collaborate with each other. Divide participants in pairs and ask them to discuss the following question:

* **What are the things that we can do as parents/caregivers to support each other when we are raising our children?**

**2.** After five minutes, bring the group back to plenary and ask the pairs to share their thoughts.

**3.** In the conversation, highlight the following messages:

* **As parents, communicate with each other to agree on rules and routines for the family. Where possible, involve your children and listen to their points of view.**
* **It is important to equally divide parenting tasks as parents, including dealing with difficult behaviour.**
* **When dealing with difficult behaviour, it is important to support each other as parents.**

**5. Closing**

**Time:** 10 minutes

**1. Closing exercise: Circle of Praise.** Instructions for this closing exercise can be found in the **Laughter and Play manual**.

**2. Home practice:** Ask participants to practise making agreements with their adolescents.

**3. Q&A:** Answer any final questions or reflections from the group before closing the session. Thank all participants for their time and praise them again for coming to the session. Tell the group that if they want to discuss something, they can come to the facilitators after the session.

**4. Closing ritual.** Let the group lead their closing ritual, game or song that they have chosen to close the session.

**After the session**

After the session, the lead facilitator:

* completes the attendance and session report;
* follows up with individual participants on any issues that have come up during the session.

**Optional:** Follow-up activities

If after the parenting session, the group members come together for other activities, the (community) facilitator can reinforce the learning from the session by:

* having individual or small-group conversations with parents to talk about challenging situations with their adolescent children;
* practising making agreements with adolescents;
* providing a space for parents to meet informally and give or receive support from other parents;
* playing the games and creative exercises from this session with the group.

**Parenting Session 6:** The Roles of Adolescents

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Distinguish between helpful and harmful (gender) roles of adolescents. * Promote positive roles and responsibilities for adolescents and prevent harm.   **MATERIALS**   * Attendance list * Flipcharts and markers * Referral information for local services for adolescents and caregivers/families * Laughter and Play manual   **PREPARATION**   * Gather context-specific information about the roles of adolescents such as involvement in (domestic) child labour, child marriage or other harmful roles, as well as positive alternatives. | **TIPS FOR FACILITATORS**   * **Be open and listen**: Allow participants to talk freely. Ask them open questions and find out how much they already know. * **Be aware of stressors:** Participants may have experienced distressing events or experience a lot of problems in their personal life. Do not ask participants to disclose details about their personal situation. * **Be supportive**: Give participants space to share how they are feeling and let them know how you are there for them. * **End on a good note**: Check in with the group, remind them that they can take care of themselves and others. Close the session with something fun! * **Reporting:** Remember to take attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  In this session the participants will reflect on the roles of adolescents and identify ways to promote positive roles while preventing harmful roles for adolescents. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: Exploring gender roles | 20 minutes |
| 3. Exploration: Helpful or harmful roles | 30 minutes |
| 4. Take-away: Promoting positive roles for adolescents | 20 minutes |
| 5. Closing | 10 minutes |
| After the session: reporting and follow-up |  |
|  |  |

**Steps to follow**

**1. Welcome and warm-up**

**Time:** 10 minutes

**1.** **Recap**: Welcome the participants and praise them for making it to the session. Ask participants what they remember from the last session. Ask participants if they have practised making agreements with adolescents? Let participants share their experiences. Check if they have any questions and remind participants of the group agreement before continuing.

**2. Opening exercise: Mirrors.** Instructions for this exercise can be found in the **Laughter and Play manual**. When participants have practised the game, add the following variations:

* Act out how a **15-year-old boy** gets ready in the morning (washing, getting dressed, eating, etc.).
* Act out how a **15-year-old girl** gets ready in the morning (washing, getting dressed, eating, etc.).

**3.** **Introduce the theme of this session:** Explain that this session is about the roles and expectations parents have of adolescents, and how these expectations may be different for girls and boys.

**2. Theme introduction:** Exploring gender roles

**Time:** 20 minutes

**1.** Start by sitting in a circle. Ask the group to reflect on the mirror game (opening exercise). Ask the following questions:

* **Did you see any differences between the morning rituals of the girls and boys?**
* **What do girls do in the morning? And boys?**

**2.** Explain that the participants will further discuss the typical daily activities of girls and boys. Divide the group into four (same-sex) groups. Give each group one of the questions below to discuss:

**Adaptation:** If it is safe and appropriate in the local context, include examples of adolescents with non-binary gender identities.

**Group 1:** What are the typical activities of a **10-year-old girl?**

**Group 2:** What are the typical activities of a **16-year-old girl?**

**Group 3:** What are the typical activities of a **10-year-old boy?**

**Group 4:** What are the typical activities of a **16-year-old boy?**

**3.** After 10 minutes, let the groups share their findings in plenary. Guide a conversation by asking the following questions:

* **What are the differences between the roles of younger and older adolescents?**
* **What are the differences between the roles of girls and boys?**
* **Why do girls and boys have different roles? Do you agree with these roles?**
* **Optional question: Have these roles changed during the crisis situation?**

**4.** In the conversation, highlight the following messages about gender:

* **Sometimes, the different activities that girls and boys do relate to the different bodies of men and women (for example, females can give birth and males cannot).**
* **Other times, the different roles of girls and boys are not due to biological differences, but because of the rules (social norms) in our communities that dictate what men and women are supposed to do.**
* **We sometimes see that girls are given fewer opportunities to participate in activities, sports or to move around freely, compared to boys.**
* **It is important to be aware of these roles and how they affect the wellbeing of adolescents**.

**3. Exploration:** Helpful or harmful roles

**Time:** 30 minutes

**1.** If working with mixed groups, divide the group in same-sex groups and work separately on the same activity. Ask each group to think about the activities and roles of adolescents that they just identified, and discuss the following questions:

* **Which are positive and helpful roles that adolescents have – in the sense that they contribute to their health, development and wellbeing?**
* **Which are harmful roles that adolescents have – in the sense that they can harm their health, development and wellbeing?**

**2.** In plenary, let the groups share what they consider to be helpful or harmful activities and roles of adolescents. Give parents time to explain why they think roles are harmful or not.

**3.** Highlight the difference between helpful roles and responsibilities for adolescents of different ages, and harmful consequences of roles such as working or being married at a young age. Highlight the consequences for adolescents when they miss important developmental needs such as going to school, having time to play and meeting with friends.

