

ADOLESCENT LIFE SKILLS

curriculum

A 13-SESSION CURRICULUM FOR YOUNGER (10-14) AND OLDER (15-19) ADOLESCENTS IN CRISIS SETTINGS

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**January 2021**

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life skills SessionS

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| Modules | Sessions | Session objectives |
| [**Ourselves and Our Community**](#module1) | **Session 1:** Creating a Safe Space | * Have a personal goal for the programme * Have access to a safe and inclusive space |
| **Session 2:** My Support Network | * Know people they can trust and who can support them in difficult times * Know how to access services and support for adolescents in the local area |
| [**Our Feelings and Wellbeing**](#module2) | **Session 3:** Understanding our Emotions | * Recognise own and other people’s emotions * Be aware of own feelings and express them in a positive way |
| **Session 4:** Supporting Ourselves in Stressful Times | * Know that strong feelings are normal * Know positive ways to manage strong feelings and manage stress |
| [**Our Relationships**](#module3) | **Session 5**: Peer Relations | * Know positive and negative aspects of friendships * Know ways to resist negative peer pressure |
| **Session 6:** Relationships with Adults | * Practise respectful communication with adults * Know how to solve disagreements with adults |
| **Session 7:** Safe and Healthy Relationships | * Distinguish between healthy and harmful behaviour * Understand consent and know what to do when something uncomfortable happens |
| [**Our Sexual and Reproductive Health**](#module4) | **Session 8:** Puberty and Menstruation | * Understand and feel more confident about the changes that happen during puberty * Understand menstruation and know how to support menstrual hygiene and health |
| **Session 9:** Pregnancy and Safer Sex | * Understand how pregnancy works * Know different contraceptive options and safer sex practices |
| [**Our Safety and Protection**](#module5) | **Session 10:** Safety and Violence | * Know about different types of violence and their consequences * Know where and how to seek support in situations of risk and violence |
| **Session 11:** Responding to Violence | * Know how to respond to situations of risk and violence * Have a personal safety plan |
| [**Our Future**](#module6) | **Session 12:** Marriage | * Understand negative consequences of child, early and forced marriage * Know positive alternatives for child, early and forced marriage |
| **Session 13**: Hopes and Dreams | * Be aware of own strengths and capacities * Have a positive outlook on the future |

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| Resources  **Resource 1.** Social Map  **Resource 2.** Emotions  **Resource 3.** Mindfulness and Meditation Activities  **Resource 4.** Respectful Communication  **Resource 5.** Good or Bad  **Resource 6.** Agree or Disagree  **Resource 7.** Puberty  **Resource 8.** Reproduction and Menstruation  **Resource 9.** Stand Up If  **Resource 10.** Pregnancy  **Resource 11.** Contraceptives  **Resource 12.** Condom Use  **Resource 13.** STIs  **Resource 14.** Image Box  **Resource 15.** Stories of Violence  **Resource 16.** Safety Plan  **Resource 17.** Marriage Statements  **Resource 18.** Puberty Quiz | M&E tools  **Tool 1.** Adolescent Registration Form  **Tool 3.** Participant Database  **Tool 4.** Attendance Tracker **Tool 5.** Adolescent Questionnaire  **Tool 7.** Personal Goal  **Tool 8.** Personal Goal Registration Form  **Tool 9.** Module Evaluation  **Tool 10.** Facilitator Report |

Module: Ourselves and Our Community

notes for the facilitator

In this introductory module, participants get to know each other, the programme and their community, including available support and services. By the end of the module, participants will be able to:

* have a personal goal for the programme;
* have access to a safe and inclusive space;
* know people whom they can trust and who can support them in difficult times;
* know how to access services and support for adolescents in the local area.

**Life Skills Session 1 focuses on introducing the programme and building a safe and inclusive group environment.** Safety, trust and confidentiality are essential for life skills sessions with adolescents – for some participants, the group sessions might be the only place where they can share their experiences, worries or concerns. The facilitator supports this by introducing the programme, facilitating activities that help the participants to introduce themselves, and get to know one another, and by establishing ground rules with the group. Facilitators should be attentive to the power dynamics within the group, especially related to gender, age or other diversity factors and help the group agree on rules that promote equality. An important aspect of building a safe and trusted group environment is introducing Plan International’s Children and Young People Safeguarding Policy and Code of Conduct which outline the behaviours that participants can expect from the facilitators and other Plan International or partner staff members. During this first session, all participants individually set a personal goal for something they would like to learn or achieve through participation in the programme.

**In** **Life Skills Session 2 adolescents explore their social environment, by identifying the trusted and supportive people around them and available services.** In crisis situations the physical and social environment of adolescents may have changed drastically, and their traditional support systems might be absent. It is therefore important for adolescents to know that they are not alone and that there are (other) people and services that can support them. Pay attention to existing gender norms and highlight that social relations and seeking support are important for the wellbeing of all young people, both girls and boys. In contexts where this is safe and appropriate to do so, include information on services and support for LGBTQI+ adolescents.

**After this module**, the facilitator holds a module evaluation with the group. Participants reflect on what they have done, learned and felt in session 1 and 2. They have an opportunity to give feedback on the sessions, including what they liked most, what they liked least 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.

**Life Skills Session 1:** Creating a Safe Space

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Set 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 * Markers * Ball * Journals/booklets (one per participant) * Pens or pencils (one per participant) * Laughter and Play game manual * Adolescent-friendly information about Plan International’s safeguarding policy, PSHEA policy and Code of Conduct including reporting mechanism   **PREPARATION**   * Prepare a flipchart with an overview of all sessions in the programme to present to the group * Print out copies of the personal goal | **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. If participants are shy, hold discussions in pairs or small groups instead of in the plenary. * **Promote inclusion:** Pay extra attention to ensuring all participants can meaningfully and equally participate. * **End on a good note**: Check in with the group and close the session with something fun! * **Reporting:** Remember to register 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, learn about the programme, set a personal goal and develop a group agreement. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 1. Theme introduction: Introducing the programme | 30 minutes |
| 1. Exploration: Personal goal | 20 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.

**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 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 of this programme and think about what we would like to learn in this programme.

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

**Time:** 30 minutes

**1.** Introduce the purpose of this programme: to organise regular sessions that create time and space for young people to have fun, feel supported, learn new things and share and discuss issues that are important to them.

**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, or write down the topics of their interest.

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

**4.** Present **Plan International’s children and young people safeguarding** **policy** and explain what responsibilities Plan International staff have in keeping the participants safe in the session. Highlight the code of conduct and behaviours that participants can expect from the facilitators. Present the local reporting mechanisms that participants can use to report safeguarding concerns. Take time to answer any questions from the group.

**3. Exploration:** Personal goal

**Time:** 20 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. Support participants who cannot write or feel uncomfortable about drawing.

**3.** Once they have written or drawn their goal, ask participants to individually mark on their form 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; or (iii) 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.** Bring the group back to sit in a circle. Praise participants for identifying their goals! Let some participants share their goal, if they want to. **Do not force anyone to share their goal.**

**5.** Ask participants if they are OK if the facilitators collect their forms and read their personal goals to better understand their priorities. Explain that the facilitators will keep them until the final session. Also explain that their goals will not be shared with anyone else nor will they affect their participation in the programme.

**6.** 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.

**7. 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. Group agreement:** 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. Encourage participants who are younger, shy or female (in mixed groups) to participate in the conversation.

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

* **Come on time.**
* **Attend every session – if you cannot attend, inform the (co-)facilitator in advance.**
* **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 what should happen when someone forgets a rule (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:** Give all participants a booklet that they will use as a personal journal. Explain that everyone can use their journal to document things that they have learned or discussed in each session. They can write but also draw and do craft in the journal. They can use it during the sessions but also in between sessions or during other activities.

**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. Confirm the location, day and time of the next session.

**4. Closing ritual.** Ask the group how they might want to finish the session. What should a “good ending” include? For example, 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 adolescents 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 life skills sessions the (co-)facilitator conducts other activities with the adolescents (for example, safe space activities or peer group activities), they can reinforce the learning from the life skills session by:

* having a follow-up discussion on the themes of the life skills programme and the topics that adolescents are particularly interested in;
* supporting adolescents to develop their own posters that display the group agreement / ground rules for the life skills sessions, for reference during next sessions;
* encouraging adolescents to write, draw or craft in their personal journal;
* repeating the name game, energiser and closing game from this session with the group;
* encouraging adolescents to come up with or practise their own closing ritual.

**Life Skills Session 2:** My Support Network

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Know people whom they can trust and who can support them in difficult times. * Know how to access services and support for adolescents in the local area.   **MATERIALS**   * Attendance list * Flipchart and markers * Blank sheets of paper (one per participant) * Pencils / pens (one per participant) * Long rope (3 to 4 metres) * Optional: **Resource 1. Social Map** (one copy per participant) * Laughter and Play game manual * Local protection and health referral pathways   **PREPARATION**   * Optional: print out one copy of Resource 1. Social Map per participant and cut out the icons. * Prepare information about different services in the direct area / community of the participants. * Optional: invite a case worker to explain about adolescent-friendly services in the community. | **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 inclusive:** If there are participants who cannot read or write, give all group members the cut-out icons (Resource 1) to make their social map. * **Be aware of stressors:** Participants might feel stressed or worried about themselves or their family members or experience a lack of social support in their life. * **Be supportive**: Give them 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 register attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  In this session, adolescents will identify the people that they trust and who can support them in difficult times and learn about the services and support that is available in their area. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 20 minutes |
| 2. Theme introduction: My social map | 20 minutes |
| 3. Exploration: Our social support | 20 minutes |
| 4. Take-away: Safety and support in our community | 20 minutes |
| 5. Closing | 10 minutes |
| After the session: reporting and follow-up |  |

**Steps to follow**

**1. Welcome and warm-up**

**Time:** 20 minutes

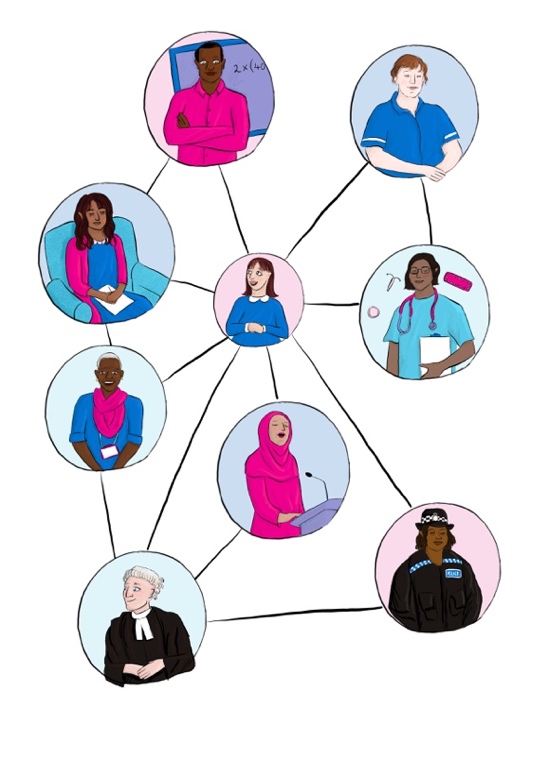
**1.** **Recap**: Welcome the participants and praise them for making it to the session. Ask participants whether they remember from the last session what this programme is about. Encourage participants who are younger, shy or female (in mixed groups) to participate in the conversation. Have they had a chance to write, draw or do craft in their personal journal? 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 the people and places we trust and that can support us. As the opening game has shown us, we are all different people in this group with different interests. Yet, we may find out that we also have a lot in common. In the next two sessions we will learn even more about ourselves and one another**.**

**2. Theme introduction:** My social map

**Time:** 20 minutes

**1.** Introduce this exercise by saying that we will look at the people we have in our lives and who can support us. Ask the group to give examples of people who are important and trustworthy to us. Whom would they go to if they had a problem? Why? Let participants answer.

**2.** Explain that in this activity everyone will create their own “Social Map”. Demonstrate first how it works: draw a circle in the middle of a flipchart and draw yourself in it, or just write your name. Explain that there are many people who can help when needed. One by one, mention important people in your life, and their relationship to you (e.g., mother, father, uncle, friend, teacher, etc.). For each person draw a different circle and connect it with a line to your circle.

Example “My Social Map”

**3.** Hand out papers and pencils to let the participants make their own social map.Emphasise that everyone works individually and that they do not have to share their maps with others**. Walk around to help out where needed. This exercise is about the process, not about the outcome; participants’ maps may look different and that is okay.**

**Adaptation**If there are participants in the group who cannot read or write, use **Resource 1. Social Map**. Cut out all social circle icons and let participants colour them and/or write on them and place them on a piece of paper to symbolise their social circle.

**3. Exploration:** Our supportnetwork

**Time:** 20 minutes

**1.** Ask the group to gather in a circle. Ask participants to share some reflections about the social map and by asking questions about what makes them trust someone. Let adolescents respond voluntarily; do not force anyone to speak or show their drawing to the rest of the group, as these may be very personal. Encourage younger and female participants to share as well. Ask the following questions to guide the discussion:

* **What was it like to make this map?**
* **What did you discover?**
* **Who are some of the people who are most important to you?**
* **Why are they important to you?**
* **Who do you go to when you have a problem or feel bad? Why?**
* **Who is the person who gives you praise or encouragement?**
* **Why is it important to have good and trusted people around us?**

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

* **We all need to feel loved and connected to others.**
* **The people we trust can listen to us, support us, encourage or praise us or give us advice.**
* **The people we trust can be our friends, family members or other people that we feel close to.**
* **In difficult times, having trusted people around us is important so that we can share our concerns and they can listen to us and help us feel better.**

**3. Energiser: Rain on the Mountain.** Instructions for this energiser can be found in the **Laughter and Play manual**. End with the game with the instruction to come back to the circle.

**4. Take-away:** Safety andsupport in our community

**Time:** 20 minutes

**1**. Ask the group to sit in a circle. Ask participants to think about the people and places in the community that are trusted by them or their peers and that can help them. Let the participants share their thoughts. Make sure that younger, female and shy participants can share as well. Write their responses on a flipchart.

**2.** In the conversation, probe whether there are trusted people, such as community workers, NGO staff or case workers, who can help when adolescents have a problem or when they feel unsafe; health services that can help when they are sick; or other individuals or groups in the community that can support adolescents.

