



**WE THRIVE**  
**INTEGRATED GROUP ACTIVITIES FOR**  
**CHILDREN AND ADOLESCENTS IN**  
**ACUTE CRISES:**  
**12-14 SESSION PLANS**



## OVERVIEW

*We Thrive integrated group activities for children and adolescents in acute crises* is an integrated approach that brings together perspectives from child protection, education in emergencies, and mental health and psychosocial support.

The programme promotes the wellbeing of participating children and adolescents by enabling them to:

- Feel safe
- Know what to expect
- Have fun
- Connect with their peers
- Cope with past and current experiences
- Learn new skills
- Access other services through referrals

Save the Children (SC), and/or SC-supported partners, can implement this programme in acute crisis situations.

The purpose of these session plans is to provide SC staff and its partners responding to acute emergencies with a resource of integrated, interactive, play-based sessions to support children's and adolescents' protection, learning, and wellbeing. For more information about how these were developed, please refer to the implementation guide.

SC Child Protection (CP), Education in Emergencies (EiE), and Mental Health and Psychosocial Support (MHPSS) staff can use these session plans which includes learning activities within the following topics:



**Free Play/Free Time** to allow children and adolescents to express agency and connect with each other in a safe space with trusted adults monitoring, but not leading, activities.



**Self Awareness and Empowerment** to identify and manage emotions and provide foundational life skills for children to protect themselves. Children and adolescents recognise their own abilities and strengths and identify ways they can support themselves and their community.



**Positive Social Skills** to listen to, communicate with, and take others' perspectives. When children and adolescents apply these skills they can develop positive relationships, offer support, solve problems through teamwork, and resolve conflicts constructively.



**Literacy skills** to support a sense of normalcy and practice skills to support reading and writing. *Note, this programme is not intended to support children and adolescents' learning to read and write if they have no previous experience.*



**Numeracy skills** to support a sense of normalcy and practice maths and geometry concepts and skills.



**Life Saving Learning** to recognise risks and know what to do in case of an emergency.



**Sexual and Reproductive Health and Rights (SRHR)** to support adolescents' body awareness, set boundaries, and make safe life choices to protect themselves.

## WHAT IS A SESSION?

Routines, having fun, learning, and socialising with peers support children's and adolescents' wellbeing. All sessions intend to promote and protect children's and adolescents' wellbeing through a combination of interactive activities.

Each session supports children and adolescents to learn one topic from the activity categories. While each session focuses on one topic, the topics are complementary and not mutually exclusive. The session outline is as follows:

1. **Opening** to welcome children and adolescents and take attendance (if appropriate).
2. **Energizers** to bring children and adolescents together in a fun, interactive way. (*Note: For 4-6 year olds this is optional after the learning activity.*)
3. **Learning activity(s)** to allow children and adolescents to learn about or discuss a topic and/or apply a skill.
1. **Mindfulness activity** to calm children's and adolescents' bodies and minds before the end of the session and practise coping strategies which can be applied outside of the sessions. Regularly practicing calming activities can help reduce stress and anxiety. (Mindfulness activities require you to be aware of yourself in a heightened manner, join the children in this activity to make it more realistic for participants.)
4. **Closing** to recognise children's and adolescents' participation and allow for them to provide any feedback for the next session.

## A FLEXIBLE APPROACH

The order of the sessions is flexible. SC staff and partners should adapt the programme to meet the needs of the children and adolescents. Staff can:

- **Choose the order of the sessions** based on the needs of the children and adolescents.
- **Swap different activities from the Activities Bank.** There are more than 175 learning activities, over 50 games and energizers, and more than 15 mindfulness activities.
- **Reduce or extend the sessions**, by removing or adding more activities. Note, it is not recommended to have children and adolescents to learn about or discuss more than one topic per session.
- **Add more sessions** using the other activities in the Activities Bank as well as others from the contexts that are in alignment with the purpose of the programme.

- **Schedule break times as needed.** These have not been scripted as you will know best when children need time to relax, chat, or play between activities. Remember to keep an eye on the group to make sure children are safe and to support anyone who needs a bit of extra help.

Implementing staff can find more information on adapting the activities in the Implementation Guide.

**Contextualisation:** Throughout the session plans, **yellow highlighted text** indicates requirements for the COs implementing We Thrive to further contextualise the content during the translation process.

## CONSIDERATIONS FOR ADOLESCENTS WITH DISABILITIES

It is important to **engage all children and adolescents with disabilities as participants of activities rather than just observers**. Emergencies can provide an opportunity to include children in safe spaces who were not previously accessing school or other services outside their home. Play fosters inclusion by enabling interactions with peers. Everyone has the capacity to play and learn, and children with disabilities have the same desire to play as any other children. Play is essential for development, wellbeing, and social interaction. We Thrive activities need to be accessible to every child, no matter their capacities, to the greatest possible extent. Children with disabilities face many barriers to play, and adaptation needs to take place. Consider that:

- children with physical or sensory conditions need environmental adaptations to promote their physical access to and navigate between different play elements.
- children with cognitive difficulties may need extra visual supports within the environment to help orient within the space
- children with social-emotional difficulties can benefit from quiet spaces for down time away from social play.

Overall, the environment and adaptations should promote as much as possible for children with disabilities more independent access to play. (Nguy Jodie, 2020) Keep always in mind that every child and adolescent is different, and the level and type of support they need can vary.

The following are actions that can **increase their ability to participate in group activities**:

### Before the sessions:

**Check on accessibility:** ensure that the site is not on the side of a hill or ground that is difficult to walk on.

**Identify children and adolescents with disabilities** within the community and ensure they and their caregivers are aware that We Thrive Sessions are being offered.