* **Adolescents have growing capacities to help at home and contribute to the family. These roles can teach them positive skills that they can be useful to them later in life.**
* **However, we must remember that their bodies and minds are still developing, especially between 10 and 18 years, and well into their early 20s.**
* **When adolescents take on roles that are too heavy for them, physically or emotionally, this can cause harm. For example, heavy labour, being married, giving birth or taking care of young children have serious consequences for their health and wellbeing.**

**4. Energiser: Special Clap**. Instructions for this energiser can be found in the **Laughter and Play manual**.

**4. Take-away:** Supporting positive roles for adolescents

**Time:** 20 minutes

**1.** Bring the group back in the circle. Divide participants in pairs and ask them to think of what they can do to ensure their adolescents undertake activities and roles that are healthy for them. Give the pairs 10 minutes to discuss the following questions:

* **What can we do as parents to prevent harmful roles of adolescents?**
* **What can we do to promote positive roles that benefit their wellbeing and development?**

**2.** After 10 minutes, bring the group back to plenary and ask the pairs to share their reflections. Acknowledge their inputs and praise participants for the ideas they came up with.

**3.** Ask the group if they know any good examples of parents who were able to support positive roles for their adolescents (both girls and boys) such as going to school, developing new skills or participating in family- or community-level activities?

**4.** In the conversation, highlight the programmes and services that are locally available for adolescents and their families, and promote (girls’) access to education, recreational activities, safe spaces, peer groups and other skill-building activities.

**5. Closing**

**Time:** 10 minutes

**1. Closing exercise: The Rocket.** Instructions for this closing exercise can be found in the **Laughter and Play manual**.

**2. Home practice:** Ask participants to share the ideas from this session that they find important with other parents, caregivers or family members.

**3. Q&A:** Answer any final questions or reflections from the group before closing the session. Thank all participants for their time and praise them again for coming to the session. Tell the group that if they want to discuss something, they can come to the facilitators after the session.

**4. Closing ritual.** Let the group lead their closing ritual, game or song that they have chosen to close the session.

**After the session**

After the session, the lead facilitator:

* completes the attendance and session report;
* follows up with individual participants on any issues that have come up during the session.

**Optional:** Follow-up activities

If after the parenting session, the group members come together for other activities, the (community) facilitator can reinforce the learning from the session by:

* organising group discussions where parents can exchange their experiences in promoting healthy roles for adolescents;
* providing a space for parents to meet informally and give or receive support from other parents;
* playing games and exercises from this session with the group.

Module: Adolescent Health and Protection

Notes for the facilitator

In this module, participants will explore how to promote the health and protection of adolescents. By the end of the module, participant will be able to:

* understand the sexual and reproductive health and rights (SRHR) of adolescents;
* feel confident in talking about SRHR with adolescents;
* understand existing protection risks for adolescents;
* identify ways to promote the safety of adolescents;
* understand the harmful impact of child, early and forced marriage;
* know positive alternatives for child, early and forced marriage.

In **Parenting Session 7 parents reflect on how they can talk about puberty and sexual and reproductive health with adolescents and how they can promote their access to information, advice and services.** Parents and caregivers participate in a quiz, to make sensitive topics more fun and comfortable to discuss together. After discussing important aspects of puberty and sexual and reproductive health and rights (SRHR) with each other, parents practise talking about SRHR with their adolescents using real-life scenarios. If possible and appropriate, invite a local health worker for this session and/or provide SRHR information or materials to parents and caregivers. Adapt session content and methodology to the local context.

**Parenting Session 8 highlights key protection risks affecting adolescents and guides parents to identify ways to prevent violence against adolescents.** In this session, parents and caregivers identify (gender and age-specific) forms of violence and its consequences for adolescents. This is a session where specific forms of gender-based violence (GBV) that are prevalent in the local context can be highlighted. Parents jointly identify ways to keep adolescents safe from violence within the family and community.

**Parenting Session 9 explores parents’ attitudes towards child, early and forced marriage.** Building on Session 6 (looking at gender and age-specific roles and responsibilities of adolescents), this session looks specifically at marriage. In this session, parents and caregivers reflect on the advantages and disadvantages of child, early and forced marriage, and learn about the harmful consequences and potential alternatives for marriage.

**In this module** it is essential that both the content and methodology of the sessions are adapted to the cultural context and the crisis situation. Use simple language and avoid jargon. Make the necessary adaptations to address sensitive topics, for example, by working in smaller or same-sex groups, or by inviting a (local) health or case worker to co-facilitate the session.

**After this module,** the facilitator holds a module evaluation with the group. Participants reflect on what they have done, learned and felt in the session 7, 8 and 9, and they have an opportunity to give feedback on the topics and activities of the sessions, including what they liked and what they would like to see included. The facilitator also asks the group some questions about the module to see if they remember important information from the sessions, such as available services and support. The (co-)facilitator documents this evaluation and uses it to make adaptations as needed for the final session.

**Parenting Session 7:** Adolescent Sexual and Reproductive Health

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * understand the sexual and reproductive health and rights (SRHR) of adolescents; * Feel confident in talking about SRHR with adolescents.   **MATERIALS**   * Attendance list * **Resource 18. Puberty Quiz** * A prize for the winning team of the quiz * Laughter and Play manual * Local health and SRH referral pathways   **PREPARATION**   * Contextualise the role play scenarios as required to ensure they are relevant and appropriate in the local context. * Prepare information about different SRHR services in the direct area. * Decide whether to use **Resources 10 to 13** or invite a health worker to provide additional information. * Read the additional facilitation notes. | **TIPS FOR FACILITATORS**   * **Be comfortable:** Make sure that you are comfortable with the content of the session in advance and can talk openly about health issues. * **Be open and listen**: Allow participants to talk freely. Ask them open questions and find out how much they already know. * **Be supportive**: Participants may be scared or confused. Give them space to share how they are feeling and let them know that you are there for them. Do not judge. * **Create a “safe space”**: Talking about sexual and reproductive health may be sensitive for some people so try to create an environment where people feel comfortable about discussing these issues openly. * **End on a good note**: Check in with the group, remind them that they can take care of themselves and others. Close the session with something fun! * **Reporting:** Remember to take attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  In this session participants will reflect on their own experiences as an adolescent, test their knowledge on SRHR and practice talking to adolescents about SRHR. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: My teenage self – part 2 | 15 minutes |
| 3. Exploration: Puberty quiz | 30 minutes |
| 4. Take-away: Talking about SRHR with adolescents | 25 minutes |
| 5. Closing | 10 minutes |
| After the session: reporting and follow-up |  |
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**Sensitive session: additional facilitator notes**