**3.** Present an overview of available (emergency) services and support available in the community that are available for adolescents, particularly community centres or safe spaces, adolescent-focused activities or programmes, as well as service providers including child protection and gender-based violence focal points, police, teachers and/or other local community focal points.

**Optional**: Invite a health worker and/or case worker to explain more about specific health and protection services in the community and how adolescents can safely and confidentially access these.

**4.** Ask for each of the identified services and supports what they know about them. For example:

* **Where can these services be accessed?**
* **When (day/time) can we go to these services?**
* **Do you know where to register for activities, or how to access services?**
* **Can adolescents go by themselves or do they need to go with a parent or guardian?**
* **Are these services accessible for all adolescents? (Probe for excluded groups, such as girls, boys, adolescents with other gender identities? Younger or older adolescents? Refugee, internally displaced or migrant adolescents?) If not, what are the reasons why some adolescents cannot make use of these services?**

**5.** Take time to answer any questions from participants about these services. Note down any question that you cannot answer immediately, for follow-up in the next session.

**6.** Close the activity by highlighting the following key messages:

* **There are supports and services available in this area to help us stay safe and healthy.**
* **It is important for adolescents to know where and how to access services and support.**
* **If you have any questions, you can always come to talk to me after the session.**

**5. Closing**

**Time:** 10 minutes

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

**2. Home practice:** Ask participants to share with a friend what they learned about the different services that exist for adolescents in the community.

**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 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 life skills sessions, the (co-)facilitator conducts other activities with the adolescents (for example, safe space activities or peer group activities), they can reinforce the learning from the life skills session by:

* encouraging adolescents to write, draw or craft in their personal journal;
* encouraging adolescents to find out more information about available services in their community and to come back next session with any questions;
* playing the games and exercises from this session with the group;
* encouraging adolescents to practise their own group closing ritual.

Module: Our feelings and wellbeing

notes for the facilitator

In this module, participants will explore their own feelings and identify positive ways to deal with strong feelings and stress. By the end of the module, participants will be able to:

* recognise their own and other people’s emotions;
* be aware of their own feelings and know how to express them in a positive way;
* know that strong feelings are normal;
* know positive ways to manage strong feelings and manage stress.

**Life Skills Session 3 guides adolescents to recognise their own and other people’s emotions and tune in with their own feelings.** **Emotions** are different emotional states that a person can have; they are automatic responses that we have as human beings. Some emotions are experienced by everyone such as: happiness, sadness, fear, anger or surprise. When we notice our emotions or talk about them, we become conscious of our **feelings**. Paying attention to feelings is an important skill that adolescents can practise on a daily basis, and can help to process difficult feelings. Learning to identify own and others’ emotions normally takes place during early adolescence (10 to 14 years); however, during emergencies and crises, adolescents’ learning and development might be hampered. Therefore, this session can also be relevant for older adolescents. In this session be mindful of the use of words like “emotion” or “feeling” and use simple, local terms that are understood by all participants.

**Life Skills Session 4 focuses on recognising stress and helps adolescents to identify positive things that they can do to support themselves in stressful times.** Being an adolescent is already a challenging time, and a crisis situation can make it even harder. Many adolescents are facing big life changes and may feel overwhelmed, anxious or frustrated. Stress is a feeling of emotional or physical tension. It can come from an event or thought that makes a person feel frustrated or angry. It is important for participants to know that these feelings are normal and that they are not alone. Stress becomes bad when we experience too much pressure; we can start to feel overwhelmed. We can feel “bad stress” in our body; we may feel tired, get a headache or have trouble concentrating. In the session, adolescents learn that there are simple things they can do to support themselves in stressful times.

**In this module**, be attentive to context-specific social and gender norms. In some contexts, boys are taught to suppress strong emotions such as anger or sadness or are expected to mitigate their feelings through using violence. Emphasise that all feelings are normal and okay. Encourage adolescents to identify positive ways of expressing their feelings that do not harm them or others. Pay attention to specific stressors that at-risk groups of adolescents may face, such as separated adolescents, married girls, young mothers or LGBTQI+ adolescents and survivors of violence. Be ready to provide adolescents with relevant information on mental health services and psychosocial support opportunities in their local area and/or facilitate referrals.

**After this module**, the facilitator holds a module evaluation with the group. Participants reflect on what they have done, learned and felt in sessions 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. The (co-)facilitator documents this evaluation and uses it to make adaptations as needed for the following sessions.

**Life Skills Session 3:** Understanding Our Emotions

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Recognise their own and other people’s emotions. * Be aware of their own feelings and know how to express them in a positive way.   **MATERIALS**   * Attendance list * **Resource 2. Emotions** * Laughter and Play manual     **PREPARATION**   * Print out two copies of **Resource 2. Emotions** * Review the age-specific activities in this session and select the activity that is appropriate for the group. | **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 “emotions”. * **Choose age-specific activities:** This session includes age-specific activities. Choose the activity that is most suitable for the group. * **Be aware of stressors:** Participants might experience difficult feelings, and talking about these may cause additional distress. * **Be supportive**: Give participants space to share how they are feeling and let them know how you are there for them. * **Be attentive to context-specific gender norms**: Be careful not to reinforce (gender) stereotypes related to emotional expression. * **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 register 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 explore different emotions and reflect on how they can become more aware of (strong) feelings. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: Guess the emotion | 20 minutes |
| 3. Exploration: Role play – expressing our feelings | 40 minutes |
| 4. Take-away: Being aware of our feelings | 10 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 if they remember the last session. Ask what information they have shared with their peers about the available services for adolescents in the community. Encourage participants who are younger, shy or female (in mixed groups) to participate in the conversation. Check if they have any questions and remind participants of the group agreement before continuing.

**2. Introduction game: Mrs Tap.** 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 how we feel inside and how we can express our feelings.

**2. Theme introduction:** Guess the emotion

**Time:** 20 minutes

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**1.** Facilitate a game with the group to explore different emotions.

**Note for the facilitator:** There are two activity options: one activity for younger adolescents (10 to 14) years and one for older adolescents (15 to 19 years).Choose the appropriate activity for the group.

Resource 2. Emotion cards

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| **Adolescents 10–14: Guess the emotion** | **Adolescents 15–19: The conductor** |
| **1.** Start standing in a circle with all participants.  **2.** Use the six “emotion” cards (sad, happy, scared, angry, surprised, proud) from **Resource 2. Emotions.** Show the group an image and ask:   * **How is this person feeling?** * **How can you see this?** * **Can we try to express the same emotion?**   **3.** Invite the participants to express this emotion without making sounds, only using facial expressions and body language. Demonstrate how to make a “still image” by expressing an emotion while standing completely still, like a photograph.  **4.** Make “still images” for different emotions with the group until all images have been used. Invite participants to come up with other emotions.  **5.** Divide the group into two teams that go to opposite ends of the space. Explain that each team will secretly agree on an emotion that they will express. Make sure the other group cannot hear it!  **6.** The two teams stand in front of each other. On the count of three, the first team shows their emotion in a “still image” using facial expression and body language. The other team tries to guess the emotion.  **7.** Play again. This time the other team shows their emotion. The first team tries to guess the emotion.  **8.** Play until all emotion images have been used.  **Variations**   * Let participants develop their own “emotion cards” to play this game with. * Ask teams to add sounds and movements to their emotions. | **1.** Start standing in a circle. Divide participants in six groups.  **2.** Explain that each group is a musical instrument and can choose their own sound (drums, flute, guitar, trumpet, etc.). As the facilitator, you are the conductor.  **3.** Circle up and invite each group to share their sound. The instruments together will form an orchestra.  **4.** When the conductor points at a group, they make their sound. The body language of the conductor determines the tempo, volume and duration of the sounds.  **5.** Now, change the sounds. Give each group one of the six “emotion” images from **Resource 2. Emotions** and let them decide on a sound that matches the emotion (for example: the emotion “happy” could be matched with a sound of laughing).  **6.** When the conductor points at a group, they make their sound. The “conductor” can use their hands and arms to signal for more volume, or less; or for more speed, or less speed, and so on.  **7.** Point at different groups, and then gradually put all the sounds together so that it becomes an “orchestra” of different emotions.  **Variation**   * Let different participants experience the role of conductor. |

**2.** Bring all participants back in the circle to reflect on the game:

* **Which emotions did we see in the activity?**
* **Which emotions were easy to recognise? Which ones were more difficult?**
* **Do all people have these emotions?**
* **What other emotions can you think of?**

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

* **These emotions are all part of human nature.**
* **Already as young infants we can express our emotions, with facial expressions or actions like laughing or crying.**
* **As we grow up, we become more skilled in understanding our emotions. With time and practice, we can get better at knowing what we are feeling and why.**
* **Emotions can help us understand a situation and know how to react. For example, if we see a dangerous animal, we feel scared and our feeling of fear will tell us to not approach the animal. Similarly, when a person smiles at you, we may feel cheerful and feel like talking to them.**

**3. Exploration:** Role play – Expressing our feelings

**Time:** 40 minutes

**1.** Divide participants into groups of four. Ask the groups to discuss:

* in what situations someone **feels very good** (for example: happy);
* in what situations someone **feels bad** (for example: angry, scared or sad).

**2.** After five minutes, ask each group to pick one of the situations they discussed (good or bad) and prepare a short role play about it – i.e., where something happens to a person and they react to it.

**Variation** If groups find it difficult to come up with a scenario, help them to choose one, such as:

* a boy steals the toy of his younger brother;
* a girl gets bullied by other children;
* a boy misses his older sister who lives far away;
* a girl gets a good grade in school.

**3.** Give the groups 10 minutes to prepare a short role play. Walk around and make sure each group has chosen a different scenario.

**4.** Each group presents their role play while the rest of the participants watch. After each role-play, praise the group for their play and facilitate a short discussion with the rest of the participants. Ask:

* **What was the situation?**
* **How did the people in the role play feel?**
* **How could we see this?** (facial expressions, body language, behaviours)

**5.** When all role plays have finished, invite the group to form a circle. Facilitate a plenary discussion and focus on one or two role plays that showed strong emotions such as anger or sadness. Guide a discussion about emotions by asking the following questions:

* **Why were the people in the role play angry / sad / scared?**
* **Was it because of something that happened now, or something that happened in the past?**
* **How would you react if this happened to you?**
* **Do you think that girls and boys would react differently? Why (not)?**

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

* **Some emotions feel positive – like feeling happy, loving or feeling cheerful. Other emotions can seem more negative – like feeling angry, sad, afraid or worried.**
* **Whether you are a girl or a boy, a young person or an adult – everyone has emotions.**
* **Sometimes, boys are taught to be “strong” and not cry or feel sad. However, everyone feels sad at times; this is normal.**
* **It’s all good: both positive and negative emotions are a normal part of life.**
* **Emotions come and go. You may feel different emotions throughout the day. Sometimes they last a short time, sometimes they last a longer time.**
* **Being aware of our emotions can help us to talk about feelings more clearly, avoid or resolve conflicts, and move past difficult feelings more easily.**

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

**4. Take-away:** Being aware of our feelings

**Time:** 10 minutes

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**1.** **Thumbs up, thumbs down.** Invite participants to express how they feel using their thumbs. Explain that thumbs up means “I’m doing well” and thumbs down means “I’m not doing well”. Participants can choose thumbs up, thumbs down, or anything in between. Ask participants to first close their eyes, take a deep breath in and out, and notice how they feel right now. There is no “right” or “wrong” feeling. On the count of three, participants open their eyes and show how they feel using their thumb. Take a moment to look around without speaking.

**2.** Make pairs and repeat this activity. Ask participants to practise this “check-in” together. Say:

* **Take a moment to notice how you feel now – close your eyes if you want to.**
* **When you are ready, open your eyes and tell the other person how you feel by describing what comes to mind.**

**3.** After five minutes, bring participants back in the circle. Ask:

* **What was it like to share your feeling with the other person?**
* **What was easy? What was difficult?**

**4.** Close the activity by highlighting the following key messages:

* **To understand our emotions, it can help to tune in to how we feel in different situations throughout the day. For example, take a moment to notice when you are feeling happy or relaxed, or when you feel nervous or worried.**
* **When you have a feeling, notice how strong the feeling is: is the feeling very intense, or is it mild? Does it pass, or does the feeling last a longer time?**
* **It can help to share your feeling with a person who is close to you and whom you trust, especially when we experience strong or heavy feelings.**
* **Remember: there are no good or bad feelings. All feelings are okay.**

**4.** Remind participants that they can always approach the facilitators if they want someone to listen to them, or have a problem they need help with.

**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 participants to check in with themselves a few times during the next few days and notice what they feel. Invite them to share their feelings with a person they trust. In the 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 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 life skills session, the group members come together for other activities, such as psychosocial support or peer group activities, the (community) facilitator can reinforce the learning from the life skills session by:

* facilitating some follow-up activities that help adolescents to express their feelings, such as drawing, writing, storytelling or other forms of creative expression like music or dance;
* playing the games and exercises from this session with the group;
* encouraging adolescents to write, draw or craft in their journal;
* encouraging adolescents to practise their own group closing ritual.

**Life Skills Session 4:** Supporting Ourselves in Stressful Times

|  |  |
| --- | --- |
| **DURATION**   * 90 minutes   **OBJECTIVES**   * Know that strong feelings are normal. * Know positive ways of dealing with strong feelings and stress   **MATERIALS**   * Attendance list * Optional: **Resource 3. Mindfulness and Meditation Activities** * Laughter and Play manual * Participants’ personal journals     **PREPARATION**   * If required, contextualise the names or specific characteristics of the story of Mara and Bo. * Review the age-specific activities in this session and select the activity that is appropriate for the group. | **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”, “emotions” or “stress”. * **Choose age-specific activities:** This session includes age-specific activities. Choose the activity that is most suitable for the group. * **Be aware of stressors:** Participants might experience difficult feelings and talking about these may cause additional distress. * **Be supportive**: Give participants space to share how they are feeling and let them know how you are there for them. * **Be attentive to context-specific gender norms**: Be careful not to reinforce (gender) stereotypes related to emotional expression. * **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 register attendance of participants and fill out the facilitator report at the end of the session. |

|  |  |  |
| --- | --- | --- |
| **Session overview**  In this session the participants will identify situations that can cause stress and explore how they can manage strong feelings and stress. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: Signs of stress | 20 minutes |
| 3. Exploration: Dealing with stress | 30 minutes |
| 4. Take-away: Relaxation exercises | 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 last session. Have they tried tuning in to their feelings? How did this go? Have they talked about their feelings with someone they trust? Encourage participants who are younger, shy or female (in mixed groups) to participate in the conversation. Check if they have any questions and remind participants of the group agreement before continuing.