**Ask the adolescent with disabilities first** if they need any support before implying / assuming they need help and about their play preference:

- What do you like to play?
- What play activities do you wish to do more?
- What are the barriers to play in your community?
- What safety concerns do you have when playing?
- What type of support do expect from your peer?
- 

**Ask caregivers and adolescents**

- What are the space requirements, large or small space, level of noise, lightning?
- The level of flexibility and possible trigger on the child

### For each session, ensure you:

- **Review and modify games and play activities** to ensure all children can participate, using assistive devices where necessary, prior to every session based on children and caregivers' feedback.
- **Clear the pathway** to access to sanitation (toilet, sink / bucket to wash hands)

- **Remove hazards for safety and accessibility** to ensure all children and adolescents can participate safely.
- **Adjust seating arrangements** to support all children and adolescents. For example, seat children and adolescents with visual impairments closer to the front of the room and closer to the facilitator.
- **Create visual aids** for the space and for activities.
- **Use at least two forms of communication** (visual& verbal or nonverbal in certain instance) to ensure clarity on the different activities. (for instance: explain and show large font poster)

#### During the session, you should:

- **Observe** to understand children's internal emotional states: facial expressions (smiling, eyes widening, eye gazing), vocalizations (laughing, giggling), body movements (jumping, doing vivacious hand gestures such as hands clapping or hands waving). Even in presence of severe physical impairments, it is possible to observe enjoyment and engagement in play.
- **Make extra time** for children with disabilities to transition from one activity to the other without feeling pressured.
- **Develop with the support of the adolescent with disabilities** in all playmates the **necessary communication skills** so interaction can happen without adult intervention.
- Always **be kind and empathetic** respecting children's rhythms and use patience.
- Whenever children start playing with each other, **retreat to the role of observer**, reducing interventions to the minimum possible.

#### Remember the 7 principles of inclusive We Thrive activities:

1. **Accessibility:** Easy to reach, free of obstacles, with clear signage.
2. **Safety:** Away from potential hazards (busy roads, flooding, etc.).
3. **Low Cost:** Use locally available materials to reduce expenses.
4. **Context and Gender Sensitivity:** Consider local norms and involve women in decision-making.
5. **Participatory Design:** Engage the community and children in planning and maintaining play spaces.
6. **Rich Play Experience:** Provide diverse sensory and play opportunities.
7. **Eco-Friendly and Simple:** Use sustainable, low-cost materials suitable for remote or displacement settings.

#### Facilitate activities and play for specific conditions

Type of conditions	
Children with intellectual disabilities	Provide emotional stability and structured support. Show concretely how to do things Use repetition Provide places for solitary play for a child who gets easily overwhelmed and need a short time away from others during play activity.
Children with hearing conditions	Position yourself appropriately to facilitate visual communication such as sitting face to face. Refrain from shouting, rather use visual and physical interaction cues Use two ways of communication
Children with visual conditions	Verbally describe play activities and the environment Use the analogy of a clock to provide direction (e.g. toilets at 9am, chair at 3pm) Facilitate interactions with other children if relevant
Children with communication disorders	Allow enough time for expression. Guide peers on how to communicate with the support of the child Use communication board when relevant
Children with severe physical conditions	Provide adaptive toys. Encourage peer interaction with appropriate accommodations.
Children on the autism spectrum	Establish a structured and familiar play environment. Introduce gradual changes to prevent frustration Provide places for solitary play for a child who gets easily overwhelmed and need a short time away from others during play activity.



<b>Children with multiple disabilities</b>	Use continuous verbalization and physical contact. Build on personal interests to encourage participation.
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### Facilitate with accessible play tools

Facilitators should ensure that toys and games are accessible and adaptable to all children's needs. Inclusive, locally made or sourced toys should promote play exchanges between children with different disabilities and foster a sense of belonging. We Thrive is designed to be a low-resource package, meaning that extensive use of expensive or difficult to supply toys are not required for successful and inclusive implementation. Resources available in the community to create play tools should be the starting point, here are some tips for thinking about tools for play in an inclusive way: Toys should have simple activation mechanisms requiring minimal steps to begin play.

- Match toys to children's abilities, considering motor, cognitive, and sensory needs.
- Adjust children's posture and positioning to enable comfortable engagement with toys.
- Organize by toy categories, such as sensory-motor toys, pretend play, construction games, and rule-based games.
- Keep the toys and game at the same place
- Ensure toys and games are displayed clearly to avoid confusion and promote independent play.

By implementing these strategies, you can create inclusive play environments that encourage participation, independence, and enjoyment for all children.

## SPECIFIC CONSIDERATIONS FOR ADOLESCENTS (AGES 12-17)

- **Ask adolescents for their opinions and contributions.**  
Adolescents have the capacity for abstract thoughts. Provide opportunities for reflections during the whole group, small groups, pairs, and individual activities.
- **Co-create simple rules and expectations.**  
Adolescents respond well to opportunities to collaborate with facilitators when creating rules and expectations. They can also hold each other accountable.
- **Share responsibility and agency.**  
Provide adolescents with the opportunity to select and lead activities to support their sense of agency and develop their communication skills.
- **Set and maintain routines but vary activities.**  
Adolescents appreciate both consistency in routine as well as novel experiences. The session plans provide them with both by having a similar [outline](#), but with different activities.



## 12-14 SESSION PLANS OVERVIEW

The 12-14 session plans include the following topics and sessions. Choose the order of the sessions based on the needs of the adolescents, with the exception of the literacy and numeracy sessions which should be done in order.