* In this session, participants are asked to reflect back on their own teenage self. Reflecting on our lives can generate different emotions for people. Some people may remember their teenage years with happiness but for others it may be emotional and even traumatic. Acknowledge this for the group and remind people before and after the activity that it is good to talk to people if they have feelings or thoughts that they need support with.
* Potentially sensitive topics will be discussed. Decide if and how to define and explain the term “puberty” and different (reproductive) body parts, as well as “menstruation” and “periods”.
* When working with mixed groups, decide which activities will be done jointly and which activities are better held separately in same-sex groups to ensure a safe space for all to participate. However, make sure that all caregivers receive the same information about the key changes in the bodies and minds of adolescents.
* Do not force anyone to participate in activities or share personal experiences during the session.
* Invite a health worker to be present for some or all of the activities in the session, if possible and appropriate.
* It can help to do short “check-in” exercises in between activities to tune in with the group to see if they feel comfortable or have any concerns. Make sure to address any concerns before continuing with the session.

**Steps to follow**

**1. Welcome and warm-up**

**Time:** 10 minutes

**1.** **Recap**: Welcome the participants and praise them for making it to the session. Ask participants what they remember from last session. Ask participants if they have had a chance to share their insights from the session with a friend or family member. Let participants share their experiences. Check if they have any questions and remind participants of the group agreement before continuing.

**2. Opening exercise: Lotus Flower.** Instructions for this introduction game can be found in the **Laughter and Play manual**.

**3.** **Introduce the theme of this session.** Explain that in this session we will talk about sexual and reproductive health of adolescents. Explain that sexual and reproductive health remains an important issue in any emergency setting. Often there is an increase in the number of unintended pregnancies and unsafe abortions during times of crisis. It is important to remember that essential health services continue to be delivered – often in different ways – and also that it is important to encourage open communication with adolescents about their sexual and reproductive health and about issues that may be concerning them.

**2. Theme introduction:** My teenage self – part 2

**Time:** 15 minutes

**1.** Ask the group to sit in a large circle. Explain that you are going to lead them through a visualisation. Invite participants to close their eyes if they feel comfortable in doing so and to take a few seconds to settle themselves. Ask participants to think about themselves when they were 15 years old.

**2.** Slowly, ask one by one the following questions – take your time and pause between these questions to allow participants the chance to reflect:

* **Where are you?**
* **Who are you with?**
* **What are you doing?**
* **What makes you happy?**
* **What do you worry about?**
* **Now think about the first time you learned about body development, relationships or sex... where were you at that time?**
* **Who or where did you receive the information from?**
* **What that person comfortable talking about these issues?**
* **Was the information you received helpful?**
* **What else would you have liked to know?**

**3.** Ask participants to slowly open their eyes and shake their arms or stretch to return to the present. Encourage participants who are comfortable to share their reflections from the visualisation. Ask participants to keep their memories of their adolescence in mind as they participate in the session.

**4.** Guide a short discussion by asking the following questions:

* **We all know that there are many changes that take place during puberty. Do you sometimes talk about these changes with your own children?**
* **If yes, what do you talk about? If not, why not?**
* **What is easy to talk about with adolescents? What is difficult to talk about?**
* **What are some questions or concerns that you have as a caregiver?**

**3. Exploration:** Puberty quiz

**Time:** 30 minutes

**1.** If working with mixed groups, divide the group into same-sex groups and work separately on the same activity. Explain that the group will do a “quiz” game to learn what information is important for adolescents to maintain their health and hygiene, and to practise how we will talk with adolescents about bodies, menstruation, sex and contraception.

**Variation:** Create small groups of three to four participants to ‘compete’ against each other to correctly answer the questions first.

**Note:** Ask the group what topics they would like to discuss, and where possible, tailor the quiz to their information needs and priorities. Select a maximum of 10 questions.

**2.** Use **Resource 18. Puberty Quiz** and start by asking the questions in **Part 1** on puberty and menstruation one by one. Let the group answer them and keep the “scores” of the correctly answered questions. Use the facilitation notes to provide the correct information.

**3.** Continue with **Part 2** of the **Resource 18. Puberty Quiz** and ask the questions one by one. Let the group answer them and keep the “scores” of the correctly answered questions. Use the notes to add correct information. At the end, give the group who has won the quiz their prize. Praise all groups for their active participation!

**4.** After the quiz, ask participants to think about reasons why accessing this information might be difficult for young people. Use the following questions to guide a short discussion:

* **What factors might limit young people’s access to information about health and relationships?**
* **What might make the information that young people receive less trustworthy?**

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Description automatically generated**5.** **Check-in exercise: Thumbs up/down.** It is recommended to do a check-in with participants to see how they feel after this activity. Instructions for this check-in activity can be found in the **Laughter and Play manual**. If there are participants who do not feel comfortable, do this “check-in” again for the question whether the session should continue or not, whereby participants can give a thumbs up or a thumbs down. Address any concerns that participants may have before continuing the session.

**6. Energiser: Crazy Chicken.** Instructions for this check-in activity can be found in the **Laughter and Play manual**.

**4. Take-away:** Talking about SRHR with adolescents

**Time:** 25 minutes

**1.** Explain that we will now look at how we might actually have conversations with young people on some challenging topics. Acknowledge that talking to children about relationships and sex can be sensitive and that it can help to feel prepared for these conversations.

**2.** Ask for two volunteers to do a role play. Explain that one person will be the parent, the other will be a young person aged between 14 and 17 years. The rest of the group will be observers. Ask the pair of volunteers to think about the language, starting points and approach to beginning a conversation to address the topic in their role play. During the role play, the rest of the participants take notes of things that really helped or did not help with the discussion, for example, language that was used, the approach taken or the body language used.

**Variation:** Let participants identify situations that they would like to practise in a role play.

**Note:** if this is difficult for parents, the facilitator and co-facilitator can first do a role play before inviting the parents do a role play.