**2. Introduction game: Listening to sounds.** 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 take care of ourselves in stressful times.

**2. Theme introduction:** Signs of stress

**Time:** 20 minutes

**1.** Invite the group to sit in a circle and explain that the next activity starts with a story. Ask the group to carefully listen to the story of Mara:

**Mara has been feeling under a lot of pressure recently. She and her family moved to a new location where they don’t know anybody. Mara just started going to a new school and worries that she has not yet made any friends. After school, Mara has a lot of work to do: cooking, cleaning and looking after her siblings. She is often tired in the morning and has difficulty concentrating in class.**

**2.** Ask the group:

* **Why does Mara feel overwhelmed?**
* **What effect does the situation have on Mara?**

**3.** Continue with the story of Bo:

**Bo lives with his mother and little brother. He recently lost his father. Bo often feels upset. When he gets angry, he hits the wall or picks a fight with his brother. Bo often has headaches and tension in his shoulders.**

**4.** Ask the group:

* **Why does Bo feel overwhelmed?**
* **What effect does the situation have on Bo?**

**5.** After the group has reflected on the stories, ask them:

* **What do you think is worrying people of your age in your community?**
* **How do you notice when you are stressed or overwhelmed?**
* **What do you feel in your body?**

**6.** Be open and listen to their concerns. Acknowledge what participants share. Ask if other group members recognise these concerns. In the conversation, share the following messages:

* **When we feel too much pressure, we can become overwhelmed or stressed. We can start feeling anxious, angry or sad.**
* **We can also experience signs of “stress” in our body: feeling tired, getting a headache or having trouble concentrating.**
* **It is normal for adolescents to feel worried or anxious, especially in difficult or stressful times. You are not alone.**

**3. Exploration:** Dealing with stress

**Time:** 30 minutes

**1.** Ask the group:

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

**2.** Write down or draw the ideas of the participants on a flipchart.

**3.** Explain that there are many different ways to deal with stress, and that some of these are helpful (positive), while others are unhealthy or harmful (negative). Ask participants which activities are helpful and healthy, and which ones are unhealthy? Let participants mark or categorise the activities as **positive ways of dealing with stress** or **negative ways of dealing with stress**. Add examples from the table below if these have not been mentioned yet.

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

|  |  |
| --- | --- |
| **Positive ways of dealing with stress** | **Negative ways of dealing with stress** |
| Talk to a friend  Spend time with family  Sing or listen to music to calm down  Exercise or play a game  Write down thoughts  Go for a walk if possible and safe to do so  Sleeping  Make jokes  Think of something joyful  Even crying can bring relief at times  Helping others  Asking others to help you  Limiting reading negative news or social media  Completing our schoolwork or follow classes | 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 |

**4.** Ask the group to reflect on these positive and negative ways to deal with stress. Are some activities used more often by girls, and by boys? Why?

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

* **When you feel stressed, try to find a positive activity that helps release tension a way that is healthy for yourself and others.**
* **Some people act in ways that harm themselves or others when they feel stressed.**
* **Some boys and men are taught that they must act “tough” or use violence when they are angry or stressed. However, using violence can hurt other people; it makes others feel bad; it can cause injuries or even death.**
* **There are many other, more positive, ways to express our feelings and deal with stress.**

**6. Personal journal:** Give participants 10 minutes to individually think about positive things they can do on a daily basis, when they feel worried or stressed. Participants can write or draw these in their personal journal.

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

**4. Take-away:** Relaxation exercises

**Time:** 20 minutes

**1.** Invite the group to sit in a circle. Explain that there are simple exercises that we can do for ourselves to release tension and to relax our body and mind.

**2.** Facilitate a few relaxation exercises with the group. Below are four scripted exercises that can be read out loud by the facilitator.

**Note for the facilitator:** There are different exercise options: two for younger adolescents (10–14 years) and two for older adolescents (15–19 years).Choose the appropriate activity/ies for the group.Other relaxation exercises can be found in **Resource 3. Mindfulness and Meditation Activities.**

|  |  |
| --- | --- |
| **Adolescents 10–14 years** | **Adolescents 15–19 years** |
| **1)** **TAKE A DEEP** **BREATH**   1. Imagine that there is a big field with fresh grass and flowers that smell very nice… *(inhale deeply through the nose).* 2. Now imagine you have to blow out a candle… *(exhale slowly through the mouth).* 3. Repeat a few times. | **1)** **DEEP** **BREATHING**   1. Find a comfortable position, sitting, standing or lying 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 *(inhale slowly).* Hold for 1... 2... 3… seconds 5. ...and breathe out deeply and slowly through your mouth, empty the belly and lungs (*exhale slowly).* Hold for 1, 2, 3… seconds. 6. Repeat a few times. |
| **2)** **FRUIT JUICE: MUSCLE RELAXATION**   1. Imagine that we are making fruit juice. We reach up to the treetops to pick the fruits. *(Stretch arms up with fingers spread.)* 2. Now we squeeze the fruits to make the juice.   *(Bend over and contract all muscles.)*   1. And now we drink our juice.   *(Sit down and relax muscles.)*   1. And now we take some rest.   *(Lie down and relax.)* | **2)** **BODY SCAN MEDITATION**   1. Find a comfortable position lying down on your back with the palms of your hands facing upward and your feet slightly apart. This exercise can also be done 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 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: Thumbs up, thumbs down.** Instructions for this closing exercise can be found in the **Laughter and Play manual**.

**2. Home practice:** Ask participants to practise one or more of the relaxation activities or one of the positive activities that the group identified in the session. 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 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 life skills session, the group members come together for other activities, such as psychosocial support or peer group activities, the (community) facilitator can reinforce the learning from the session by:

* repeating some of the relaxation exercises of this session with adolescents;
* playing the games of this session with the group.

Module: Our relationships

notes for the facilitator

In this module, participants will explore their relationships with peers and adults, and intimate relationships. By the end of the module adolescents will be able to:

* know positive and negative aspects of friendships;
* know ways to resist negative peer pressure;
* practise respectful communication with adults;
* know how to solve disagreements with adults;
* distinguish between healthy and harmful behaviour;
* understand consent and know what to do when something uncomfortable happens.

**In Life Skills Session 5 adolescents reflect on positive and negative aspects of social relationships and practise different ways to resist peer pressure.** Peer relationships are very influential in adolescence. During this time, adolescents are developing autonomy from their parents, and peers become a significant source of social and emotional support. Peers can have both a positive and negative influence. Learning to navigate peer pressure and bullying should start during early adolescence (10 to 14 years) but remains important through late adolescence. The session also covers bullying as it is a key risk identified by adolescents themselves; it takes place both online (e.g., internet, messaging apps or social media) and in real life. Adolescents who may be at higher risk of experiencing bullying, discrimination and exclusion may include separated, displaced and LGBTQI+ adolescents, young (single) mothers and survivors of violence.

**Life Skills Session 6 is about navigating challenges in relationships with adults, particularly parents/caregivers and other key adults in adolescents’ lives.** While communication styles and negotiation opportunities for adolescents, particularly for girls, may vary by cultural context, this session offers adolescents basic tools to communicate their wishes respectfully and to listen to other people’s perspectives. Adolescents will practise applying these communication skills to solve disagreements with adults and avoid conflicts.

**Life Skills Session 7 is about learning about healthy and unhealthy behaviours in (intimate) relationships.** During puberty, adolescents become more interested in relationships with peers, including intimate relationships. The skills that adolescents need to recognise and respond to unsafe or unhealthy behaviours in their relationships may change as they grow older. Therefore, this session has two versions: one for younger adolescents (10 to 14 years) and one version for older adolescents (15 to 19 years). Younger adolescents learn about good and bad secrets and good and bad touching, while older adolescents learn about healthy and unhealthy behaviours in intimate relationships. In both sessions, adolescents learn about “consent” and what they can do to respond to unsafe and unhealthy behaviours.

**After this module**, the facilitator holds a module evaluation with the group. Participants reflect on what they have done, learned and felt in sessions 5, 6 and 7 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. The (co-)facilitator documents this evaluation and uses it to make adaptations as needed for the following sessions.

**Life Skills Session 5:** Peer Relations

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| --- | --- |
| **DURATION**   * 90 minutes   **OBJECTIVES**   * Know positive and negative aspects of friendships. * Know ways to resist negative peer pressure.   **MATERIALS**   * Attendance list * Rope of 3 or 4 metres long * Laughter and Play manual * Optional: Music and a speaker box     **PREPARATION**   * If required, contextualise the names or other characteristics of the story of Sara and John. * For older adolescents: decide whether to use the given scenarios for the role play activity or let participants develop their own. | **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 “peer pressure”. * **Be aware of stressors:** Participants might experience difficult situations with peers and talking about these may cause additional distress. * **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 register 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 identify challenging situations with peers and practise ways to resist peer pressure and bullying. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: Peer pressure | 20 minutes |
| 3. Exploration: Dealing with peer pressure | 30 minutes |
| 4. Take-away: Resisting peer pressure and bullying | 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 last session. Which activities did they try at home? Who tried one of the relaxation exercises? How did it feel? Let participants share their experiences. Encourage participants who are younger, shy or female (in mixed groups) to participate in the conversation. Check if they have any questions and remind participants of the group agreement before continuing.

**2. Opening exercise: Friendship walk and talk.** Use the song Rain on the Mountain (instructions can be found in the **Laughter and Play manual**) or follow the instructions below:

* Put on music or sing a local song. Participants mingle and walk or dance around the room. When the facilitator stops the music (or when the song ends), participants form pairs as quickly as possible. If the group is an uneven number, a facilitator will join and form a pair with a participant so that nobody is left behind.
* In pairs, participants share one thing with each other that they find important in a friendship. After 15 to 20 seconds, the music or song continues, and the participants mingle again.
* When the song stops, participants find a new partner to pair up with and exchange one thing they value in a friendship. They cannot mention the same thing that they discussed before, so they need to come up with something new.
* Repeat this routine two more times.

**3.** Ask the group to sit in a circle. Invite participants to share what they heard from others whom they agree with.

**4.** **Introduce the theme of this session:** Explain that this session is about the relationships we have with our peers.

**2. Theme introduction:** Peer pressure

**Time:** 20 minutes

**1.** Start a conversation by asking the group the following questions:

* **Why are our friends important?**
* **How do friends influence us?**
* **What are positive ways in which our friends influence us?**
* **What are negative ways in which our friends can influence us?**
* **Would you do anything for a friend? Why (not)?**
* **What are some limits of friendship?**
* **Do you think someone who gets you in trouble or who forces you to do something is a true friend?**

**2.** Explain that the group will explore some situations where friends try to influence us. Ask participants to carefully listen to the story of Sara:

**Sara is a good student and wants to become a doctor. Sara’s friends do not like school; they often skip classes to go to the market. One day, Sara’s friends decide to skip class and ask Sara to join them – they say that she is not a good friend if she does not come along. Sara does not know what to do: she really wants to go to class, but she is also afraid to lose her friends.**

**3.** Ask the group:

* **Who is pressuring whom?**
* **What kinds of words were used to put pressure on Sara?**
* **What effect might those words have?**
* **Is influence used in a positive or negative way?**
* **Is this a situation that we could experience in real life?**

**4.** Continue with the story of John:

**John is in a small shop with his two friends. His friends each grab a bottle of soda and stuff it in their pocket. They look at John as if they expect him to do the same. John does not want to steal, but he also does not want his friends to think he is a “loser”.**

**5.** Ask the group:

* **Who is pressuring whom?**
* **Was this positive or negative influence?**
* **Were words used to pressure John?**
* **Can peer pressure happen even without using words?**
* **Is this a situation that we could experience in real life?**

**6.** In the conversation, highlight the following messages about the influence of peers:

* **Our friends can influence us. For example, they can influence the things we do, how we act, the clothes we wear, our taste in music, etc.**
* **Friends can influence us positively, by encouraging us and inspiring us to do great things.**
* **Sometimes friends influence us negatively when they pressure us to do things that we do not want to do.**
* **The pressure we feel from our friends to act or behave in a certain way is called “peer pressure”.**

**3. Exploration:** Dealing with peer pressure

**Time:** 30 minutes

**1.** Divide the group into small groups of three to four participants.Each group will pick one of the stories (Sara or John) and discuss how they would deal with the peer pressure in this story. Give each group 10 minutes to come up with a strategy to resist peer pressure and develop a short role play to act out their solution.

**Variation for older adolescents** let participants to come up with their own scenario of peer pressure for their role play.

**2.** Each group presents their role play while the rest of the participants watch. After each role play, praise the group for their play and facilitate a short discussion with the rest of the participants. Ask:

* **What was the situation?**
* **How did they respond to peer pressure?**
* **Would that also work in real life?**

**3.** When all role plays have finished, invite everyone to sit down in a circle. Facilitate a plenary discussion about the peer pressure by asking the following questions:

* **What are some of the strategies to deal with peer pressure that were used in the role plays?**
* **What would you do in this situation?**
* **Have you ever experienced pressure from friends to do something that you did not want to do? How did it feel?**
* **Why is it sometimes hard to stand up to your friends?**
* **What can we do to resist pressure from our friends to bully someone?**

**4.** In the conversation, highlight the following possible strategies to deal with peer pressure:

* **Say “No”:** For example,say “No, I am not going to steal, I am not a thief”.
* **Distract the friend by changing the subject:** “I won’t join you in skipping class, but I will play a game of soccer with you later today”.
* **Influence your friend positively:** “Come on, do you really want to waste your time on getting in trouble? You can do so much more!”.
* **Walking away** is always an option if you do not know what to say**.**
* **Avoid peer pressure situations:** If you know of situations where you are likely to be pressured into something bad, avoid that situation.
* **Talk to a trusted person**. If peer pressure happens, remember you can always talk to someone you trust and who can help to make sure it does not happen again.