Category	Topic	Session Name
<b>Free Time</b>	Exercise agency and choose what you want to do	<a href="#">Free time</a>
<b>Self Awareness And Empowerment</b>	Understanding Child Protection and how to seek help	<a href="#">Safe and Unsafe</a>
	Identify your emotions	<a href="#">Feelings charades</a>
	Manage your emotions, including coping skills	<a href="#">Painting colour mixing pattern</a>
		<a href="#">Taking care of myself</a>
		<a href="#">Managing stress*</a>
	Recognising your abilities and strengths	<a href="#">This is me, that is you, this is us</a>
	Reflect on your role to promote personal, family, and community wellbeing	<a href="#">Project of life*</a>
	Protect your body, including refusal and negotiation skills	<a href="#">Protecting myself and keeping safe 1 - Girls only*</a>
		<a href="#">Protecting myself and keeping safe 4: Human trafficking - Girls only*</a>


Category	Topic	Session Name
		<a href="#">Protecting myself and keeping safe 1 - Boys only*</a>
		<a href="#">Protecting myself and keeping safe 3: Human trafficking - Boys only*</a>
		<a href="#">Setting boundaries and saying no: Girls only*</a>
	Making safe life choices	<a href="#">Making choices*</a>
<b>Positive Social Skills And Relationships</b>	Take others' perspectives; show concern for the feelings of others	<a href="#">From where you stand</a>
		<a href="#">Brain swap</a>
		<a href="#">Our emotions*</a>
	Actively listen and communicate effectively	<a href="#">Our best defence*</a>
	Develop positive relationships; seek or offer support and help when needed	<a href="#">Communicating with others</a>
		<a href="#">Supporting each other*</a>
	Solve problems, including through teamwork	<a href="#">Our community*</a>
		<a href="#">Storytelling for problem solving</a>
	Resolve conflicts constructively	<a href="#">Agree on a solution</a>
	Resolve conflicts constructively	<a href="#">Resolving conflicts</a>



Category	Topic	Session Name
<b>Literacy</b>	Oral Language: Listening	<a href="#">Elements of a story</a>
		<a href="#">Creating a story</a>
		<a href="#">Producing a story</a>
		<a href="#">Story showcase</a>
<b>Numeracy</b>	Operations	<a href="#">Design a vehicle</a>
	Number sense	<a href="#">Selling a vehicle</a>
	Measurement	<a href="#">Building a tower</a>
	Geometry	<a href="#">Shapes for play</a>
<b>Life Saving Learning</b>	Know who to speak to in case of an emergency	<a href="#">Who to contact in case of an emergency</a> *
	Protect yourself from risks	<a href="#">Evacuation Drills</a> *
		<a href="#">Handwashing</a>
		<a href="#">Fire Preparedness</a> *
		<a href="#">Roadside Safety - Keeping Younger Children Safe</a>
		<a href="#">Airstrikes/Bombings Preparedness</a> *
		<a href="#">Mpox Safety</a> *
		<a href="#">Cholera Safety</a> *

Category	Topic	Session Name
		<a href="#">Cold Wave Preparedness*</a>
		<a href="#">Heat Wave Preparedness*</a>
		<a href="#">Flood Preparedness*</a>
		<a href="#">Thunder And Lightning Storm Preparedness*</a>
		<a href="#">Cyclone Preparedness*</a>
		<a href="#">Landslide/Mudslide Preparedness*</a>
		<a href="#">Earthquake Preparedness*</a>
<b>Sexual and Reproductive Health and Rights</b>	Have body awareness and set body boundaries	<a href="#">Our bodies*</a>
		<a href="#">Puberty - girls only*</a>
		<a href="#">Puberty - boys only*</a>
	Protect your body, including refusal and negotiation skills	<a href="#">Protecting myself and keeping safe 2: STIs - Girls only*</a>
		<a href="#">Protecting myself and keeping safe 3: Intimate partner violence - Girls only*</a>
		<a href="#">Protecting myself and keeping safe 2: STIs - Boys only*</a>
		<a href="#">Reproduction and menstrual hygiene - Girls only*</a>

Category	Topic	Session Name
		<a href="#">Reproduction and healthy relationships - Boys only</a> *

\*The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

FREE TIME



## FREE TIME

90 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Exercise agency and choose what you want to do.</li> </ul>	Session # 1.1
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>All the materials that are available for free time.</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>Review the Free Play Facilitator's Notes and pick a focus for observing.</li> </ul>	

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, you get to decide what you want to do. Most of our time will be free time.*

### Free Time

75 MIN

- Say:
  - You will now have free time!*
  - You will have the opportunity to do what you want here in this safe space for the next 75 minutes.*
  - Free Time has three rules:*

**Free Time Rules**

  - Respect the group rules.** Even though we have free time, you have to follow the rules we established for this group. Please be kind and respect each other. If necessary, I will help you remember the rules.
  - Choose what you want to do.** It is your time. Do what you want to do. You can have quiet time by yourself (reading, drawing, etc.), play a game with someone else, or do an activity with a group activity. Use your imagination!
  - Have fun!**

  - I will be here to support you, but remember it's your time.*
- Provide any additional constraints to free play/free time, which could include:
  - Where they are allowed to be.
  - Which materials they can use or not use.
- Let the adolescents know when there is 10 minutes left for free time. Remind them to clean up what they used before the time ends.

### FACILITATOR'S NOTES:

There are three key actions for facilitators during free free time session once per week:

1. **Engage with adolescents as appropriate.**

- **Manage the adolescents' behaviour:** Remind adolescents of the group rules and expectations if they are not following them for their own safety and out of respect to the other adolescents. Play the role of a mediator if need be.
- **Allow adolescents to 'fail' or make mistakes and figure out ways of 'succeeding':** Free time is about the process and is how adolescents develop problem-solving skills and determination.
- **Show interest:** Ask questions, even join in if adolescents welcome it, but do not take charge and/or crowd adolescents. They need to know they have freedom.