**3.** Select one of the scenarios below.

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| **Scenarios for role plays:**   * Your 17-year-old daughter comes to you very upset and tells you that she is pregnant. * You find a condom in the pocket of your 15-year-old son/daughter’s clothes. *(Participants select either son/daughter and consider whether this makes any difference to their response, and if so why.)* * Your 16-year-old son comes to you very embarrassed and tells you that he is experiencing pain when urinating and also has a discharge. * A new teenage girl has moved next door and you have noticed that your son is spending lots of time talking to her. They seem to be getting very close. * Your 14-year-old daughter is very upset. After much probing, you find out that she has shared a photo of herself in her underwear with a boy and that he has shared it with all of his friends. * *Optional for settings where HIV is prevalent*: Your 17-year-old son is HIV-positive. He returns home from the health clinic without his supply of antiretroviral therapy (ART). He is upset because the youth clinic was closed, so he had to go to the health clinic where there was a long queue. He says that he was afraid his friends would see him. |

**4.** After two to three minutes, stop the role play and ask the role players how the conversation went for them. First ask the person who played the role of the “parent” what went well and what was hard. Then ask the “adolescent” what they liked or did not like in the conversation. After that, ask the “observers” (the rest of the group) to share their reflections and suggestions on how to improve the conversation.

**5.** Ask for two new volunteers to play the role of a parent and young person and to discuss one of the other scenarios. Praise participants for their participation!

**6.** Afterwards, in plenary, ask participants to share quick reflections on some of the things that they think helped and hindered the conversations. Write the “do’s and don’ts” on a flipchart.

**7.** In the conversation, highlight the following tips:

* **It is important to keep having discussions with young people about their sexual and reproductive health.**
* **There might also be topics that are particularly challenging for us as parents e.g., masturbation, exposure to pornography, disclosure of (first) sexual activity. We need to understand these are within the context of adolescent development and talking about these things can help young people to stay healthy and safe.**
* **Listen to your adolescents, even if you do not agree with their ideas, actions or opinions.**
* **Show that you are listening by nodding or by saying: “I hear you”.**
* **Show empathy and acknowledge their feelings. For example, say: “I understand that was difficult for you”.**
* **Show your child that you love them. Even if you are mad at them, remember to tell them that you care about them.**

**8.** Share information on sexual and reproductive health services within the local context, particularly where and how young people and adults can access information, supplies and/or services, including:

* available services and focal points for health including sexual and reproductive health;
* local (NGO) staff/social workers/trusted people who are available to support or advise;
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  Description automatically generatedlocally available services and referral pathways for child protection and gender-based violence (if appropriate) and explain how protection concerns can be reported.

**9.** **Check-in exercise: Thumbs up/down**. Instructions for this check-in activity can be found in the **Laughter and Play manual**. Address any concerns that participants may have before closing the session.

**5. Closing**

**Time:** 10 minutes

**1. Closing exercise: Hand Head Heart.** Instructions for this closing exercise can be found in the **Laughter and Play manual**.

**2. Home practice:** Ask parents to start a conservation with their adolescents about one of the topics that were discussed in this session.

**3. Q&A:** Answer any final questions or reflections from the group before closing the session. Thank all participants for their time and praise them again for coming to the session. Tell the group that if they want to discuss something, they can come to the facilitators after the session.

**4. Closing ritual.** Let the group lead their closing ritual that they have chosen to close the session.

**After the session**

After the session, the lead facilitator:

* completes the attendance and session report;
* follows up with individual participants on any issues that have come up during the session.

**Optional:** Follow-up activities

If after the parenting session, the group members come together for other activities, the (community) facilitator can reinforce the learning from the session by:

* encouraging parents to exchange tips and good practices with each other on how to talk to adolescents about SRHR-related topics;
* giving hand-outs to parents with key information about SRHR and services;
* providing a space for parents to meet informally and give or receive support from other parents;
* playing games and exercises from this session with the group.

**Parenting Session 8:** Protecting Adolescents from Violence

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Understand existing protection risks for adolescents. * Identify ways to promote safety of adolescents.   **MATERIALS**   * Attendance list * **Resource 14. Image Box** * Local child protection and/or gender-based violence referral pathways   **PREPARATION**   * Select the relevant images from the “image box” of the types of violence that occur in the context. * Invite a case worker to the session who can provide information about the available protection services for children and adults in the community. * Read the additional facilitation notes. | **TIPS FOR FACILITATORS**   * **Sensitive topics:** In this session, potentially sensitive topics will be discussed. Decide if and how to define and talk about the terms related to violence. * **Be open and listen**: Allow participants to talk freely. Ask them open questions and listen to their concerns. * **Be supportive**: Participants may be scared or confused. Give them space to share how they are feeling and let them know that you are there for them. * **Be aware of stressors and protection risks:** Participants and/or their children may experience violence, abuse, neglect or exploitation. Do not ask participants to disclose details about their personal situation. Be ready to respond to a disclosure of violence. * **End on a good note**: Check in with the group, remind them that they can take care of themselves and others. Close the session with something fun! * **Reporting:** Remember to take attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  In this session parents explore the impact of violence on young people’s lives and how they can protect their children from violence. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: Safety and violence | 20 minutes |
| 3. Exploration: The impact of violence on adolescents | 30 minutes |
| 4. Take-away: Protecting adolescents from violence | 20 minutes |
| 5. Closing | 10 minutes |
| After the session: reporting and follow-up |  |
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**Sensitive session: additional facilitator notes**

* In this session, potentially sensitive topics will be discussed. Decide how to define and explain the terms “violence”, “abuse”, “sexual violence”, etc.
* It is likely that one or more members of the parenting group will have experienced some form of non-consensual activity, which is potentially ongoing, and they may need support. Be ready with information about local services that can help them.
* When working with groups with mixed experiences (for example, groups with a mix of male and female caregivers), decide which activities will be done jointly and which activities are better held separately to ensure a safe space for all to participate.
* Do not force anyone to participate in activities or share personal experiences during the session.
* Be aware of gender-based violence (GBV) referral mechanisms in your area and core concepts for GBV and child protection.
* Notice who seems disengaged, visibly upset or aggressive among the participants and respond directly if this happens.
* Have a case worker present for some or all of the activities in the session, if possible.
* It is recommended to do short “check-in” exercises in between activities to tune in with the group to see if they feel comfortable or have any concerns. Make sure to address any concerns before continuing with the session.

**Steps to follow**

**1. Welcome and warm-up**

**Time:** 10 minutes

**1.** **Recap**: Welcome the participants and praise them for making it to the session. Ask participants what they remember from the last session. Ask if they have been able to have a conversation with their adolescents about sexual and reproductive health. Let participants share their experiences. Check if the group has any questions and remind participants of the group agreement before continuing.