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

**4. Take-away:** Resistingpeer pressure and bullying

**Time:** 20 minutes

**1.** Bring the group back in the circle. Explain that sometimes friends pressure us to bully others, for example by name-calling, gossiping, spreading lies or even by being violent to others. Divide participants in pairs and ask them to discuss the following question:

* **What can we do if our friends pressure us to bully someone?**

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

**3.** Highlight the key messages from activity 3. Explore and emphasise the different ways to get out of a situation where there is peer pressure to bully someone.

**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 talk about peer pressure with a friend or family member and share what they have learned from this session with them.

**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 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 life skills session, the group members come together for other activities, such as psychosocial support or peer group activities, the (community) facilitator can reinforce the learning from the life skills session by:

* supporting adolescents to develop posters with their own key messages about bullying and how it can be prevented;
* playing the games and creative exercises from this session with the group;
* encouraging adolescents to write, draw or do craft in their journal;
* encouraging adolescents to practise their own group closing ritual.

**Life Skills Session 6:** Relationships with Adults

|  |  |
| --- | --- |
| **DURATION**   * 90 minutes   **OBJECTIVES**   * Practise respectful communication with adults. * Know how to solve disagreements with adults.   **MATERIALS**   * Attendance list * **Resource 4. Respectful Communication** * Flipchart and marker * Big sheet or tarpaulin * Laughter and Play manual   **PREPARATION**   * Adapt or contextualise the scenarios for the role plays 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 experience difficult situations with parents/caregivers, or be separated from their families, and discussing these relations may cause additional distress. * **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 register 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 identify challenges in their relations with caregivers and other adults, and practise communication and negotiation with adults. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 15 minutes |
| 2. Theme introduction: Our caregivers | 15 minutes |
| 3. Exploration: Solving disagreements | 40 minutes |
| 4. Take-away: Communicating our wishes | 15 minutes |
| 5. Closing | 5 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 what they remember from the last session. Ask participants if they had a chance to discuss friendship and peer pressure with a friend or family member? Let participants share their experiences. Encourage participants who are younger, shy or female (in mixed groups) to participate in the conversation. Check if they have any questions and remind participants of the group agreement before continuing.

**2. Introduction exercise: Peek-a-Who?** 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 our relationships with parents, caregivers and other important adults in our lives.

**2. Theme introduction:** Our caregivers

**Time:** 15 minutes

**1.** Invite all participants to stand in a circle. Remind them of the Social Map they made in Session 2. Ask them to think of an important adult in their lives; it could be a parent or caregiver, or another important adult they live with or know well such as an adult sibling, aunt, uncle or a grandparent.

**2.** Throw a ball around the circle. The person who catches the ball, says something they appreciate about the adult they have in mind.

**3.** When everyone has shared something, invite everyone to sit down in the circle. Facilitate a plenary discussion about the relationships between adolescents and parents/caregivers and other key adults, by asking the following questions:

* **What were some of the best qualities of the important adults/caregivers in our lives whom we’ve heard about?**

**Variation** If this is a sensitive topic, for example because some adolescents may not have an important adult in their life or if they have experienced violence, this discussion can be held in pairs or in small groups.

* **Can we also think of some challenges that we may face with our parents, caregivers or other important adults?**
* **What are some challenges that adults and caregivers might experience with us as adolescents?**

Give participants time to share their views and experiences. **Do not force anyone to share or speak.** Remind participants that they can always come to one of the facilitators after the session if they want to talk about something in private.

**4.** In the conversation, highlight the following messages about relationships with adults:

* **Our parents, caregivers and other important adults can be important in our lives because they care for us, love us and protect us.**
* **Sometimes we experience difficult situations with our caregivers and other important adults.**
* **In stressful situations, our caregivers/other adults may have their own problems that negatively affect the way they treat you. Remember that this is not your fault.**
* **You are not alone. When you experience a difficult time with an adult, try to reach out to someone. Perhaps this could be a friend, someone you trust in this group, a sibling or an adult who can listen to you or support you.**
* **You can always come talk to us facilitators or a case worker.**

**3. Exploration:** Solving disagreements

**Time:** 40 minutes

**1.** Continue with a group discussion about disagreements between adolescents and their parents, caregivers or other important adults. Explain that it is normal for young people to have disagreements with adults at times. Ask:

* **What do you do when you have a disagreement with your caregiver or another adult?**
* **What has been helpful in solving the disagreement?**
* **What helped you to convince the adults?**
* **What has been difficult?**

**2.** Acknowledge the ideas shared by the participants. Use **Resource 4. Respectful Communication** to highlight five steps that can help to communicate respectfully and negotiate choices with caregivers or other adults. Write or draw the steps on a flipchart:

1. **Check if the other person is ready to talk.**
2. **Respectfully communicate your wish or choice.**
3. **Try to understand the other person’s opinion.**
4. **Agree on a solution.**
5. **If you can’t agree on a solution: find other people who can help you.**

**3.** Divide participants into small groups of four or five participants. Give each group a different scenario of a disagreement between an adolescent and a caregiver (if adolescents cannot read, explain the scenario verbally).

**Variation for older adolescents**

Let participants come up with their own scenario.

* **A 12-year-old adolescent girl wants to attend weekly activities in the community with girls of her age. Her mother does not agree; she wants the girl to help her at home with cooking and cleaning.**
* **A 14-year-old adolescent boy wants to meet up with friends. His father does not agree – he wants the boy to stay at home to study for the exam he has next week.**
* **A 15-year-old girl wants to stay in school; she is a good student and hopes to become a doctor. Her parents want her to stop school to get married, just like her older sisters.**
* **A 16-year-old boy wants to go to a bar with his older friends. His foster parents do not want him to go because they think he is too young to go out.**

**4.** Give the groups 15 minutes to discuss how to solve the disagreements and prepare a short role play to act out the disagreement and their solution. Each group can select two participants who will act out the role play.

**5.** Each group presents their role play while the rest of the participants watch. After each role play, praise the group for their play and facilitate a short discussion with the rest of the participants. Ask:

* **How did the young person communicate their wish? What was helpful? What was not helpful?**
* **Did the young person try to understand the adult’s point of view?**
* **Did they come to a solution? If not, what could the young person and the adult do to understand each other better?**
* **Who else could have supported the young person in this situation?**

**6.** When all the role plays have finished, invite everyone to sit down in a circle. Facilitate a plenary discussion by asking the following questions:

* **What ways of communicating that you have seen did you find useful?**
* **Think about your role play. How would you solve this disagreement if it happened to you? Why?**
* **What would you find most challenging in communicating with adults in this way?**
* **Is this different for boys and girls? Why?**

**7.** In the conversation, highlight the following messages about relationships with adults:

**Respectful communication is important to reach an agreement, because the other person might become more willing to recognise your opinion. It can also help to avoid a conflict.**

**Negotiation can be difficult with someone who has more power than you.**

**When you cannot directly address someone, look for other people who can help you. This could be another adult in the family, an older friend, an older sibling, an aunt or uncle, a teacher or someone else who has a good relationship with the adult.**

**Sometimes we have to accept that our wish or choice is not possible. It can help to wait and try again later.**

**8. Energiser: Bananas of the World**. Instructions for this energiser can be found in the **Laughter and Play manual**.

**4. Take-away:** Communicating your wishes

**Time:** 15 minutes

**1.** Bring the group back in the circle. Divide participants in pairs and ask them to think of a situation that happened in their own life where they had a disagreement with an adult. Ask them to think about how they can solve this using “respectful communication”.

**2.** Give the pairs 10 minutes to do the following:

* **Briefly explain the situation of a disagreement with an adult in their own life.**
* **Explain the steps they could take to solve this disagreement using respectful communication.**
* **Discuss together why the proposed steps would work or not. After five minutes, swap roles.**

**3.** After 10 minutes, bring the group back to plenary and ask the pairs to share what they learned from this reflection. Acknowledge their inputs and praise participants for the ideas they came up with.

**4.** Close the activity by asking participants to mention the five steps to respectful communication:

1. **Check if the other person is ready to talk.**
2. **Respectfully communicate your wish or choice.**
3. **Try to understand the other person’s opinion.**
4. **Agree on a solution.**
5. **If you can’t agree on a solution: find other people who can help you.**

**5. Closing**

**Time:** 5 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 try the respectful communication steps next time they need to solve a disagreement with an adult.

**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 life skills session, the group members come together for other activities, such as psychosocial support or peer group activities, the (community) facilitator can reinforce the learning from the life skills session by:

* organising group discussions where adolescents can exchange their experiences in solving disagreements with adults, and give and receive peer-to-peer advice;
* playing games and exercises from this session with the group;
* supporting adolescents to create crafts as small gifts for their parents and caregivers;
* encouraging adolescents to write, draw or do craft in their journal;
* encouraging adolescents to practise their own group closing ritual.

**Life Skills Session 7:** Safe and Healthy Relationships

**Session for adolescents aged 10 to 14 years**

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Distinguish between healthy and harmful behaviour. * Understand consent and know what to do when something uncomfortable happens.   **MATERIALS**   * Attendance list * Papers and markers * Rope of 3 to 4 metres long * **Resource 5. Good or Bad** * Laughter and Play manual * Local protection and health referral pathways * Optional: Video on Consent (Drinking Tea)[[1]](#endnote-1)   **PREPARATION**   * Prepare information about different services in the direct area. * Decide whether to invite a case worker to explain about the available services. * Read the additional facilitation notes (next page). | **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 have experienced abuse or unsafe situations, so discussing these topics may cause distress. * **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 register attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  This session is for young adolescents (10 to 14 years) where they explore the difference between safe and unsafe behaviours and learn about consent. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: Good secrets, bad secrets | 20 minutes |
| 3. Exploration: Good touch, bad touch | 30 minutes |
| 4. Take-away: Consent | 20 minutes |
| 5. Closing | 10 minutes |
| After the session: reporting and follow-up |  |
|  |  |

**Sensitive session: additional facilitator notes**[[2]](#endnote-2)

**Note that there are two versions of Life Skills Session 7: one for younger adolescents aged 10 to 14 years old, and one for older adolescents aged 15 to 19 years.** **This is the version for younger adolescents (10 to 14 years).**

* In this session, potentially sensitive topics will be discussed. Decide if and how to explain sensitive terms such as “kissing” and “private parts”.
* Try to be aware of any existing child protection concerns for young adolescents in the community and reflect these in the session as appropriate.
* When working with groups with mixed experiences (for example, groups with a mix of girls and boys, or groups with a mix of married girls and unmarried girls), decide which activities will be done jointly and which activities are better held separately to ensure the session offers a safe space for all to participate and share their ideas and experiences.
* Never ask adolescents for their relationship or marriage status in the group.
* Emphasise at the beginning and throughout the session the confidentiality of the group by referring to the group agreement.
* Do not force anyone to participate in activities or share personal experiences during the session.
* Be aware of child protection and gender-based violence (GBV) referral mechanisms in your area and core concepts relating to 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 if they have had a chance to practise respectful communication skills with adults, to solve a disagreement? Let participants share their experiences. Encourage participants who are younger, shy or female (in mixed groups) to participate in the conversation. Check if they have any questions and remind participants of the group agreement before continuing.

**2. Introduction exercise: Secret Leader.** 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 discuss what feels comfortable or uncomfortable in our relations with other people, and what we can do when something does not feel safe or comfortable.

**2. Theme introduction:** Good secrets, bad secrets

**Time:** 20 minutes

**1.** Invite the group to sit in a circle and explain that the next activity is about secrets. Can someone tell us what it means to have a secret? Explain that it is something that only you know, and that is not known by others.

**2.** Put a rope on the floor or draw a long line on the floor. Use **Resource 5. Good or Bad** and place the **happy face** on one end of the line or rope and place the **sad face** on the other end. In the middle, place a paper with a **confused face**.

**3.** Explain the exercise:

* **One end of the rope/line represents a “Good Secret” and the other end of the rope represents a “Bad Secret”. In the middle means: “I am not sure”.**
* **I will read a secret. Choose if this is a “good secret”, a “bad secret” or stand in the middle of the rope if you are not sure.**

**A drawing of a face

Description automatically generated*A picture containing drawing

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**Good I am not sure Bad**

**4.** Read out the statements below, alternating between good secrets and bad secrets. After each statement ask some participants why they decided if it was good or bad, or why they were not sure. Make sure to invite participants who are quieter to share their ideas as well.

|  |  |
| --- | --- |
| **Good Secrets** | **Bad Secrets** |
| A father tells his son that they will surprise his mother with a gift on her birthday and asks him not to tell her. | A student sees their classmates stealing money from the teacher’s purse and his classmates ask him not to tell anyone. |
| A neighbour tells you that his sister passed her exams and that they will organise a surprise party for her. | An uncle makes a boy cry and then threatens to beat him if he tells anyone about it. |
| When we are playing the game “secret leader”, the group appoints a person as “secret leader” and two people have to find out who it is. We cannot to say who it is. | A boy kisses a girl on the mouth while she does not want to. He threatens to tell everyone she kissed him, if she says something about it to her parents. |
| A teacher asks a student to give him a “secret”’ kiss, if she wants to pass her exam. |

**5.** After the activity is finished, invite everyone to sit down in a circle. Facilitate a plenary discussion by asking the following questions:

* **What makes a secret a good secret according to you?**
* **What makes a secret a bad secret according to you?**

**6.** In the conversation, highlight the following messages about good secrets and bad secrets:

* **Some secrets are good secrets and some of them are bad or unhealthy secrets.**
* **A good secret is when:**
* **it feels good to know this secret;**
* **the secret has a time limit (they have a beginning and an end, and at some point, the secret will be made public);**
* **the secret does not make you feel bad**
* **A bad secret is when:**
* **someone tells a person not to tell anyone, ever;**
* **someone threatens a person that if they tell another person, something bad will happen;**
* **if the secret makes a person feel uncomfortable, unsafe, sad or angry.**

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Description automatically generated**7. 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, with participants giving a thumbs up or a thumbs down. Address any concerns that participants may have before continuing the session.