2. **Observe adolescents.** Pick one of the following to focus on during each Free Time sessions:

- **Observe who adolescents do and do not interact with and how they interact:** Observe who is playing with whom – and what role have they adopted (leader, follower, inventor?!), who is not playing, is left out, or prefers to be on their own? Remember, this may shift from session to session or even within a session.
- **Observe what adolescents play with:** Are there specific games or materials that adolescents like to use?
- **Observe adolescents' emotions:** Are adolescents happy, angry, sad, etc.? When do they express these emotions? Are there any that might need additional support?

**During observations:**

- **Consider differences in gender:** Are there differences between girls and boys, including who they play with, how they interact, and what they play with?
- **Consider differences in abilities:** Are there differences between adolescents that you know have a disability, including who they play with, how they interact, and what they play with?

Your observations will inform future sessions. You can make suggestions for the programme and select sessions based on what different adolescents seem to enjoy, what they struggle with, and how they interact.

3. **Fill out the Facilitator Observation Form** (time allowing).

If time allows, the adolescents are playing together respectfully and safely, use part of the Free Time to fill out the Facilitator Observation Tool for this week (for this specific group).

## Mindful breathing

5 MIN

1. Get the adolescents to sit in a comfortable position.
2. Next, ask how their breath feels as they draw it into themselves, and then as it leaves.
3. Ask them to put a hand on their own belly, so that they will be able to feel the rise and the fall of their breath.
4. Do this about five times – five inhales, five exhales.
5. After five breaths, guide them to any thoughts and feelings they might be aware of, then invite them to let go of those thoughts and feelings.

6. Ask them to imagine that the thoughts and feelings are bubbles, floating away, as they return to their breathing.

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



# SELF AWARENESS AND EMPOWERMENT



## SAFE AND UNSAFE

60-85 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Understand Child Protection issues and what to do to protect yourself and the others around you</li> </ul>	Session # 2.1
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Chalkboard or whiteboard</li> <li>Markers, paper and pens</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>Read the stories in advance and make sure that they fit in your context; adapt if needed.</li> <li>You need to either print or write down the stories in advance, either in A4 paper or flipchart paper. The number of copies would depend on the number of groups.</li> </ul>	



The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support adolescents using PFA techniques.

**Schedule break times as needed.** These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

### FACILITATOR'S NOTES:

- Discussing safety, risks and violence against children is a sensitive topic that must be approached with care. Talking about unsafe situations can be triggering for some children, especially if they have been victims or witness of violence. Before engaging on these topics, please be prepared to properly take action if a child shows signs of high level of stress or reports being victims or witness of violence to you or another child. Make sure you know the internal reporting mechanisms of Save the Children and the links to the local Child Protection system as required. When available, please connect with MHPSS teams for possible referrals and focused support.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about Child Protection and what we can do to protect ourselves and others from violence*

## Signal switch

5-10 MIN

1. Ask adolescents to stand up. Explain that we will play a game that is connected what we will learn more about in this session. Say that this game explores the ideas of safe and unsafe behaviours, words or spaces.
2. Explain the rules:
  - a. *When I say a word or phrase that means a safe space, a safe behaviour or a safe situation, you have to clap two times. For example, if I say: this space. Clap two times to demonstrate.*
  - b. *When I say a word or a phrase that means an unsafe space, unsafe practice or an unsafe situation, you must cross your arms on your chest. For example, if I say: shouting at someone. Cross your arms against your chest to demonstrate.*
  - c. *Now let's start:*
    1. *Playing with your friend (expect them to clap)*
    2. *Learning from your teacher (expect them to clap)*
    3. *Shouting at your friend (expect them to cross their arms)*
    4. *Helping your brother or sister (expect them to clap)*
    5. *Going out alone late at night (expect them to cross their arms)*
    6. *Going out alone somewhere far away (expect them to cross their arms)*
    7. *Tell a trusted adult that you are feeling scared (expect them to clap)*
    8. *Accepting a gift from a stranger (expect them to cross their arms)*
    9. *Shouting at someone (expect them to cross their arms)*
    10. *Reminding a friend that it is ok to ask for help (expect them to clap)*

*You can come up with more context-specific examples and continue the activity for few more rounds.*

- d. If/when an adolescent doesn't follow the expected signalling, take the time to reinforce positive messages and address any questions. Note that some adolescents may agree or disagree, you can ask if anyone wants to give more information.
- e. Start slow and then increase speed to make it more challenging.
- f. After playing at least 10 rounds or more, ask children to recall the messages they learned from the game. For instance,
  - i. *It's safe to play with my friends...*
  - ii. *It's unsafe to go out alone late at night...*



## Safe and unsafe

35-45MIN

1. Explain that today we will learn about Child Protection working in groups and using stories and discussions.
2. Divide the group in smaller groups, the exact number depends on how many people are in the session, but each group should have similar numbers of adolescents.
3. Explain the activity:

- You or a volunteer will read the story out loud. Tell the adolescents they can take personal notes while they listen to the story.
- If possible, and the group has literacy skills, you can bring the stories written in paper or printed to be handed out to the groups.

**FACILITATOR'S NOTES:** there is an idea of progression on the complexity of the stories, though they still can be adapted. While in the Story 1 all the problems and solutions are present in the story itself, the Story 2 will only present a challenging situation.

### Story 1

Leila, 13, recently moved to a displacement site after her family fled violence in their village. At her new place, activities are organized for children and adolescents to help them feel safe and supported. However, Leila notices that some older children are teasing a new boy, Sami, 12, who comes from a different region.