**2. Introduction exercise: Follow the Lead.** Divide the group into (same-sex) pairs. One person closes their eyes or gets blindfolded, and the other person will give them directions. Explain how this works:

* **Tapping on the back – means move forwards**
* **Tapping on right shoulder – move right**
* **Tapping on left shoulder – move left**
* **Hands off the back (no hands) – stand still**

Each pair must make sure that the blindfolded person can move around safely and does not bump into a wall, object or another person. Swap roles after two or three minutes. After the activity, bring the group back to sit in a circle.

**3.** **Introduce the theme of this session**:Explain that this session is about our safety and what makes us feel safe and unsafe.

**2. Theme introduction:** Safety and violence

**Time:** 20 minutes

**1.** Ask participants to reflect on the opening activity and ask the following questions:

* **How did it feel to lead?**
* **How did it feel to be led?**
* **What made us feel unsafe during the game?**
* **What helped us to feel safe?**

**2.** If working with mixed groups, divide the group into same-sex groups and work separately on the same activity. Ask each group:

**Adaptation:** If there are parents or caregivers in the group who may identify as other than female or male, ask them which group they wish to join.

* **Can anyone think of risks or dangers that exist for young people in this community?**
* **What are the places in the community that are unsafe for adolescents?**

**3.** In the conversation, highlight the following messages about **violence** as a key safety risk:

* **Violence can be an important reason that young people can feel unsafe – it can take place in families, at school, at work and in the community.**
* **Violence often happens in a situation where one person has more power than another person and uses this to harm their body or their feelings. For example, this can occur between adults and children, but it can also happen between older boys and younger boys, or between women and men.**
* **Very often, the abuse and violence that young people experience is perpetrated by someone they know – including in their family.**
* **In times of stress, parents may develop bad behaviours: they may drink more alcohol, smoke or use drugs. As a result, violence in the family and community may increase.**

**3.** Continue the discussion to highlight specific forms of violence that affect girls and women. Ask:

* **What are some specific forms of violence that affect girls and young women?**
* **Why do you think this mostly affects girls and young women?**
* **Which people are committing violence?**

**4.** In the conversation, highlight the following messages about **gender-based violence**:

* **While boys and men can also be victims of (domestic) violence, the vast majority of survivors of violence are girls and women.**
* **Violence can be physical (hitting, slapping, kicking), emotional (calling names, bullying, threatening, shouting), sexual (unwanted touching or kissing, forcing someone to remove their clothes, forcing someone to have sex) or economic (withholding money or resources, child labour).**

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Description automatically generated**5. Check-in exercise: Thumbs up/down.** It is recommended to do a check-in with participants to see how they feel after the first activity. Instructions for this check-in activity can be found in the **Laughter and Play manual**. If there are participants who do not feel comfortable, do this “check-in” again for the question whether the session should continue or not, whereby participants can give a thumbs up or a thumbs down. Address any concerns that participants may have before continuing the session.

**3. Exploration:** The impact of violence on adolescents

**Time:** 30 minutes

**1.** Continue working in same-sex groups to discuss some common forms of (gender-based) violence in the community and the consequences of this for young people. Use **Resource 14. Image box** to show the group different forms of violence that occur in the local context: physical violence, child labour, physical and emotional violence, sexual abuse, child marriage, child recruitment, or female genital mutilation/cutting (FGM/C).

**Adaptation:** It is important that the facilitator only uses images of the protection risks/forms of violence that exist in the local context.

**2.** Ask for each picture:

* **What do you see in this image?**
* **What type(s) of violence do you see?**
* **Does this mostly affect girls, mostly boys, or girls and boys equally?**
* **Are there specific groups of young people who may experience this type of violence?**
* **Who uses this type of violence?**

**3.** Divide the group into smaller groups of three to four participants. Give each group one image of gender-based violence (e.g., physical violence, sexual abuse, child marriage, etc.). Ask them to discuss the following questions:

* **How might this young person be feeling?**
* **What might they be thinking?**
* **How could this experience affect their life in the future?**

**5.** After 10 minutes, bring the groups back to sit in a circle. Let them share their reflections on the consequences of the form of violence they discussed.

**6.** In the conversation, highlight the following key messages about the **consequences of violence**:

* **The consequences of violence may be both visible and invisible.**
* **The bodies and minds of adolescents are still developing; therefore, violence, abuse, neglect and exploitation can have an even higher negative impact on young people’s lives.**
* **Violence can have serious and long-lasting consequences that are physical (pain in body, injuries), sexual (sexually transmitted infections or pregnancy as a result of sexual violence, or difficulty enjoying sex later in life), emotional (fear, anxiety, low self-esteem, difficult to eat, sleep or concentrate) or social consequences (discrimination, social stigma or exclusion).**

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Description automatically generated**7. Check-in exercise: Thumbs up/down.** Instructions for this check-in activity can be found in the **Laughter and Play manual**. If there are participants who do not feel comfortable, do this “check-in” again for the question whether the session should continue or not, whereby participants can give a thumbs up or a thumbs down. Address any concerns that participants may have before continuing the session.

**8. Energiser: Zip, Zap, Boing.** Instructions for this check-in activity can be found in the **Laughter and Play manual**.

**4. Take-away:** Protecting adolescents from violence

**Time:** 20 minutes

**1.** Bring the group back to sit in a circle. Explain that the topics that were discussed today might not always be easy to talk about, especially for people who have experienced or witnessed violence.

**2.** Divide participants into pairs and give them 10 minutes to discuss the following questions:

* **What can we as parents do to keep our adolescents safe from violence inside our home?**
* **What can we do to keep our adolescents safe from violence outside our home?**

**3.** After 10 minutes, bring the group back to plenary and ask the pairs to share their reflections. Praise participants for their ideas!