**3. Exploration:** Good touch, bad touch

**Time:** 30 minutes

**1.** Ask the group to sit in a circle and carefully listen to the story of Nala:

**Now we will talk about something very sensitive that Nala experienced. One day she went to her friend’s house but when she arrived, she did not see her friend. Instead there was a man she didn’t know. This man told Nala that her friend would arrive soon and invited her in the house to wait there. The way the man was looking at Nala made her feel uncomfortable. He started to get closer to her and tried to stroke her arm. Nala didn’t know if what happened was normal and what she could do.**

**Variation** If this topic is sensitive, consider holding the discussions in small groups, or create separate groups for girls and boys.

**2.** Ask the group:

* **What happened with Nala?**
* **How do you think Nala felt in this situation?**
* **Why can some touches feel comfortable while other touches do not feel comfortable?**
* **What is the difference between a good touch and a bad touch?**
* **If the man had asked Nala to keep this a secret, would this be a good secret or a bad secret?**

**3.** In the conversation, highlight the following messages about good touches versus bad touches:

* **Some touches can be comfortable or uncomfortable, depending on who touches, why they touch and how they make a person feel.**
* **A comfortable touch should make someone feel safe and happy. An uncomfortable touch or a confusing touch can make someone feel sad, unsafe or embarrassed.**
* **It is an uncomfortable touch if: someone touches a young person on their body where they do not want to be touched and if that touch makes them feel scared or worried.**
* **When a person touches a young person in an uncomfortable manner and asks them to not tell anyone about it, this is a bad secret.**

**4.** Put again a rope on the floor or draw a long line on the floor. Use **Resource 5. Good or Bad** and place the **happy face** on one end of the line and place the **sad face** on the other end. In the middle, place a paper with a **confused face**.

**A drawing of a face

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**Good I’m not sure Bad**

**5.** Explain the exercise:

* **Now, I will name a type of “touch”. Choose if this is a “good touch”, a “bad touch” or stand in the middle of the time of you are not sure or feel confused.**
* **One end of the rope/line represents a smiley face which means: “Good touch”.**
* **The** **other end of the rope represents a sad face which means “bad touch”.**
* **In the middle of the line is a frowny face which means “I am not sure, I am confused”.**
* **This activity is about your own feelings: what is comfortable for one person can be uncomfortable for another person. It is okay to choose different reactions.**

**6.** Read out a type of touch from the table below. Ask participants to walk towards the emoticon that represents how they feel: Good touch, Bad touch, or Confusing touch. Ask participants if they want to share why they chose the emotion they selected. **Do not force participants to share!**

|  |  |
| --- | --- |
| **Types of touch** | |
| Hugging | Back rubs |
| Kicking | Stroking |
| Kissing | Medical examination |
| Pat on the back | Biting |
| Punching | Holding hands |
| Pinching | Touching private parts |
| Tickling | Slapping |

**7.** In the conversation, highlight that whether a touch is comfortable or not can depend on the person who does it and on the situation. For example, a kiss between a mother and child can be comfortable, while a kiss from a stranger can feel uncomfortable.

**8.** Repeat for different types of touch. When the activity is finished, invite everyone to sit down in a circle. Facilitate a plenary discussion by asking the following questions:

* **What could Nala do?**
* **If Nala thinks the touch is comfortable at the beginning but then does not feel comfortable anymore, does she have the right to stop him?**

**9.** In the conversation, highlight the following messages about good touch and bad touch:

* **No one has a right to touch parts of your body in ways that you do not like. No one has a right to approach you or talk to you in ways that make you feel uncomfortable.**
* **You are never to blame for a touch that feels uncomfortable. Adults are responsible for keeping children and adolescents safe.**
* **You can stop a touch at any time if it starts to feel uncomfortable, even when it was ok in the beginning.**

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Description automatically generated**10. 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.

**11. Energiser: Zip, Zap, Boing**. Instructions for this energiser can be found in the **Laughter and Play manual**.

**4. Take-away:** Consent

**Time:** 20 minutes

**1.** Bring the group back in the circle. Explain that most of the stories we talked about today were about a person doing something to another person that is uncomfortable or that they do not agree to. Highlight the following messages about **consent**:

* **It is very natural for young people to be curious and want to show affection to our friends, peers and partners. We should always make sure that the feeling is mutual.**
* **Remember that your body is yours and that only you can give permission for something to happen. This is called consent.**
* **No one has a right to touch parts of your body in ways that you do not like. No one has a right to approach you or talk to you in ways that make you feel uncomfortable.**

Optional: Show the group the [video](https://www.youtube.com/watch?v=pZwvrxVavnQ) on consent, using the metaphor of drinking tea (English only).

**2.** Divide participants in pairs to reflect on what adolescents can do when something happens that does not feel good or that they do not agree to. Give the pairs five minutes to discuss the following questions:

* **What could Nala have done in the situation where she experienced an uncomfortable touch?**
* **What could she say?**
* **Who could she turn to?**

**3.** After five minutes, bring the group back to plenary and ask the pairs to share what they learned from this reflection. Acknowledge their ideas and emphasise the good solutions they came up with.

**4.** In the conversation, highlight the good actions that the participants have mentioned and explain that they can remember the three important actions of “**No, Go, Tell**”:

* **In an uncomfortable or unsafe situation, remember “No, Go, Tell”:**
* **Say: “No! I don’t want this.”**
* **Go to a safe place: ask the person to leave or try to get away from the situation.**
* **Tell a trusted adult.**

**5.** Emphasise what participants can do in case something uncomfortable has happened and highlight any local service providers or safeguarding focal points whom adolescents can turn to:

* **If something uncomfortable has happened, talk to an adult you trust, for example a family member, a friend or a case worker. You can also talk to us facilitators.**
* **If you ever feel afraid or ashamed of telling, which is not a strange feeling, know that seeking help is very important and there is always someone who will understand and help you. You do not have to go through it alone.**

**Optional:** Invite a health worker or case worker to provide some specific information about available child protection and gender-based violence services and referral pathways for adolescents/girls, including for survivors of sexual violence.

**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 participants to share with a friend what they learned about good and bad touches and what they can do in case something uncomfortable happens to them.

**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 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 life skills session, the group members come together for other activities, such as psychosocial support or peer group activities, the (community) facilitator can reinforce the learning from the life skills session by:

* organising small group discussions about consent and situations that the key message of “No, Go Tell” can be applied to;
* playing games and exercises from this session with the group;
* encouraging adolescents to write, draw or do craft in their journal;
* encouraging adolescents to practise their own group closing ritual.

**Life Skills Session 7:** Safe and Healthy Relationships

**Session for adolescents aged 15 to 19 years**

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| --- | --- |
| **DURATION**   * 90 minutes   **OBJECTIVES**   * Can distinguish between healthy and harmful behaviours. * Understands consent and what to do when something uncomfortable happens.   **MATERIALS**   * Attendance list * **Resource 6. Agree or Disagree** * Papers and markers * Rope (3 to 4 metres long) * Laughter and Play manual * Local protection and health referral pathways * Optional: Video on Consent (Drinking Tea)[[3]](#endnote-3)   **PREPARATION**   * Prepare information about different services in the direct area. * Decide whether to invite a case worker to explain about the available services. * Read the additional facilitation notes (next page). | **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 have experienced difficult situations in intimate relationships and discussing these relations may cause additional distress. * **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 register attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  This session is specifically designed for older adolescents aged 15 to 19 years to learn about healthy and unhealthy behaviours in intimate relationships and how consent can support safe and healthy relationships. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: Agree or disagree | 20 minutes |
| 3. Exploration: The story of Janie and Vincent | 30 minutes |
| 4. Take-away: Safe and healthy relationships | 20 minutes |
| 5. Closing | 10 minutes |
| After the session: reporting and follow-up |  |
|  |  |

**Sensitive session: additional facilitator notes**[[4]](#endnote-4)

**Note that there are two versions of Life Skills Session 7: one for younger adolescents aged 10 to 14 years old, and one for older adolescents aged 15 to 19 years. This is the version for older adolescents (15 to 19 years).**

* In this session, potentially sensitive topics will be discussed. Decide if and how to explain sensitive terms such as “kissing” and “sex”.
* Try to be aware of any existing child protection and sexual and gender-based violence (SGBV) risks for older adolescents in the community and reflect these in the session as appropriate.
* When working with mixed groups (girls and boys), it is recommended to conduct this session with groups of girls and boys separately to ensure a safe space for all to participate and share experiences. Similarly, consider conducting this session with married and unmarried girls separately, as they might have diverse experiences.
* Never ask adolescents for their relationship or marriage status in the group.
* Emphasise at the beginning and throughout the session the confidentiality of the group by referring to the group agreement.
* Do not force anyone to participate in activities or share personal experiences during the session.
* It is likely that one or more members of the group will have experienced some form of non-consensual activity, which is potentially ongoing, and may need support. Be ready with information about local services that can help them.
* Be aware of child protection and GBV referral mechanisms in your area and core concepts of 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 if they have had a chance to practise respectful communication skills with adults, to solve a disagreement? Let participants share their experiences. Encourage participants who are younger, shy or female (in mixed groups) to participate in the conversation. Check if they have any questions and remind participants of the group agreement before continuing.

**2. Introduction exercise: Secret Leader.** 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 discuss how we can have healthy and safe relationships.

**2. Theme introduction:** Agree or disagree

**Time:** 20 minutes

**1.** If the group is a mixed group of girls and boys, divide them in two separate groups for this activity as their experiences might be different.

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

**2.** Put a rope on the floor or split the room into two sides. Draw a line in the middle of the room (using a rope or other objects). One side represents “Agree” and the other side “Disagree”. All participants are to stand along the line.

**3.** Read out the statements from **Resource 6. Agree / Disagree**. After each statement, ask participants why they agree or disagree. Provide the key message(s) for each statement.

**4.** After all statements have been discussed, highlight the following messages about consent:

* **Your body is yours and nobody has the right to force you to do something you don’t want.**
* **Nobody has the right to force anyone else to do something they don’t want or feel comfortable with.**

Icon

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, with participants giving a thumbs up or a thumbs down. Address any concerns that participants may have before continuing the session.

**3. Exploration:** The story of Janie and Vincent**[[5]](#endnote-5)**

**Time:** 30 minutes

**1.** Ask participants to line up to stand next to one another in the middle of the space. Make sure everyone has enough space to move both backwards and forwards.

**2.** Explain that you will now read out a story about Janie and provide the following directions:

* **Listen carefully. Every time you hear something that would make Janie feel good, take a step forward.**
* **Every time you hear something that would make Janie feel bad, take a step back.**

**3.** Read the story slowly and clearly so that everyone can move as you read:

**Vincent and Janie have been in a relationship for about a year. Vincent is working and Janie is in her last year of school. Sometimes Vincent brings Janie to school on his motorbike. He also bought nice clothes for her. Vincent often tells Janie that she is not very smart. Vincent tells Janie that she should leave school and stay at home, as school is not a place for girls. Vincent gets mad at Janie sometimes and says things like “You are no good for anyone”. Vincent does not care if he hurts Janie’s feelings. When Janie tries to tell Vincent that she doesn’t like something he is doing, he gets angry and starts shouting at her. One time he even hit her. Vincent sometimes touches Janie under her clothes, and she does not feel comfortable. When she tells him to stop, he ignores her and laughs at her.**

**4.** When you have finished the story, ask all participants to stay in their position and look around. Ask:

**Have you taken more steps forwards or backwards? Why?**

**How do you think Janie felt, every time Vincent did or said something mean?**

**5.** Ask the group to sit in a circle and facilitate a discussion about the story. Ask the following questions about the story and emphasise the key messages in the discussion:

|  |  |
| --- | --- |
| **Discussion question** | **Key messages** |
| **Did Vincent get permission from Janie to touch her under her clothes?** | **No, Vincent did not get permission. Janie said “No”.** |
| **Is it ok that Vincent tries to get close to Janie when she doesn’t feel comfortable?** | **No, it is not ok because Vincent is doing this against Janie’s will. This is unhealthy behaviour in a relationship.** |
| **What can Janie do in this situation?** | **There are several things Janie can do:**   * **Janie can express to Vincent that she does not feel comfortable, she can tell him to stop and to respect her wishes.** * **She can also try to remove herself from this situation and talk to a trusted person.** |
| **If Vincent tries to get intimate with Janie and she lets him, but then she doesn’t feel comfortable anymore, does she have the right to stop him?** | **Yes. Janie can stop Vincent at any time when she starts to feel uncomfortable, even if she was ok with it in the beginning.** |
| **What can Janie say or do if she wants Vincent to stop?** | **There are several things Janie can do:**   * **She can say: “No! I don’t want this”.** * **Go to a safe place: she can ask Vincent to leave or try to get away from the situation.** * **She can tell a trusted adult.** |

**6.** Ask the group what Vincent should have done instead. Acknowledge what the participants say and highlight the following messages about **consent**:

* **No one has a right to touch parts of your body in ways that you do not like.**
* **Your body is yours and only you can give permission for something to happen or to do something with another person. This is called “consent”. Consent means that someone can be free to say yes or no when they do or do not want something to happen.**
* **A person can say “no” to a touch or sexual activity at any time when they start to feel uncomfortable, even if they were ok with it in the beginning.**

**7.** Ask the group what Janie could do. Acknowledge what the participants say and emphasise that if something unpleasant happens, they can think of “**No, Go, Tell**”:

* **In an uncomfortable or unsafe situation, remember “No, Go, Tell”:**
* **Say: “No! I don’t want this.”**
* **Go to a safe place: ask the person to leave or try to get away from the situation.**
* **Tell a trusted adult.**

Icon

Description automatically generated**8. 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, with participants giving a thumbs up or a thumbs down. Address any concerns that participants may have before continuing the session.

**9. Energiser: Zip, Zap, Boing**. Instructions for this energiser can be found in the **Laughter and Play manual**.

**4. Take-away:** Safe and healthy relationships

**Time:** 20 minutes

**1.** Bring the group back in the circle. Explain that the situations we talked about today were about a person doing something to another person that makes them feel uncomfortable or that they do not agree to.