They mock his accent, make fun of his clothes, and refuse to include him in their games. Sami stops attending the activities and prefers to stay alone in his tent. Leila feels bad but is unsure how to help. She decides to speak to one of the facilitators and explains what she has noticed.

The facilitator then organizes a discussion about inclusion and respect, involving the whole group. They talk about how everyone deserves to feel safe and welcome, regardless of where they are from. The facilitator also creates a group activity where everyone must work together to achieve a goal, encouraging cooperation and kindness.

4. Explain that each group will have approximately 5-7min to answer the questions below. Write the questions on the flipchart so they are always visible. After the 10 minutes, each group will present their answers.

Discussion questions (you can choose some or all questions). Participants can either discuss one question in their group, or all the questions. If you prefer, and the group is small enough, consider discussing as one big group:

- How did Leila help improve the situation?
  - What would you do if you were in her place?
  - Why is it important for everyone to feel included and accepted?
  - How can we make sure that our group activities are welcoming to everyone?
5. Ask if any group wants to present their discussion on the question(s). Thank the participants for their reflections.
  6. Close the Story 1 and it's time to move for the Story 2. You can mix the small groups if you believe that would be helpful for their overall wellbeing and engagement.

7. You or a volunteer can read the Story 2 for all the groups.

### Story 2

Mariam, 14, lives in a crowded urban area after her family was displaced by an earthquake. She walks alone to a learning center every day, where she feels safe and happy. But on the way there, a man often follows her and makes her feel uncomfortable with his comments. Mariam feels scared but doesn't know what to do.

One day, she remembers a workshop about “**safe spaces**” and **trusted adults**. And she decides to \_\_\_\_\_

### Discussion questions

- How do you think Mariam feels when the man follows her and makes those comments?
  - What do you think makes Mariam feel safe at the learning centre?
  - If your group was helping Mariam deciding what to do, what would you suggest?
8. Explain that each group will have approximately 5-7 minutes to answer the questions above. Write the questions on the flipchart so they are always visible. After 5-7 minutes, each group will present their answers.
  9. Some of the expected messages on what she should do are:
    - Talk to a trusted adult (caregiver, teacher, facilitator)
    - Discuss an alternative, safer route with a trusted adult
    - Find other adolescents or trusted adults who can join her in her walk (instead of walking alone)
  10. As the final part of this session, it's time to recap with the group what are the key messages they learned from both cases. *Ask children and adolescents,*
    - *Based on the stories and conversations we had today, what are the lessons that you will take home? Some examples are (you can read one as a conversation starter, but encourage their participation)*
      - *“We learned that is not OK to make fun of someone because of how they dress like, sound like, look like...”*
      - *“We learned that we should ask a trusted adult for help if we are feeling hurt or threatened in anyway”*
      - *“We learned that helping someone out makes everybody feel better” ...*
  11. Can you add a final section where the Faciliator reinforces the key messages you want children to remember – talk to a safe adult, saying no, unsafe and safe places etc - DONE

## Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.

3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

#### FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive and encourage this to be repeated in future sessions.



## FEELINGS CHARADES

65-85 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Identify your emotions.</li> </ul>	Session # 2.2
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Blackboard and chalk, whiteboard and markers, or large paper and markers</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will do a few activities to help us identify different types of emotions.*

### Mirror Mirror in the Room

5-10 MIN

- Stand opposite each other. Place your feet firmly on the floor.
- Reach out your hands. Don't touch each other.
- One person moves his or her hands.
- The other person copies the movement.
- Try not to talk.
- Swap roles.
- Ask:
  - Can you match the leader's movements?
  - Can you move at the same time without anyone taking the lead?





## Feelings charades

45-60 MIN

### Say: (2 minutes)

- *Today we are going to do an activity that will help us to learn more about emotions and how we can better understand each other's feelings.*
- *We will start to recognise what actions people may use that can reveal or show how they are feeling.*
- Ask the adolescents if they can think of some feeling words or 'emotions.'

### Do: (25 minutes)

1. Draw some simple pictures that show the feelings the adolescents are talking about if possible. You may use pre-prepared drawings to make this faster. Otherwise list these feelings on the board in writing. Do this until you have a list of 10 – 15 emotions or feelings up on the board.
2. Inform the adolescents that you are all going to play an acting game together.
3. Demonstrate the 'feelings acting game' by doing the following:
  - Act out an emotion of your choice.
  - Ask adolescents to guess what the emotion was.
  - Have all the adolescents act out this same emotion (This should get a lot of good laughs!)
4. After demonstrating, ask for a volunteer to come to the front and:
  - Ask them to choose one of the emotions that are listed on the board that they are going to act out. They must whisper it to you before they start acting it out. Make sure that you have heard properly so you can confirm when someone has guessed the emotion correctly.
  - Ask the adolescent to act out the emotion.
  - Remind the adolescent not to say the name of the emotion, just to pretend by acting out the emotion.
5. Invite adolescents to call out the emotions they think the adolescent who is acting is trying to show. When an adolescent guesses the emotion correctly...
  - Repeat and name the emotion clearly so all adolescents have heard it.
  - Ask all the adolescents to pretend they are feeling the same emotion – to act and use gestures and behaviours that show this emotion, all at the same time.
  - You as the facilitator should act out the emotion along with the adolescents to help the adolescents feel comfortable with the game.

6. Clap for each adolescent who is acting out the emotions and for each adolescent who guesses the emotion correctly. Each time ask if the person who guessed the emotion correctly would like to come up next and act out another emotion. If they are too shy or awkward do not push them. Continue to cover as many emotions as possible in about 20 minutes.