**4.** Highlight the things that parents can do to keep their children safe from violence inside the home:

* **It is important to use non-violent ways of handling disagreements in the family; between children and adults, but also between adults.**
* **A young person is never to blame for the violence that happens to them. As parents, we always have a choice not to use violence against our children.**
* **Keeping girls at home to protect them can seem like a good idea, but can be harmful as it isolates a girl from her friends and prevents her from developing skills that she needs later in life.**

**5.** Acknowledge that it can be very difficult to talk about violence with adolescents. Emphasise that it is important that parents and caregivers establish trust with their children; it is important that parents/caregivers encourage their children to confide in them in case something uncomfortable has happened in or outside the home:

* **A young person is never to blame for the abuse or violence that happens to them.**
* **If something uncomfortable has happened, young people may not want to discuss it with anyone. However, it is important that they have someone whom they can trust.**
* **Create a good relationship with your adolescents, so that they feel comfortable about discussing violence that they may be experiencing.**
* **Encourage your children to come to talk to you in case something bad has happened to them; together you may be able to find a solution or get support.**
* **Teach children that they have the right to say “no” when something uncomfortable happens, such as an unwanted touch or a sexual activity.**

**6.** Explain that there are various services available locally for young people and adults who have experienced (sexual) violence, abuse, mental distress or other concerns. Mention locally available services and referral pathways, including:

* local (NGO) staff/social workers/trusted people who are available to support or advise;
* locally available services and referral pathways for child protection and gender-based violence (if applicable) and explain how protection concerns can be reported;
* available services and safety focal points for health including sexual and reproductive health;
* local telephone or online helplines for children, young people and adults who need support (if applicable).

**Optional:** Invite a case worker to talk about specific types of support and services available for survivors of specific, prevalent types of violence in the community. For example, case workers who can provide support to girls and women who are at risk of child or forced marriage, survivors of sexual violence, or FGM/C.

**5. Closing**

**Time:** 10 minutes

**1. Closing exercise: Hand, Head, Heart.** Instructions for this closing exercise can be found in the **Laughter and Play manual**.

**2. Home practice:** Encourage participants to reflect on the things they have learned in this session and share this with a friend.

**3. Q&A:** Answer any final questions or reflections from the group before closing the session. Thank all participants for their time and praise them again for coming to the session. Tell the group that if they want to discuss something, they can come to the facilitators after the session.

**4. Closing ritual.** Let the group lead their closing ritual, game or song that they have chosen to close the session.

**After the session**

After the session, the lead facilitator:

* completes the attendance and session report;
* follows up with individual participants on any issues that have come up during the session.

**Optional:** Follow-up activities

If after the parenting session, the group members come together for other activities, the (community) facilitator can reinforce the learning from the session by:

* encouraging parents to develop messages for other parents on the impact of violence on adolescents and how it can be prevented in the community;
* providing a space for parents to meet informally and give or receive support from other parents;
* playing games and exercises from this session with the group.

**Parenting Session 9:** Marriage

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Understand the harmful impact of child, early and forced marriage. * Know positive alternatives to child, early and forced marriage.   **MATERIALS**   * Attendance list * **Resource 17. Marriage Statements** * Local child protection and/or gender-based violence referral pathways   **PREPARATION**   * Contextualise **Resource 17. Marriage Statements** as required. * Where possible and relevant, invite a case worker to explain more about the available services in the community for girls at risk of child marriage and girls who are already married. * Read the additional facilitation notes. | **TIPS FOR FACILITATORS**   * **Be open and listen**: Allow participants to talk freely. Ask them open questions and listen to their concerns. Do not force anyone to participate in the discussions or activities. * **Be supportive**: Participants may be scared or confused. Give them space to share how they are feeling and let them know how you are there for them. * **Be aware of stressors or protection risks:** Participants might have experiences with child, early and forced marriage. Do not ask participants to disclose details about their personal situation. Be ready to respond to a disclosure of violence. * **End on a good note**: Check in with the group, remind them that they can take care of themselves and others. Close the session with something fun! * **Reporting:** Remember to take attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  In this session parents reflect on the perceived benefits and disadvantages of child, early and forced marriage. Participants reflect on harmful consequences and alternatives to child, early and forced marriage. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: Marriage | 20 minutes |
| 3. Exploration: Who is ready to marry? | 30 minutes |
| 4. Take-away: Discussing marriage with adolescents | 20 minutes |
| 5. Closing | 10 minutes |
| After the session: reporting and follow-up |  |
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**Sensitive session: additional facilitator notes**

* In this session, potentially sensitive topics will be discussed. Decide how to define and explain the terms “marriage”, “child/early/forced marriage”, “violence”, etc.
* It is likely that one or more members of the parenting group will have experienced some form of non-consensual activity, which is potentially ongoing, and they may need support. Be ready with information about local services that can help them.
* When working with groups with mixed experiences (for example, groups with a mix of male and female caregivers), decide which activities will be done jointly and which activities are better held separately to ensure a safe space for all to participate.
* Do not force anyone to participate in activities or to share personal experiences during the session.
* Be aware of gender-based violence (GBV) referral mechanisms in your area and core concepts for child protection and GBV.
* Notice who seems disengaged, visibly upset or aggressive among the participants and respond directly if this happens.
* Have a case worker present for some or all of the activities in the session, if possible.
* It is recommended to do short “check-in” exercises in between activities to tune in with the group to see if they feel comfortable or have any concerns. Make sure to address any concerns before continuing with the session.

**Steps to follow**

**1. Welcome and warm-up**

**Time:** 10 minutes

**1.** **Recap**: Welcome the participants and praise them for making it to the session. Ask participants what they remember from the last session. Ask participants what they remember from the previous session, especially on the different types of violence, how to protect adolescents, and the referral pathways. Check if the group has any questions and remind participants of the group agreement before continuing.

**2. Opening exercise: Energy Meter.** Instructions for this check-in activity can be found in the **Laughter and Play manual**.

**3.** **Introduce the theme of this session**:Explain that this session is about marriage and the future vision we have for our adolescent children.

**2. Theme introduction:** Stand up if

**Time:** 20 minutes

**1.** Invite parents to sit in a circle. Explain the exercise:

**Adaptation:** Adapt the statements to the local context.

* **I will read out a statement. Stand up if you agree with what I say.**
* **Stay sitting down if you do not agree.**

Note: as an alternative for standing up, participants can also raise their hand if they agree.

**2.** Use **Resource 17. Marriage Statements** and read out the statements one by one. When the caregivers have given their answer, use the facilitation notes to ask follow-up questions. Note that this activity is not aimed at telling parents they are “right” or “wrong”, but rather to explore their opinions about marriage and their expectations regarding their adolescents getting married.

**3.** After the activity, guide a short discussion with the group. Ask the following questions:

* **How has your own experience of marriage influenced how you think about marriage?**
* **Have your views about marriage changed? Why?**

**4.** Explain that in this session the group will talk more about their adolescent children and marriage, including reasons to get married and reasons to delay marriage.