Divide participants in pairs to reflect on what they can do to have safe and healthy intimate relationships (e.g., with a boy- or girlfriend, husband or wife). Give the pairs five minutes to discuss the following question:

* **What are the things that adolescents should or should not do to promote a safe and healthy intimate relationship?**

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

**3.** In the conversation, praise the participants for sharing their reflections. Highlight the following messages about **safe and healthy relationships**:

* **In a relationship you have two people. For important decisions, such as having a first kiss, or deciding when to have sex, it is important that both people have a say, and that both voices are heard.**
* **You have the right to decide for yourself whether you want to participate in a particular sexual activity.**
* **You have the right to say “no” to something you said “yes” to in the past. You are allowed to change your mind.**
* **Consent is not only about saying what you want or do not want, but also about paying attention to the other person’s needs and body language.**

**4.** Emphasise what participants can do in case something uncomfortable has happened and highlight any local service providers or safeguarding focal points that young people can turn to:

* **If something uncomfortable has happened, you may not want to discuss it with anyone. However, it can help to talk to someone you trust. You are not alone, and together you may be able to find a solution or get support.**
* **Think about someone you trust, for example a family member, a friend or another adult. They might be the person you turn to if something uncomfortable happens.**
* **You may also talk to a social worker/NGO worker who is trained to help in such situations and is there to listen to you.**

**Optional:** Invite a health worker or case worker to provide some specific information about available child protection and gender-based violence services and referral pathways for adolescents/girls, including for survivors of sexual violence.

**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 participants to share with a friend what they learned about consent and healthy relationships.

**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 life skills session, the group members come together for other activities, such as psychosocial support or peer group activities, the (community) facilitator can reinforce the learning from the life skills session by:

* organising small group discussions about consent and situations that the key message of “No, Go Tell” can be applied to;
* playing games and exercises from this session with the group;
* encouraging adolescents to write, draw or do craft in their journal;
* encouraging adolescents to practise their own group closing ritual.

Module: Our sexual and reproductive health

notes for the facilitator

In this module, participants will learn essentials about their sexual and reproductive health in a contextually sensitive way. By the end of this module, participants will be able to:

* understand and feel more confident about the changes that happen during puberty;
* understand menstruation and know how to support menstrual hygiene and health;
* understand how pregnancy works;
* know different contraceptive options and safer sex practices;
* Understand how sexually transmitted infections (STIs) are transmitted and can be prevented.

**In Life Skills Session 8 adolescents will reflect on the changes they experience during puberty and learn about menstruation.** For younger adolescents it is important to learn about the changes that happen in their bodies and minds and to know that these are all normal. Adolescents learn that while the female and male body may go through different changes, the changes in their minds might be a lot more similar. Older adolescents have already gone through puberty and therefore reflect back on how they experienced this time and what they would have liked to know when they were younger. For adolescents of all ages and genders, it is important to learn about the reproductive system and know how the menstruation cycle works. Reflect with adolescents on the challenges related to periods in a crisis setting and how adolescents can access the SRHR information, materials and services they need.

**Life Skills Session 9 is about pregnancy and safer sex.** In this session, adolescents learn more about the connection between menstruation and pregnancy. The focus of this session is on safe ways to have sex and the different types of contraceptives that are available to prevent pregnancy and sexually transmitted infections (STIs). While this information is important for both younger and older adolescents, determine in the context if and how to share specific information with each age group.

**In this SRHR module** it is essential that both the content and methodology of the sessions is adapted to the cultural and crisis context. Use simple language and avoid jargon. Make the necessary adaptations to address sensitive topics, for example by working in smaller or single-sex groups. If safe and appropriate to do so, discuss questions that adolescents have related to their gender identity and sexual orientation. Explain that this questioning is normal and that while biological changes take place, not everyone with a “girl body” feels that they are a girl, and not everyone with a “boy body” feels that they are a boy; adolescents are the ones who know best which gender they are. Emphasise that adolescents may also develop new sexual feelings and feel attracted to different people, including people of the same sex. These feelings are all normal and part of healthy development.

**After this module**, the facilitator holds a module evaluation with the group. Participants reflect on what they have done, learned and felt in sessions 8 and 9 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. The (co-)facilitator documents this evaluation and uses it to make adaptations as needed for the following sessions.

**Life Skills Session 8:** Puberty and Menstruation

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Understand and feel more confident about the changes that happen during puberty. * Understand menstruation and know how to support menstrual hygiene and health.   **MATERIALS**   * Attendance list * **Resource 7. Puberty** * **Resource 8. Reproduction and Menstruation** * Flipcharts and markers * Pieces of paper (two per participant) * Pens (one per participant) * Laughter and Play manual * Local health referral pathways   **PREPARATION**   * Prepare information about different SRHR services in the direct area. * Decide whether to invite a health worker to the session. * Review the age-specific facilitation questions. * 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 SRHR. Remember that this information is important for all adolescents between the ages of 10 and 19 years. * **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. * **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. * **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 register attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  This session explores the changes that occur during puberty and explains the reproductive system including the menstruation cycle. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: Changes in our bodies and minds | 30 minutes |
| 3. Exploration: Menstruation | 30 minutes |
| 4. Take-away: Puberty fishbowl | 10 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 if and how to define and explain the term “puberty” and different (reproductive) body parts, as well as “menstruation” and “periods”.
* Concepts of reproduction and sexual health are important for all adolescents between the ages of 10 and 19 years; however, it should be decided in context what content is safe and appropriate to offer to younger (10 to 14) and older (15 to 19) adolescents.
* When working with groups with mixed experiences (for example, groups with a mix of girls and boys, or groups with a mix of married girls and unmarried girls) decide which activities will be done jointly and which activities are better held separately to ensure a safe space for all to participate.
* When working with separate groups of girls and boys, make sure that all adolescents receive the same information, as it is important for all adolescents to learn about female and male bodies in relation to reproduction and the menstruation cycle.
* 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.
* 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 if they have had a chance to share what they have learned 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. 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 this session is about the changes that happen during puberty and about menstruation.

**2. Theme introduction:** Changes in our bodies and minds

**Time:** 30 minutes

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

**1.** Divide the group into same-sex groups of four to five participants.

A picture containing diagram

Description automatically generated**2.** Ask one person per group to lie on a big flipchart or stand against the wall and draw around them. Each group use this “body map” to mark all the changes that happen to people of their sex (male or female) during puberty. Ask the groups to discuss the following question:

* **What are the main changes that take place during puberty?**

**3.** After 15 minutes, bring the groups together in a circle to present their body maps. If they do not feel comfortable, discuss the maps in separate groups.

**4.** After the groups have presented their reflections, highlight the differences and similarities in the **physical changes** in both the female and male bodies. Show the pictures in **Resource 7. Puberty** about the physical changes that female and male bodies go through during puberty. Highlight that the **emotional changes** that take place during puberty are similar for everyone!

**5.** If appropriate in the context to do so, highlight that:

* **During puberty growing feelings of sexual attraction and desire are normal.**
* **Feeling sexual excitement does not mean that a person has to have sex.**
* **Young people might at times feel confused about their body and their sexuality. This is also a normal part of growing up.**

**6.** Facilitate a discussion with the group about their experiences of puberty and about who they can ask for help if they have a question or problem.

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| **Discussion questions for young adolescents (10 to 14 years):** | **Discussion questions for older adolescents (15 to 19 years):** |
| * **What are the good things about growing up?** * **What are difficult things about growing up?** * **How do you feel about these changes?** * **Who do you talk to if you have questions about these changes?** | * **How did you feel when some of these changes started happening?** * **When did you not feel comfortable?** * **How do people treat you differently as you start puberty?** * **What do you wish you had known about puberty when you were younger?** * **Who did you talk to if you had questions or concerns about puberty?** |

**7.** In the conversation, highlight the following messages about **puberty**:

* **Puberty happens to most people between the ages of 9 and 18 years. It is an exciting time with many different changes and feelings.**
* **Sometimes we experience these as positive, and sometimes we can feel challenged or insecure. All of this is okay.**
* **Everyone grows at their own pace. For some these changes start earlier and for others they start later. This is all normal and okay.**
* **If you have any questions or concerns about your body, puberty or other things, talk to a trusted adult. Maybe this is your parent, a teacher or an older sibling. You can always talk to us.**

Icon

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**3. Exploration:** Menstruation

**Time:** 30 minutes

**1.** If working with mixed groups, divide the group into same-sex groups and work separately on the same activity. Ask the groups to sit in a circle and start a discussion aboutmenstruation. Ask:

* **What do you think is happening in the body when girls have their period?**
* **What is the connection between periods and pregnancy?**

**2.** Use **Resource 8. Reproduction and Menstruation** to share some basic facts about the female reproductive system and explain how periods work. Start by explaining the naming and explaining the functions of the **female reproductive organs** (**illustrations 1 and 2**).

**3.** Continue by showing the **menstruation (or: ovulation) cycle** (**illustration 3**) and providing practical information about menstruation and how to manage periods. Take time to answer any questions from the group.

**4.** Facilitate a plenary discussion about participants’ experiences during their periods. If working with mixed groups of girls and boys, and if appropriate in the local context, let girls and boys answer questions in each other’s presence.

Ask the boys:

* **What do you think are the good and bad things about menstruating?**

Ask the girls:

* **What are the good and bad things about menstruating?**
* **What do girls need to manage menstruation in a good way?**

Ask the whole group:

* **Do you know when a boy or a man is able to make a girl or a woman pregnant?**

**5.** Divide the group again in same-sex groups. Use **Resource 8. Reproduction and Menstruation** to share some basic facts about the **male reproductive organs** (**illustration 4**) and highlight main changes that occur for boys during puberty. Take time to answer any final questions from the group.

Icon

Description automatically generated**6. Check-in exercise: Thumbs up/down.** It is recommended to do a check-in with the group 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.

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

**4. Take-away:** Puberty fishbowl

**Time:** 10 minutes

**1.** Bring the group back in the circle. Explain that the topics that were discussed today contain a lot of information. Maybe there are questions that the group still has. Divide participants in same-sex pairs and give them five minutes to discuss the following questions:

* **What did you learn today about how the body and mind change during puberty?**
* **What did you learn about menstruation?**
* **Are there any questions you still have about any of what was discussed today?**

**Adaptation:** Adolescents who cannot read or write can share their questions with a peer or with the facilitator after the session, who can write them down and answer them in the next session.

**2.** Ask the pairs to write any questions they might still have on a piece of paper. Emphasise that this is anonymous, so nobody will know what they wrote.

**3.** Tell the group that the questions will be reviewed by the facilitators and answered in next 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 participants to share the learning from this session with a friend. They can also bring any questions they still have to the next 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, 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 life skills session, the group members come together for other activities, such as health, psychosocial support or peer group activities, the (community) facilitator can reinforce the learning from the life skills session by:

* encouraging adolescents to write down and share their questions on puberty so these can be addressed in the next session;
* handing out menstrual hygiene kits to girls and demonstrate how items should be used;
* playing games and exercises from this session with the group;
* encouraging adolescents to write, draw or do craft in their journal;
* encouraging adolescents to practise their own group closing ritual.

**Life Skills Session 9:** Pregnancy and Safer Sex

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| --- | --- |
| **DURATION**   * 90 minutes   **OBJECTIVES**   * Understand how pregnancy works. * Know different contraceptive options and safer sex practices. * Understand how sexually transmitted infections (STIs) are transmitted and can be prevented.   **MATERIALS**   * Attendance list * Pens or pencils (one for each participant) * Red, blue and black coloured markers * Blank cards (one for each participant including the facilitators) * **Resource 9. Stand Up If** * **Resource 10. Pregnancy** * **Resource 11. Contraceptives** * **Resource 12. Condom Use** * **Resource 13. STIs**   **PREPARATION**   * Prepare two to three cards with a red mark (for example a dot or cross), two to three cards with a blue mark and the other cards with a black mark. * Invite a health worker to the session who can provide information about the available contraceptives and SRHR services. * Read the additional facilitation notes (next page). | **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 SRHR. Remember that this information is important for all adolescents between the ages of 10 and 19 years. * **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. * **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. * **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 register attendance of participants and fill out the facilitator report at the end of the session. |

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| --- | --- | --- |
| **Session overview**  This session explores how pregnancy works and how adolescents can practise safer sex using contraceptives to prevent pregnancy and STIs. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: Stand up if | 20 minutes |
| 3. Exploration: Contraceptives | 30 minutes |
| 4. Take-away: Sexually transmitted infections | 25 minutes |
| 5. Closing | 5 minutes |
| After the session: reporting and follow-up |  |
|  |  |

**Sensitive session: additional facilitator notes**[[6]](#endnote-6)

* In this session, potentially sensitive topics will be discussed. Decide how to define and explain the term “contraception” and “STI”.
* Concepts of reproduction and sexual health are important for all adolescents between the ages of 10 and 19 years; however, it should be decided in context what content is safe and appropriate to offer to younger adolescents (10 to 14 years) and older adolescents (15 to 19 years).
* If appropriate, develop hand-outs based on Resources 9–13 in the local language that can be distributed to adolescents during the session.
* When working with groups with mixed experiences (for example, groups with a mix of girls and boys, or groups with a mix of married girls and unmarried girls), decide which activities will be done jointly and which activities are better held separately to ensure a safe space for all to participate. When working with separate groups of girls and boys, make sure that all adolescents receive the same information as for all adolescents it is important to learn about pregnancy and safer sex, including contraceptives.
* 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. When inviting a health worker to share additional information, plan for two hours instead of 90 minutes for this session.
* 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 if they have had a chance to share with a friend what they learned about the changes that happen during puberty or about menstruation. Let participants share their experiences. Encourage participants who are younger, shy or female (in mixed groups) to participate in the conversation. Check if they have any questions and remind participants of the group agreement before continuing.

**2. Introduction exercise: Count to 7.** 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 pregnancy and safer sex.

**2. Theme introduction:** Stand up if [[7]](#endnote-7)

**Time:** 20 minutes

**1.** If working with mixed groups, divide the group into same-sex groups for this activity. Invite participants to sit in a circle. Explain the exercise:

* **I will read out a statement. Stand up if you think the statement is true.**
* **If you think the statement is false, stay sitting down.**

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

**2.** Read out a statement from **Resource 9. Stand Up If**. After the statement let participants share their ideas about why they think it is true or false, before explaining whether it was true or false and explaining why. Clarify any confusion or misinformation and address common myths or misconceptions so that the group leaves with the correct information.