### Discuss: (15 minutes)

- Briefly mention some of the 'feelings words' and ask adolescents to give some examples of what it is that makes them 'feel this way.' Do not push adolescents to share if they are not comfortable doing so.
- Ask if anyone in the group can think of a time when they could tell that a friend or family member was feeling sad. Ask the adolescents:
  - *Without telling us all WHO had these feelings...*
  - *What gave them a clue that their friend or family member was feeling sad?*
  - *How did they feel when they noticed that their friend or family member was sad?*
  - *What did they do or want to do to help?*
  - *Sometimes we want to help but we can't think of anything at the moment in time because we also have emotions resulting from our friend's emotions. Now that you are thinking about the situation later, what do you think you could have done that you did not do? (You can extend this question to the wider group).*
- Ask if anyone in the group can think of a time when they could tell a friend or family member was feeling angry. Ask the adolescent to tell the group:
  - *Without telling us all WHO had these feelings...*
  - *What gave them a clue that a friend or family member was feeling angry?*
  - *How they felt when they noticed their friend or family member being angry?*
  - *What they did or what they wanted to do to help?*
  - *Sometimes we want to help but we can't think of anything at the moment in time because we also have emotions resulting from our friend's emotions. Now that you are thinking about the situation later, what do you think you could have done that you did not do? (You can extend this question to the wider group).*
- Continue the same discussion for the emotions 'afraid' and 'worried.'
- Think [on examples of gender assigned beliefs that exist within our communities and cultures](#). Do we sometimes tell boys or girls that it's not ok to show some types of emotions? E.g. boys – sadness, fear Girls – anger. What impact does this have on girls and boys seeking help?

### Wrap up and summarise

- People may show their feelings in different ways. People may have different reactions and emotions in response to the same thing.
- When we notice a friend expressing some emotions, even if they are not talking about it, we can reach out to them and try to help them.
- Both boys and girls experience all types of emotions – fear, sadness, anger, excitement and different people express these in different ways.
- Often, simply listening when your friend tells you about something that has made them sad, angry, or frightened helps them.
- It is also good to be aware of how your behaviour affects other people's feelings.

- Mention some of the examples given by adolescents in the discussion.

### FACILITATOR'S NOTES:

- Prepare some example drawings that depict feelings the adolescents may discuss in the activity. You can ask them what feelings they think each picture shows or they can suggest ways to draw the feelings you discuss together.

### Extending the activity: (10 mins)

1. When adolescents are given reading activities for the programme ask the following questions to discuss the feelings of characters in the books:
  - *What behaviours did the main characters [give name of a specific character] demonstrate?*
  - *What feelings did you think they had when they were doing this action [discuss specific action]?*
  - *Did you all understand the feeling in the same way? Why do you understand the feelings differently?*
2. In settings where it is known that adolescents have regular access to television, discuss what the adolescents have been watching on the television by asking the following questions. [This activity should not be done in contexts where only a few adolescents will have television as this could create jealousy.]
  - *What films or TV programmes did you watch recently?*
  - *Who are the characters in the film?*
  - *What feelings did they have recently? What did they do that showed them these feelings?*
3. In both cases allow the students to debate if they have different perspectives on what the behaviours indicated in terms of feelings.
4. Explain that we will often show our feelings in different ways. There is no right or wrong way to show feelings.
5. Ask if there are patterns in the way that different people express their feelings because of where they come from?
6. Give the following example and discuss it: In some places when people are sad at a funeral they cry openly and throw themselves on the coffin of the person who has passed away. This is accepted and expected. In other countries this is not considered acceptable and close family and friends are expected to cry quietly and conceal their grief as much as possible.
7. In some cultures, women are expected to cry and men are not supposed to cry or show their emotions.
  - *How about in our culture? Is it ok for boys to cry? Why or why not?*
8. Ask:
  - *If we can understand the emotions of those who are living with disabilities in the same way?*
  - *Are all disabilities the same? Will all those with disabilities express their feelings in the same way?*
9. Make it clear that adolescents living with disabilities also have diverse emotions and like everyone else, may have diverse ways of showing their emotions.

### Cooling down: Long, small and wide

5 MIN

1. Find a space in the room or stand in a circle. Make sure you have enough room.

2. Count to eight: make yourself very long. Like a giraffe.
3. Count to eight: make yourself very small. Like a mouse.
4. Count to eight: make yourself very wide. Like an elephant.
5. Ask:
  - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

**ADAPTATIONS:**

- What other animals can you imitate?

**Closing****5 MIN**

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## PAINTING COLOUR MIXING PATTERN

60-75 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Identify your emotions.</li> <li>Manage your emotions, including coping skills.</li> </ul>	Session # 2.3
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>1 sheet of flip chart paper per adolescent</li> <li>Paint (primary colours and black and white)</li> <li>Paint brushes</li> <li>Water for paint</li> <li>Paper towels</li> <li>Sponges</li> <li>Bowls of water for cleaning brushes</li> <li>Space requirement: Large space where all sheets of flip chart paper can lay flat on the ground in front of each child or adolescent</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>The facilitator sets up an organised space where each adolescent has a large (half a flip chart paper) piece of white paper, a paintbrush, water, tissues or a rag for drying the paintbrush between rinses, and a large paper plate or other blank space for mixing colours.</li> <li>Between the adolescents are plates or bowls or cups of different coloured paints (primary colours: red, blue, yellow). There is also a bowl of white paint for adolescents to share.</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will use painting/drawing to explore our emotions and how we manage them. .*

### Find someone wearing

5 MIN

- Ask participants to walk around loosely, shaking their limbs and generally relaxing.
- After a short while, the facilitator shouts out "Find someone..." and names an article of clothing.
- The participants have to rush to stand close to the person described.
- Repeat this exercise several times using different types of clothing.