**5.** Icon

Description automatically generated**Check-in exercise: Thumbs up/down.** It is recommended to do a check-in with participants to see how they feel after the first activity. Instructions for this check-in activity can be found in the **Laughter and Play manual**. If there are participants who do not feel comfortable, do this “check-in” again for the question whether the session should continue or not, whereby participants can give a thumbs up or a thumbs down. Address any concerns that participants may have before continuing the session.

**3. Exploration:** Who is ready to marry?

**Time:** 30 minutes

**1.** In plenary (or if more appropriate: in same-sex groups), start the discussion by asking:

* **What is the ideal age for girls to get married? Why?**
* **What is the ideal age for boys to get married? Why?**

**2.** Tell the group four different scenarios. For each scenario, ask whether they think the young person is ready to marry or should wait:

* **12-year-old Mariam’s father wants her to marry an older man who has promised a year’s salary to the father for the marriage.**
* **18-year-old Jamila, who has a healthy relationship with her fiancé, wants to wait until she has finished her studies and has a job before getting married.**
* **15-year-old Asma loves her 16-year-old boyfriend, who says he will leave her if she does not promise to marry him.**
* **20-year-old Mara just came back from college and her boyfriend of two years asks her to marry him.**

**3.** Guide a short discussion about these four scenarios. Ask:

* **Which girl or girls would be better off delaying marriage?**
* **Why could her decision to marry now be harmful?**

**4.** Divide the participants into small groups of three to four participants. Ask them to discuss the following questions.

* **What are some positive sides of marriage for your adolescent (girls)?**
* **What are some negative sides of marriage for your adolescent (girls)?**

**5.** Bring the groups back into the circle. In plenary, let groups to share their experiences.

Facilitate a discussion by asking the following questions:

* **What are the main reasons why girls get married before the age of 18 years?**
* **Who decides if and when girls get married?**
* **What are your adolescent children’s views on marriage?**
* **Do you know of any girls who delayed their marriage until they were older? How did they decide this? Are there benefits of delaying marriage for the girl? And for the family?**
* **What are some alternatives to child marriage?**

**6.** Highlight the following key messages about **child marriage**:

* **According to the Convention on the Rights of the Child, “child or early marriage” is defined as marriage that occurs before the age of 18 and is harmful to girls.**
* **Girls who marry young are often pulled out of school and miss important years of their education. Because of this, they will have limited knowledge, skills and experience that are important later in life and for healthy relationships.**
* **Girls married at young ages tend to have larger age differences with their husbands than those who marry later. Often, they have very little information about “adult relationships”. This can be traumatic for young girls.**
* **Childbearing is frequently expected after marriage, with first births being the riskiest for adolescent mothers. Pregnancy at this time is very dangerous, and doctors recommend that girls finish puberty and adolescence before attempting to have children.**

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Description automatically generated**7. Check-in exercise: Thumbs up/down.** Instructions for this check-in activity can be found in the **Laughter and Play manual**. If there are participants who do not feel comfortable, do this “check-in” again for the question whether the session should continue or not, whereby participants can give a thumbs up or a thumbs down. Address any concerns that participants may have before continuing the session.

**8. Energiser: Ram Sam Sam.** Instructions for this check-in activity can be found in the **Laughter and Play manual**.

**4. Take-away:** Discussing marriage with adolescents

**Time:** 20 minutes

**1.** Bring the group back in the circle. Explain that it can be difficult to talk with our children about marriage, especially if we have different opinions. Highlight that it is important for parents to understand how their children view marriage. Divide participants into pairs and give them 10 minutes to practise talking to their adolescents to find out their views on marriage.

**2.** One parent will play the “parent” while the other plays the “adolescent”. The “parent” will start a conversation to find out the view of their “adolescent” daughter or son. Ask them to ask the following questions and listen carefully to the response:

* **How do you view marriage?**
* **How do you view your education or work?**
* **What do you think is a good age to get married?**

**3.** After 10 minutes, bring the group back to plenary and ask the pairs to share their reflections. Praise participants for sharing their experiences!

**Adaptation:** Adapt the key messages to the local context.

**4.** Highlight that talking about marriage with adolescents is a good practice and that it is important to listen to the views of girls and boys. Highlight the following key messages:

* **Being forced to marry, especially to a husband who is older, puts girls in a relationship where there is an unequal distribution of power and puts them at risk of domestic violence.**
* **Many girls who are forced to marry, risk getting divorced or being abandoned.**
* **For many girls, getting married is not a guarantee for economic security. It limits their opportunities to develop skills and generate an income.**
* **Completing education increases girls’ chances of having a good future.**

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Description automatically generated**5. Check-in exercise: Thumbs up/down.** Instructions for this check-in activity can be found in the **Laughter and Play manual**. If there are participants who do not feel comfortable, do this “check-in” again for the question whether the session should continue or not, whereby participants can give a thumbs up or a thumbs down. Address any concerns that participants may have before closing the session.

**5. Closing**

**Time:** 10 minutes

**1. Closing exercise: Hand, Head, Heart.** Instructions for this closing exercise can be found in the **Laughter and Play manual**.

**2. Home practice:** Encourage participants to reflect on things they learned in this session and share this with a friend.

**3. Q&A:** Answer any final questions or reflections from the group before closing the session. Thank all participants for their time and praise them again for coming to the session. Tell the group that if they want to discuss something, they can come to the facilitators after the session.

**4. Closing ritual.** Let the group lead their closing ritual, game or song that they have chosen to close the session.

**After the session**

After the session, the lead facilitator:

* completes the attendance and session report;
* follows up with individual participants on any issues that have come up during the session.

**Optional:** Follow-up activities

If after the parenting session, the group members come together for other activities, the (community) facilitator can reinforce the learning from the session by:

* encouraging parents to continue discussions about marriage and what they wish for the future of their adolescent children;
* providing additional information about local services and support available for families who wish to delay marriage for adolescent girls;
* providing a space for parents to meet informally and give or receive support from other parents;
* playing games and exercises from this session with the group.

Module: Our Future

Notes for the facilitator

In this final module, participants will think about their future. By the end of the module, participants will:

* be aware of their own strengths and capacities;
* have a positive outlook on the future.

**Parenting Session 10 is the final session** in which parents and caregivers reflect on their personal goal attainment, give and receive praise from the group, and celebrate the end of the programme. The final session is about celebrating parents’ and caregivers’ progress individually and collectively as a result of the programme. Parents and caregivers reflect on their progress towards their personal goal and think about what steps they still need to take to achieve their future goals.