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

* **Sex is an act between two people who care about each other.**
* **Vaginal intercourse means that a penis enters into the vagina during sex. This is just one of the many sexual activities that can take place between two people.**
* **No one ever should force another person to have sex.**

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Description automatically generated**4. 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:** Contraceptives

**Time:** 30 minutes

**1.** If working with mixed groups, divide the group into same-sex groups for this activity. Invite participants to sit in a circle for a discussion aboutcontraceptives. Ask:

* **Can someone explain how a girl or a woman gets pregnant?**

**2.** Use **Resource 10. Pregnancy** to explain how pregnancy takes place.

**3.** Continue with a discussion about pregnancy and safer sex. Ask:

* **Are all pregnancies planned or wanted?**
* **Once a girl’s body is capable of getting pregnant, does that mean she is ready to be a mother?**
* **Once a boy is capable of making a girl pregnant, does that mean he is ready to be a father?**
* **What could be reasons why adolescents would want to delay pregnancy?**

**4.** In the conversation, highlight the following messages about **pregnancy and safer sex**:

* **Being capable of getting pregnant or making someone pregnant, does not mean that adolescents are physically or emotionally ready to be parents.**
* **When girls are young, their bodies are not yet ready for giving birth and they are not yet ready emotionally to become a mother.**
* **Even older girls and women may want to delay pregnancy for various reasons.**
* **Every person, including girls and women, has the right to have sex without wanting to have children, and the right to decide if, when and how many children they have.**
* **The decision to have children should be taken by both partners in a relationship.**

**5.** Continue with a discussion about contraceptives. Ask:

* **What have you heard are some ways to prevent pregnancy?**

**6.** Explain that there are different ways to avoid getting pregnant but that in this session we will focus on two methods of birth control:

1. **Abstinence (not having sex): This is the only 100 per cent way to not get pregnant.**
2. **Contraceptives: There are many different methods to avoid getting pregnant while having sex. These are called contraceptives.**

**7.** Where possible and appropriate, invite a health professional to present available types of contraception to the group or use **Resource 11. Contraceptives** as a reference to discuss the pros and cons of each method and to demonstrate how to use a condom. If appropriate, give participants a copy of **Resource 12. Condom Use**.

**Optional for older adolescents/girls:** Invite a health worker to provide information about the local legislation and adolescent-friendly services for safe abortions.

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**8. 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.

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

**4. Take-away:** Sexually transmitted infections (STIs)

**Time:** 25 minutes

**1.** Invite participants to sit in a circle for a discussion aboutSTIs. Ask:

* **Have you heard about the term “Sexually Transmitted Infection”?**
* **What types of STIs have you heard of?**

**2.** In the conversation, highlight the following messages about **STIs**:

* **Some common STIs are Chlamydia, Gonorrhoea, Hepatitis B, Hepatitis C, Syphilis.**
* **HIV is also a sexually transmittable infection, which can develop into a serious disease called AIDS.**

**3. STI Transmission Game:** Tell the group that they will play a game to better understand how STIs are transmitted. Give participants each a blank card with a different colour dot on it. Ask everyone to keep their card to themselves. **Participants are not supposed to know what their colour represents.**

Distribute as follows:

**Red** – Only two or three people get this colour (denoting a person who has an STI).

**Blue** – Only two or three people get this colour (a person who uses a condom).

**Black** – All other participants get a black dot (a person who has had unprotected sex).

**4.** Give participants the following instructions:

* **Walk around the room and meet and greet three other people. Remember each other’s names or write them down on your card.**
* **When you have greeted three other people, sit down again in the circle.**

**5.** Then, provide the following instructions, one by one:

* Ask all participants with **red** dots to put up their hand. Explain that these people have a sexually transmitted infection (STI). Ask them to stand up.
* Ask all other sitting participants who have met with one of the standing participants during the greeting round, to stand up. Explain that all these people have been exposed to the STI!
* Ask the remaining sitting participants who have met any of the standing participants during the greeting round, to stand up as well. All these people have also been exposed to the STI! Continue until there are no people sitting anymore.
* Then, ask the people who had a **blue** card to sit down again. Explain that these people had practised safe sex by using a condom and are less likely to have become infected.
* Finally, tell that the people with a **black** card that unfortunately they were not protected, as they did not use a condom, so they are likely to have the STI.

**6.** When the game is over, invite all participants to sit in a circle and ask:

* **What did the game show us?**
* **What are effective ways to prevent getting or transmitting an STI?**

**7.** In the conversation, highlight the following messages about **preventing STIs**:

* **This game showed us that STIs can be spread and that condoms can help us to stay safe from getting infected.**
* **STIs are infections that are most commonly spread through sexual contact, including through skin-to-skin contact of infected parts of the body, blood or semen. It is unlikely that STIs can be spread by shaking hands, like we did in the game.**
* **If no condom is used, these infections can spread widely and rapidly.**
* **If not treated, these infections can lead to more serious diseases and even death.**

**8.** Use **Resource 13. STIs** to list possible symptoms of STIs and to encourage adolescents to go to a doctor if they think they have been exposed to an STI or when they have symptoms. Provide information about the nearest medical service providers in their area where adolescents can access services to prevent STIs and pregnancy or get tested. Invite participants to share any concerns they may have about the safety, privacy and confidentiality of these services and take time to discuss these concerns.

**Optional:** Invite a health worker to provide information about contraceptives.

**5. Closing**

**Time:** 5 minutes

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

**2. Home practice:** Ask participants to reflect on today’s session and to draw or write in their journal about how the information provided in this session may influence their personal decisions.

**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 life skills session, the group members come together for other activities, the (community) facilitator can reinforce the learning from the session by:

* encouraging adolescents to write down and share their questions on pregnancy and safer sex so these can be addressed in the next session;
* use **Resource 18. Puberty quiz** to test adolescents’ knowledge on puberty.
* as appropriate: handing out information and materials related to contraceptives (e.g., leaflets, condoms) to adolescents and/or demonstrate how items should be used;
* as appropriate for older adolescents/girls: inviting a health worker to provide information about the local legislation and adolescent-friendly services for safe abortions;
* playing games and exercises from this session with the group;
* encouraging adolescents to write, draw or do craft in their journal;
* encouraging adolescents to practise their own group closing ritual.

Module: Our Safety and Protection

Notes for the facilitator

In this module, participants will learn more about violence and how they can respond to situations of risk and violence. By the end of the module, participants will be able to:

* Know about different types of violence and their consequences;
* Know where and how to seek support in situations of risk and violence;
* Know how to respond to situations of risk and violence;
* Have a personal safety plan.

**In Life Skills Session 10 adolescents identify different types of violence and its consequences and learn how they can report protection concerns.** For younger and older adolescents alike, it is important to learn how to recognise protection concerns in their own community and how to report concerns to a trusted adult or service provider. Recognising that adolescents in crisis settings, particularly girls, often have limited access to social support networks or services, it is important for the group to reflect on how they can overcome potential barriers for reporting protection concerns.

**Life Skills Session 11 builds on the previous session and focuses on practical ways in which adolescents can respond to situations of risk and violence.** Adolescents first provide advice to imaginary peers on how to respond to situations of violence and then reflect on the risks in their own lives. Participants develop a personal safety plan with key people and places that can support them in risky situations. Adolescents also reflect on how they can overcome potential barriers to accessing protection information, support and services.

**In this module on protection**, it is essential that both the content and methodology of the sessions are adapted to the crisis context and to the forms of (gender-based) violence that are a priority in the setting. Use simple language and avoid jargon. Make the necessary adaptations to address sensitive topics, for example by working in smaller or single-sex groups, or by inviting a (local) 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 sessions and they have an opportunity to give feedback on the topics and activities of the sessions, including what they liked, what they did not like 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.

**Life Skills Session 10:** Safety and Violence

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Know about different types of violence and their consequences. * Know where and how to seek support in situations of risk and violence.   **MATERIALS**   * Attendance list * **Resource 14. Image Box** * Copies of the local referral pathways for child protection and/or gender-based violence   **PREPARATION**   * Select the relevant images from the “image box” of the types of violence that occur in the context. * Decide whether to include the short discussion around online safety. * Prepare information about different services in the community. * Where possible, invite a case worker to explain more about the available protection services in the community. * 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 experience violence, abuse, neglect and exploitation. Do not ask participants to disclose details about their personal situation. Be ready to respond to a disclosure of violence. * **Address stigma**: Emphasise that people who have experienced violence are not to blame for what happened to 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 register attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  In this session adolescents identify the different forms of (gender-based) violence that exist in their community and explore how this impacts on young people’s lives. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 20 minutes |
| 2. Theme introduction: Safety and violence | 20 minutes |
| 3. Exploration: The impact of violence | 20 minutes |
| 4. Take-away: Seeking support | 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.
* Understanding violence is important for all adolescents between the ages of 10 and 19 years; however, it should be decided in context what content is safe and appropriate to offer to younger adolescents (10 to 14 years) and older adolescents (15 to 19 years).
* When working with groups with mixed experiences (for example, groups with a mix of girls and boys, or groups with a mix of married girls and unmarried girls or when there are survivors of violence in the group), 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.
* It is likely that one or more members of the group will have experienced some form of violence, which is potentially ongoing, and they may need support. Be ready with information about local services that can help them.
* Be aware of child protection and gender-based violence (GBV) referral mechanisms in your area and core concepts regarding 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:** 20 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 the information provided in the last session has influenced their personal decisions. Take time to address some of the questions from the “fishbowl” from the last session. Encourage participants who are younger, shy or female (in mixed groups) to participate in the conversation. 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. Ask participants to reflect on this 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?**

**3.** **Introduce the theme of this session**:Explain that this session is about our safety and risks to our safety, including risks of violence.

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

**Time:** 20 minutes

**1.** If the participants are a mixed group, divide the group into same-sex groups for this activity. Ask each group:

* **What does “safety” mean to you?**
* **What are things that can make adolescents like you feel unsafe at home or in the community?**

**2.** Acknowledge what participants share and tell the group that this session is about some specific safety risks, including **violence**:

* **Violence can be an important reason that people can feel unsafe, in their family, at school, at work or in their neighbourhood/community.**
* **Violence is an act of one person against another person with the intention to harm them.**
* **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, when an adult beats a child.**

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

**3.** Continue the discussion, using the relevant discussion questions for girls and boys. Emphasise that participants do not have to share personal information or mention names of individuals; encourage the group to think about their community.

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| **Discussion questions for girls** | **Discussion questions for boys** |
| * **What are some types of violence you have seen or heard of in the community?** * **Do girls face the same safety risks as boys? Why (not)?** * **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 against girls and young women?** | * **What are some types of violence you have seen or heard of in the community?** * **Do boys face the same safety risks as girls? Why (not)?** * **Are there different types of violence that boys and girls face? If so, what are they?** * **What are some similar risks that both girls and boys face?** * **Which people are committing violence?** |

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

* **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).**
* **Violence can happen to anyone: girls, boys, women and men.**
* **Some forms of violence happen more often to girls and women than to boys and men, due to the unequal power that girls and women have in most cultures (gender-based violence).**
* **Anyone can use violence, even the people who are supposed to protect and help us.**
* **A young person is never to blame for the violence that happens to them. The perpetrator always has a choice not to use violence and the responsibility therefore lies with the perpetrator.**

**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:** The impact of violence

**Time:** 20 minutes

**1.** Continue working in separate-sex groups to discuss some common forms of (gender-based) violence in the community and their consequences for young people. Use **Resource 14. Image box** to show the group different forms of violence that occur in the local context: child labour, child marriage, recruitment in armed forces/groups, physical violence, and sexual violence.

**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 adolescents who may experience this type of violence?**
* **Who uses this type of violence?**

**3.** Use **Resource 14. Image box** to provide information about each image. When all images have been presented, highlight the following key messages:

* **Sometimes the people who use violence, are people whom we know and trust. They might be part of our family, our friends or our community.**
* **Sometimes, boys and men are taught that they must use violence when they are angry or want to control the other person. However, using violence is always a choice.**
* **A young person is never to blame for the abuse that happens to them. The perpetrator always has a choice not to use violence and the responsibility therefore lies with them.**

**4.** Divide the group into smaller groups of four to five participants each. Give each group one image of 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 group back to sit in a circle.Let them share their reflections on the consequences of violence. Praise adolescents for sharing their reflections.

**6.** Highlight the following key messages about the **consequences of violence**:

* **The consequences of violence may be both visible and invisible.**
* **Violence can have serious and long-lasting consequences that are physical (pain in body, injuries), sexual (sexually transmittable 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).**
* **People who experience sexual violence, should seek help within three days (72 hours) to get help to prevent pregnancy and sexually transmitted infections and HIV.**
* **Receiving support as soon as possible can help survivors to recover from violence.**
* **Talk to a trusted adult or a case worker who is trained to help young people in a safe and confidential way.**

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**8. Energiser: Zip, Zap, Boing.** Instructions can be found in the **Laughter and Play manual**.

**4. Take-away:** Seeking support

**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. Divide participants in pairs and give them five minutes to discuss the following questions:

* **Sometimes, when someone experiences safety risks or violence, they might not want to discuss it with anyone. What might be the reason?**
* **What could be useful about sharing their experience with someone they trust?**

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

**3.** Acknowledge that it can be very difficult to talk about violence. Emphasise what adolescents can do in case something uncomfortable has happened. Encourage them to find someone whom they trust, and highlight the available people and services that they can turn to.

* **Each person can respond differently when something bad happens to them. Some young people feel shame, guilt or do not know whom to tell.**
* **If you have experienced something bad or think something bad might happen, try to tell someone you trust. This person can make you feel that you are not alone, help you to find solutions and get support. You do not have to go through it alone.**
* **You can always come and talk to us facilitators or talk to a case worker.**

**4.** Explain that there are various services available locally for young people and adults who experience 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 needing 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 for adolescent girls at risk of child or forced marriage or child survivors of sexual violence.

**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 share with a friend what types of violence exist in the local area and how these can affect 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 life skills session, the group members come together for other activities, such as psychosocial support or peer group activities, the (community) facilitator can reinforce the learning from the life skills session by:

* encouraging supporting adolescents to develop awareness-raising materials such as posters about the negative effects of violence and how it can be prevented in the community;
* providing additional information about what adolescents can do when they or their peers experience violence, abuse or exploitation;
* playing games and exercises from this session with the group;
* encouraging adolescents to write, draw or do craft in their journal;
* encouraging adolescents to practise their own group closing ritual.