### Painting colour mixing pattern activity

30-45 MIN

- Invite everyone to stand up and hold their paint brush in their hand. Practice making large lines, circles, and other movements controlling your paintbrush with your hand and arm. Move on to smaller movements controlled with your fingers and wrist. Invite everyone to sit in front of their paper.

2. Invite everyone to dip their paint brush into the water and rub the bristles with their fingers to soften it. Once it is soft, then can dab it dry on the paper towel.
3. Invite everyone to choose any colour they want and paint lines anywhere on the paper (any length you want in any location on the paper). Lines can be horizontal or vertical, big or small, in the middle, on the side, anywhere you want. If you run out of paint, take some more and continue making lines with this colour.
4. After the children/adolescents have made quite a few lines, invite them to change to another colour by washing their paint brush and selecting a new colour and then to continue with making more lines. The lines can be anything they like. Straight, circular, big, small, anywhere they want.
5. Remind the children/adolescents that the instructions are guidance that they can interpret however they like.
6. Invite the children/adolescents to make a new colour by selecting two paint colours and mixing them together on the paper plate to create a new colour. Once they have their new colour, they can use it to make more lines however they want anywhere on their paper.
7. Once the facilitator sees that most papers have filled with lines and colour to about 75%, he/she can invite the children/adolescents to continue in any way they want by doing more lines or adding anything else they want to finish their painting (new colours, line, shapes, etc.). They have as much time as they need.
8. Once the paintings are finished, invite each child/adolescent to look at his/her painting and think about what it reminds him/her of or how it makes them feel. After a few moments, ask each participant to turn the paper and look at it from a new angle (rotate 4 times so that they look at it from each of the 4 sides). Ask them to think about how the image changes for them as they look from different angles.
9. Invite the children/adolescents to lay their painting so that they are looking at it from the angle they like best.
10. Children/adolescents are invited to share their art and/or their feelings about their art.
11. Children/adolescents are invited to have a silent gallery walk to appreciate the paintings. Anyone who does not want his/her painting in the silent gallery can set it aside.
12. Facilitate a discussion:
  - Tell us about your picture.
  - *Does it have a story?*
  - *Does it have a title?*
  - *What do you see?*
  - *What surprised you? What did you discover?*
  - *What was your favourite part of the activity?*

#### **FACILITATOR'S NOTES:**

- Two even rows of adolescents facing each other with the flip chart paper in front of each person. The tray with paint can be shared by 2-4 adolescents and set in between adolescents or at the centre of every grouping of four facing each other.

#### **ADAPTATIONS:**

- The facilitator asks each adolescent to paint various patterns with a continuous line on their paper until the paper is almost full.

- They can use any colour they like but when one paint stroke runs out of paint they should pick up where they left off to make it a continuous line.
- After the painting is done, the facilitator asks the adolescents to look at their painting patterns from the angle the paper is facing them. Then they rotate the paper clockwise and look at it from another angle. Then they rotate it again and then again so that they look at it from all 4 angles.
- The facilitator asks the adolescents to find an image or a picture of something within the colour patterns. Once they see it, they use black paint to “connect the image” over the colours (or they can leave it as it is). The facilitator then invites the adolescents to share their image/painting.

## Who is the leader?

10 MIN

1. Participants sit in a circle.
2. One person volunteers to leave the room. After they leave, the rest of the group chooses a ‘leader’.
3. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group.
4. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions.
5. The group protects the leader by not looking at him/her.
6. The leader must change the actions at regular intervals, without getting caught.
7. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

### FACILITATOR’S NOTES:

- This activity can be done with a large group.

## Seeing colours

5 MIN

1. Ask adolescents to sit with their backs straight but in a comfortable position. Adolescents can close their eyes or let their eyes rest.
2. Ask adolescents to think of their favourite colour but not say it out loud.
3. Ask adolescents to take a deep breath and as they breathe in tell them that they are breathing in their favourite colour. Can they imagine the colour going up their nose and into their lungs? Can they visualise the colour in their chest? In their heart? Is the colour small or large? Is it moving or is it resting inside of them?
4. Ask them to imagine the colour inside of them everywhere... moving down their legs and into their toes, down their arms and into their fingers, up their neck and into their ears and behind their eyes.
5. Ask them to be their favourite colour for one, two, three, four, five, six, seven, eight, nine, ten.
6. Take another deep breath and hold for one, two, three. Tell the adolescents to name their colour quietly when they exhale.

## Closing

5 MIN

1. Thank the group for their time and presence.



2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## TAKING CARE OF MYSELF

60-65 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Managing your emotions, including coping skills.</li> </ul>	Session # 2.4
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Paper, crayons, pastels or other drawing materials</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about emotions that we feel and how to take care of ourselves.*

### Keep your cool

5-10 MIN

- Split into pairs.
- Stand opposite each other.
- Person one tries to make person two laugh. You are not allowed to touch one another.
- Person two tries not to laugh. Keep your eyes open.
- Swap roles.
- Discuss what works and what doesn't.



**FACILITATOR'S NOTES:**

- Agree how close person one is allowed to get to person two. If person one gets too close, person two can say 'Stop!' at any time.

**Discussion question:**

- *Can you concentrate on your breathing so you don't have to laugh? Or can you keep your cool using your body another way?*

**ADAPTATIONS:**

- Groups of four. Three people try to make one person laugh.
- Form a circle. One person stands in the centre of the circle. This person tries to make the others laugh. Did you laugh? If so, you also have to stand in the circle.