**After completion of the parenting programme cycle,** a social event can be organised where parents and caregivers and their families, including adolescents, celebrate the end of the programme. This event could be organised with the parents/caregivers and their adolescents and could include, for example, a shared meal, an exhibition of the artworks made by adolescents wo participated in the life skills programme, or a friendly competition with games, music or dance.

**Parenting Session 10:** Looking Ahead

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * be aware of their own strengths and capacities; * have a positive outlook on the future.   **MATERIALS**   * Attendance list * **Tool 7. Personal Goal** (bring back the forms completed by participants in Session 1) * **Tool 8. Personal Goal Registration Form** (completed with the goals of all participants) * Pens or pencils (for each participant) * Coloured pencils, crayons or paint * Flipcharts (one per person or one big sheet made out of 8 to 12 flipcharts for the group) * A chair or materials to make a “special” seat * Materials for the end of programme celebration (e.g., food, refreshments, certificates, etc.) * Laughter and Play game manual   **PREPARATION**   * Bring the personal goals of all participants. * Prepare a chair or other type of “special” seat. * Prepare the celebration. | **TIPS FOR FACILITATORS**   * **Be open and listen**: Allow participants to talk freely. Ask them open questions and find out how much they already know. * **Be supportive**: Give participants space to share how they are feeling and let them know how you are there for them. * **Be positive and encouraging:** Encourage participants to think about ways to stay connected with one another after the programme ends. * **End on a good note**: Check in with the group, remind them that they can take care of themselves and others. Close the session with something fun! * **Reporting:** Remember to take attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  In this session the group members reflect on the future, evaluate whether they reached their personal goal, and provide and receive feedback from other group members. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 1. Theme introduction: Vision of the future | 20 minutes |
| 1. Exploration: Personal goal reflection | 30 minutes |
| 1. Take-away: Praising chair | 20 minutes |
| 1. Closing | 10 minutes |
| After the session: reporting and follow-up |  |
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**Steps to follow**

**1. Welcome and warm-up**

**Time:** 10 minutes

**1.** **Welcome and introduction**: Welcome participants to the programme and praise them for coming to this final session of the programme. Ask participants what they remember from the last session. Ask participants if they have had a chance to share the learning from the session with a friend. Let participants share their experiences. Check if they have any questions and remind participants of the group agreement before continuing.

**2. Introduction game: Group’s choice.** Ask the participants what game or exercise they would like to do in this last session. Let participants lead the activity.

**3.** **Introduce the theme of this session:** Explain that this session is about celebrating one another and thinking about our future.

**2. Theme introduction:** Vision of the future

**Time:** 20 minutes

**1.** Ask the group to sit in a large circle. Explain that you are going to lead them through a visualisation. Invite participants to close their eyes if they feel comfortable in doing so and take a few seconds to settle themselves. Ask participants to think about a future for their children.

**2.** Slowly, ask one by one the following questions – take your time and pause between these questions to allow participants the chance to reflect:

* **Where are they?**
* **What are they doing?**
* **Who are they with?**
* **What do they say or do?**
* **How do they feel?**
* **How do you feel as parent?**

**3.** Ask participants to slowly open their eyes and shake their arms or stretch to return to the present. Encourage participants who are comfortable to share their reflections from the visualisation.

**4.** Highlight that the participants as parents/caregivers have played and will play an important role in supporting their adolescents to grow up and become healthy and happy adults.

**3. Exploration:** Personal goal reflection

**Time:** 30 minutes

**1.** All participants sit in a circle. Give each participant the **Tool 7. Personal Goal** that they developed in the first session. In this activity they will individually reflect on their goal and assess their progress towards achieving their goal. Explain the exercise:

* **Look at the goal you set at the beginning of the programme and decide for yourself to what extent you have reached your goal: not at all, partly or fully.**
* **Mark on the form how close you feel to your goal now. Also think about why you feel this way.**

**2.** Let participants find a quiet place in the space where they can individually reflect on their personal goal. Walk around in the space to help participants out where needed. Support participants who cannot write or draw by discussing their goal with them one-to-one.

**3.** After 15 minutes, bring the group back to sit in a circle. Ask who would like to share something that has changed for them as a result of their participation in the sessions. It is okay if they do not want to share. **Do not force anyone to share their personal goal.**

**4.** At the end of the activity, collect the forms so that the (co-)facilitator can record the goal achievement in the **Tool 8. Personal Goal Registration Form**. Tell participants that they will get their goals back at the end of the session.

**5.** Bring all participants back in the circle. In plenary (or same-sex groups) gather for a reflection on the participants’ goals and the changes they experienced in the programme. Ask the following questions:

* **How do you see the relationship you have with your adolescent children? What has changed?**
* **How do you see your own social relations, for example, with your partner, family members or members of this group? What has changed?**

**6. Energiser: Design a Celebration.** Circle up and tell participants what “Celebration” means to you and make a movement (for example, say: “celebration means: eating my favourite food, mmm”, or: “celebration means dancing” and make a dancing movement). Invite the group to respond by making the same movement. One by one, participants share something they do when they celebrate. It could be their favourite song, or dance move, or a quality they would like to bring (joy, love, silliness!). The whole group acts out the celebration. Repeat until all participants have had a turn.

**4. Take-away:** Praising chair

**Time:** 20 minutes

**1**. Invite one participant to sit on a chair in the middle of the group. One by one, all the other group members including the facilitators will say one positive thing about that person. One person (facilitator or a participant) writes down all the qualities on a piece of paper for each participant to take home.

**2**. When all participants have been in the “circle of praise”, end with a big round of applause for everyone!

**3**. Highlight that we all have our unique qualities. Sometimes we are not aware of these qualities until our friends point them out to us. Emphasise that we often see our own characteristics, or those we strive for, in others.

**5. Closing**

**Time:** 10 minutes

**1. Closing exercise: Group’s Choice.** Ask the participants what game or exercise they would like to do in this last session. Let participants lead the activity.

**2. Closing ritual.** Let the group lead their closing ritual, game or song that they have chosen to close the session.

**3. Celebration!** Celebrate the final session of the programme with a social event, joint meal or other celebration. Provide each participant with a certificate of completion of the programme.

**After the session**

After the session, the lead facilitator:

* completes the attendance and session report;
* follows up with individual participants on any issues that have come up during the session.

1. Adapted from Parenting for Lifelong Health (2020). Parenting for Lifelong Health: Covid-19 resources, <https://www.covid19parenting.com> [↑](#footnote-ref-1)