**Life Skills Session 11:** Responding to Violence

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Know how to respond to situations of risk and violence. * Have a personal safety plan.   **MATERIALS**   * Attendance list * **Resource 15. Stories** * **Resource 16. Safety plan** * Rope of 3 to 4 metres long * Copies of the local referral pathways for child protection and/or gender-based violence   **PREPARATION**   * If required: contextualise the names and situations in the stories. * Prepare information about different services in the community. * Where possible, invite a case worker to explain more about the available protection services in the community. * Read the additional facilitation notes (next page). | **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 experience violence, abuse, neglect and 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 register attendance of participants and fill out the facilitator report at the end of the session. |

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| **Session overview**  In this session adolescents will practise skills in responding to violence and make a personal safety plan. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 2. Theme introduction: Responding to violence | 25 minutes |
| 3. Exploration: Safety planning | 25 minutes |
| 4. Take-away: Accessing services and support | 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 if and how to define and explain the terms “violence”, “abuse”, “sexual violence”, etc.
* Understanding violence is important for all adolescents between the ages of 10 and 19 years; however, it should be decided in context what content is safe and appropriate to offer to younger adolescents (10 to 14 years) and older adolescents (15 to 19 years).
* When working with groups with mixed experiences (for example, groups with a mix of girls and boys, or groups with a mix of married girls and unmarried girls), 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.
* It is likely that one or more members of the 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.
* Be aware of child protection and gender-based violence (GBV) referral mechanisms in your area and core concepts of these.
* 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 if they have had a chance to discuss with a friend why it is important to seek support when they experience violence and how it can affect adolescents. Let participants share their experiences. Encourage participants who are younger, shy or female (in mixed groups) to participate in the conversation. Check if they have any questions and remind participants of the group agreement before continuing.

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

**3.** **Introduce the theme of this session**:Explain that in the last session the group discussed about different types of violence and how these can affect us. In this session we will continue to talk about our safety and discuss what we can do when we come across a risky situation or when we experience or witness violence.

**2. Theme introduction:** Responding to violence

**Time:** 25 minutes

**1.** If the participants are a mixed group, divide the group into same-sex groups and work with them separately in this activity. Divide the group of girls and boys into smaller groupsof three to four participants.

**2.** Give each group a different story from **Resource 15. Stories**. If the participants cannot read or write, read the story out loud for them. Each group will come up with advice for this adolescent on what they could do in this situation. Ask participants to answer the following questions:

**Adaptation:** Contextualise the scenarios as required; it is important to use scenarios that represent real (gender and age-specific) risks that adolescents face in the local context.

* **Why can it be difficult for this young person to act?**
* **What would you advise this young person to do?**

**Variation** Let older adolescents act out their story and their advice in a short role play.

**3.** After15 minutes,let the groups each present their story and explain why they think it can be difficult for the young person to act, and what they would advise them to do.

**4.** When all groups have presented their stories, praise them for their presentations. In the conversation, highlight the good solutions that groups identified and give the following messages about **responding to violence**:

* **Even if we know that something is wrong or bad, it can be hard to respond to violence. We may “freeze” or simply not know what to do or say. This is completely normal.**
* **Sometimes boys are pressured to act “tough” and use violence. However, remember there is always a choice whether to use violence or not.**
* **If something bad happens to you or you feel pressured to do something you do not want to do, remember “No, Go, Tell”:**
* **Say: “No! I don’t want this.”**
* **Go to a safe place: ask the person to leave or try to get away from the situation.**
* **Tell a trusted adult.**
* **If you have experienced something bad or if you ever feel afraid or ashamed of telling, which is not a strange feeling, remember that seeking help is very important and there is always someone who will understand and help you. You do not have to go through it alone.**
* **You can always come and talk to us facilitators or talk to a case worker.**

**5.** Ask the group if there are other situations like the ones in the stories, that young people might face in the community? Let participants share and acknowledge their inputs.

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**3. Exploration:** Safety planning

**Time:** 25 minutes

**1.** Tell the group that when we have concerns over our safety or if we know about risky situations, it can be helpful to think of the people or places that can help us to stay safe.

**2.** Explain that it can be helpful to make a safety plan that includes a list of people or places that can help them to stay safe in case of a risky situation. Give all participants a copy of **Resource 16. Safety Plan**. Ask them to individually make a list of potential safety risks that they could come across. For each situation that they identify, they should think:

**Adaptation:**If there are participants in the group who cannot read or write, the facilitator can do this exercise with them individually or in small groups.

* **WHAT can we do to stay safe?**
* **WHERE can we go to** – **what is a safe place to go to?**
* **WHO could we talk to in case something bad happens?**

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| **Who or what is the risk?** | **WHAT can we do or say to stay safe?** | **WHERE can I go, to stay safe?** | **WHO are people I can talk to or who can help me to stay safe?** |
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**3.** Emphasise that they do not need to share their personal safety plan, as it might contain confidential or sensitive information. Walk around to help participants in making their plans or see if they have any questions. Support participants who cannot read or write.

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**4. 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.

**5. Energiser: Hi Ho Ha.** Instructions for this check-in activity can be found in the **Laughter and Play manual**.

**4. Take-away:** Accessingservices and support

**Time:** 20 minutes

**1.** Bring the group back in the circle. Explain that as part of developing a personal safety plan, it is also important to know what services are available and how to access them.

**2.** Ask participants what they know about the services that are available locally for young people who experience violence, abuse, mental distress or other concerns. Complement what participants say by listing the locally available services and referral pathways, such as:

* 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 mental health and sexual and reproductive health;
* local telephone or online helplines for children, young people and adults needing support (if applicable).

**Optional:** Invite a case worker and/or a health worker to explain about the different services that are available in the community.

**3.** Divide participants in pairs and give them five minutes to discuss the following questions:

* **Why don’t or why can’t adolescents access the support or services they need?**
* **What can we do to make sure adolescents do get the support they need?**

**4.** After five minutes, bring the group back to plenary and ask the pairs to share what they thought were reasons why young people don’t or can’t access services. For example, inability to cover the costs/fees, perceived lack of confidentiality and restrictions, stigma, lack of parental consent or insensitive attitudes of providers. Also ask the group for their solutions.

**5.** Praise adolescents for sharing their reflections. In the conversation, highlight the following messages:

* **The crisis situation may affect the availability of services locally. However, it is important that you seek support and advice when you need it.**
* **Talk to a trusted adult about your worries and concerns, or to us at Plan International!**

**5. Closing**

**Time:** 10 minutes

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

**2. Home practice:** Ask participants to review their personal safety plan and to work on it further at home.

**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 life skills session, the group members come together for other activities, such as psychosocial support or peer group activities, the (community) facilitator can reinforce the learning from the life skills session by:

* supporting adolescents to finalise their safety plan;
* supporting adolescents to develop adolescent-friendly awareness materials and messages on the available services and the child protection and GBV referral pathways;
* providing additional information about local services that can be contacted in unsafe situations;
* playing games and exercises from this session with the group;
* encouraging adolescents to write, draw or do craft in their journal;
* encouraging adolescents to practise their own group closing ritual.

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 able to:

* understand negative consequences of child, early and forced marriage;
* know positive alternatives for child, early and forced marriage;
* be aware of own strengths and capacities;
* have a positive outlook on the future.

**Life Skills Session 12 explores adolescents’ attitudes towards marriage.** Determine in the context whether this session is relevant and appropriate for the group of (younger/older) adolescents. In this session, participants explore their own views on marriage and reflect on how their views are similar or different from those of their parents. In this session they discuss the advantages and disadvantages of marriage, learn about the harmful consequences and identify potential alternatives for child, early and forced marriage. This session is included in the curriculum because child, early and forced marriage is a key risk in many emergencies and protracted crisis settings.

**Life Skills Session 13 is the final session in which adolescents reflect on their personal goal and capacities, give and receive praise from the group and celebrate the end of the programme.**

The final session is about celebrating adolescents’ progress individually and collectively as a result of the programme. Adolescents reflect on their progress towards their personal goal and think about what steps they still need to take to achieve their future goals.

**After Session 12,** the facilitator holds a module evaluation with the group. Participants reflect on what they have done, learned and felt in session 12 and they have an opportunity to give feedback on the topics and activities of the sessions, including what they liked most, what they liked least 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.

**After completion of the life skills cycle**, a social event can be organised where both adolescents and their parents celebrate their end of the programme. This event could be organised with the adolescents and their parents and could include, for example, an exhibition of the art works made by the adolescents, a shared meal, or a friendly competition with games, music or dance.

**Life Skills Session 12:** Marriage

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Understand the negative consequences of child, early and forced marriage. * Know positive alternatives for 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 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 at the end of the session. |

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| **Session overview**  In this session participants explore their views on marriage, reflect on the perceived benefits and disadvantages of marriage and discuss alternatives to child, early or 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 our parents | 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 (older) adolescents 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 girls and boys; or groups that include survivors of child, early or forced marriage or other forms of SGBV), 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 GBV referral mechanisms in your area and core concepts of 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 if they have had a chance to share what they learned from the session with a friend. Let participants share their experiences. Encourage participants who are younger, shy or female (in mixed groups) to participate in the conversation. Check if the group has any questions and remind participants of the group agreement before continuing.

**2. Introduction 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 our expectations for getting married in the future.

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

**Time:** 20 minutes

**1.** Invite participants 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.**

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

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

* **When did you start to develop ideas about marriage?**
* **Who has influenced your views on marriage?**
* **Are your views about marriage different from the view of your parents? Why (not)?**

**4.** Explain that in this session the group will talk more about 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?**
* **What are some negative sides of marriage?**

**5.** Bring the groups back into the circle. In plenary, let groups 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 own 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? And for the family?**
* **What are some alternatives to getting married early?**

**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 who marry 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.**
* **Girls who marry young, often also get their first child at a young age. Being pregnant at a young age can be dangerous for a girl, as her body is not yet ready to give birth.**
* **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, thumbs 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 our parents

**Time:** 20 minutes

**1.** Bring the group back in the circle. Explain that it can be difficult to talk with our parents and caregivers about marriage, especially if there are different opinions. Divide participants in pairs and give them 10 minutes to practise talking to their parents/caregivers to find out their views on marriage.

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

* **How do you view marriage?**
* **How do you view my education or work?**
* **What do you think is a good age for me 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 parents can be difficult, especially when they have different views than we do. Highlight the following key messages:

* **Completing education increases girls’ chances of having a good future.**
* **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.**

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Description automatically generated**5. Check-in exercise: Thumbs up, thumbs 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 life skills session, the group members come together for other activities, the (community) facilitator can reinforce the learning from the session by:

* encouraging adolescents to continue discussions about marriage and what they find important in a future partner;
* providing additional information about local services that can be contacted by girls who are at risk of child, early and forced marriage;
* playing games and exercises from this session with the group;
* encouraging adolescents to write, draw or do craft in their journal;
* encouraging adolescents to practise their own group closing ritual.

**Life Skills Session 13:** Our Hopes and Dreams

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| **DURATION**   * 90 minutes   **OBJECTIVES**   * Be aware of 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 a celebration (e.g., certificates, snacks, etc.) * Laughter and Play game manual   **PREPARATION**   * Bring the personal goals of all participants. * Prepare a chair of another type as a “special” seat. | **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**: 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. * **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 register 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 evaluate whether they reached their personal goal, reflect on the future and provide and receive feedback from other group members. | **Session activity** | **Time** |
| 1. Welcome and warm-up | 10 minutes |
| 1. Theme introduction: Personal goal reflection | 20 minutes |
| 1. Exploration: Our future | 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 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 what they learned from the session with a friend. Let participants share their experiences. Encourage participants who are younger, shy or female (in mixed groups) to participate in the conversation. Check whether 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:** Personal goal reflection

**Time:** 20 minutes

**1.** All participants sit in a circle. Give each participant their 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 personal 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 this programme – whether this is related to their goal or not. Emphasise that 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 **Personal Goal Registration Form**. Tell participants that they will get their goals back at the end of the session.

**3. Exploration:** Our future

**Time:** 30 minutes

**1.** This activity has two activity options – choose which option to do with the group.

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| **Option 1: My Future Self (individual painting)** | **Option 2: Our Future Community (group painting)** |
| **1.** Give each participant a large sheet of paper/flipchart and paint, coloured crayons or pencils and other crafting materials.  **2.** Invite participants to draw themselves in the future. Ask them to reflect on:   * Where will you be? * What will you be doing? * Who will you be with? * What do you need to do to become your future self? * Who can help you to achieve this? | **1.** Make a large sheet of paper out of 8 to 12 flipcharts and stick it on the wall. Invite participants to work as a team to make a joint artwork.  **2.** Invite participants to draw their future community. Ask them to reflect on:   * What do you wish to see in your community? * What do you do? * Who else is in the community? * What do you need to build your future community? * Who can help you to achieve this? |

**2.** Collect the artworks to display them later in a community place so that it is visible for everyone, for example in a safe space or community centre.

**3. 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 like doing 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 or on a special place on the mat in the circle. Explain that this is a special chair: “The Praising Chair”. One by one, all the other group members including the facilitators will say one positive thing about the person in the chair. One person (facilitator or a participant) writes down all the qualities on a piece of paper for each participant to take home. When everyone has said something about this person, someone else takes a seat in the Praising Chair.

**2**. When all participants have been in the “Praising Chair” 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 their personal goal and 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.

Endnotes

1. See: <https://www.youtube.com/watch?v=pZwvrxVavnQ> [↑](#endnote-ref-1)
2. Adapted from: International Rescue Committee (2016). Girl Shine (pp.234–236) [↑](#endnote-ref-2)
3. See: <https://www.youtube.com/watch?v=pZwvrxVavnQ> [↑](#endnote-ref-3)
4. Adapted from: International Rescue Committee (2016). Girl Shine (pp.234–236) [↑](#endnote-ref-4)
5. Adapted from: International Rescue Committee (2016). Girl Shine. [↑](#endnote-ref-5)
6. Ibid. [↑](#endnote-ref-6)
7. Adapted from: Plan International (2016). Champions of Change; International Rescue Committee (2016). Girl Shine. [↑](#endnote-ref-7)