**Taking care of myself****30 MIN**

1. Provide adolescents with paper and crayons or pastels.
2. Ask adolescents to think about something they have done to support themselves, to make themselves happy, help themselves to relax. If adolescents have difficulty understanding the request, ask them to think about something they like to do, something they enjoy.
3. Invite adolescents to draw something that represents how they support themselves, care for themselves, make sure they do things they enjoy relaxing or have fun.
4. Invite adolescents to share their art and/or what they have represented regarding their self-support, self-care.
5. When the sharing is over, invite adolescents to have a silent circle gallery. Those who want to, can hold up their drawings, and the group can silently appreciate all of the art.

**FACILITATOR'S NOTES:****Discussion questions:**

- *How easy was it to think of things you do to support yourself?*
- *How did it feel to think about how you can support yourself?*
- *How did you feel while doing the drawing?*
- *What did you like about the activity?*
- *What was challenging about it?*

**Game: Friendly ball****10 MIN**

1. Gather the participants around a big bed sheet. There should be enough space for everyone to hold onto the bed sheet with both hands. If there are a lot of participants or the sheets are small, divide the participants into two groups (same-sex or mixed, depending on what seems to be most appropriate).
2. Explain that this is a game that demands group collaboration and concentration. Put a small ball on the sheet. Tell the participants to stretch the sheet so that the ball can roll, but to take care not to make it too tight so that the ball easily falls off.

3. Explain that this is a 'friendly ball.' The task of the group is to work together to make the ball roll to each of the participants. This should be done by rolling the ball in a square on the edge of the sheet as close to each participant as possible. If the ball falls off, it should just be picked up again. The activity continues until everyone has been visited by the friendly ball.
4. Place another four small balls on the sheet. Explain to the participants that their goal at this stage is to make the balls jump as high as possible without falling off the sheet.

**FACILITATOR'S NOTES:**

- This is a quiet activity that aims at activating the participants while making them feel part of a group. The activity demands concentration and group collaboration.

**Mindful breathing****5 MIN**

1. Get the adolescents to sit in a comfortable position.
2. Next, ask how their breath feels as they draw it into themselves, and then as it leaves.
3. Ask them to put a hand on their own belly, so that they will be able to feel the rise and the fall of their breath.
4. Do this about five times – five inhales, five exhales.
5. After five breaths, guide them to any thoughts and feelings they might be aware of, then invite them to let go of those thoughts and feelings.
6. Ask them to imagine that the thoughts and feelings are bubbles, floating away, as they return to their breathing.
7. Repeat the five breaths – five in, five out – and do this as many times as feels right.

**Closing****5 MIN**


1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## MANAGING STRESS

**80-85 MIN**

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Manage your emotions, including coping skills.</li> </ul>	Session # 2.5
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Flipchart/board</li> <li>Marker/chalk</li> </ul>	<ul style="list-style-type: none"> <li>(Optional) Handout: Strategies to reduce stress</li> </ul>
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>Flipchart: General coping strategies – see step 6 below for details.</li> </ul>	



The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

**5 MIN**

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will be learning about how to cope with difficult situations that can make us feel stressed.*

### Connecting eyes

**5 MIN**

- Participants stand in a circle. Each person makes eye contact with another person across the circle. The two walk across the circle and exchange positions, while maintaining eye contact. Many pairs can exchange at the same time, and the group should try to make sure that everyone in the circle is included in the exchange.
- Begin by trying this in silence and then exchange greetings in the middle of the circle.

### Role-play: coping with stress

**60 MIN**

- Ask the participants to brainstorm situations for adolescents that may be stressful. These can include both everyday challenges and more life-changing events. Write down the situations on the flipchart.
- Divide the participants into small groups and assign a situation to each group.
- Ask the groups to discuss various reactions to the stress, both positive and negative that may occur in the given situation. Allow 10 minutes for this discussion.

4. Then, ask the groups to prepare a short role-play showing a way of positively coping with the stress associated with the situation. Allow 10 minutes to prepare.

The groups can also do their presentation in the form of creating a still-image, or making a silent role-play.

5. After each role-play, discuss alternative ways of coping with stress in the particular situations. Also discuss negative reactions to stress in these situations and what the consequences may be.
6. Bring out the flipchart General coping strategies that you have prepared prior to the workshop. (See the list below).

General coping strategies:

- Take care of your mental health
- Remember your sense of humour
- Keep a healthy balance between serious and fun activities
- Keep your body active and healthy
- Listen to your body and try different kinds of exercise that help you relax:
- Make sure you get enough sleep
- Take care of what you eat
- Be ready to ask for help
- Stay socially active

7. Then, ask the participants to brainstorm which of these strategies can work for them and what the strategy means more in detail. For example, what can a person do to take care of his or her mental health? What can a person do to remember his or sense of humour? Encourage the groups to reflect on other ways of coping with stress, as demonstrated in their role-plays. Include these ways under the relevant heading. As facilitator you can also suggest some of the examples given below, if participants have not already considered these ways of dealing with stress:

**Take care of your mental health**

Read books, listen to music, play games, enjoy hobbies, walk or run. Learn to relax; e.g. breathe, pray, think of something pleasant. These are all stress reducing activities. Accept things that cannot be changed and focus on those things that can be influenced. Also try to centre the thoughts on the positive components of self and life, rather than the negative.

**Remember your sense of humour**

Make an effort to have some fun every day. Remember your sense of humour and ability to laugh with other people. It is important to allow yourself to laugh without having bad consciousness even though you are going through some difficult times.

**Keep a healthy balance between serious and fun activities**

Life is not only about studies or work, and it is not just about fun and leisure either. Both elements are important. Strive towards a healthy balance in your life.

**Keep your healthy and active**

Physical exercise is an important element to prevent depression and anxiety. All kinds of sports are recommended. However, some people who experience stress will not benefit from high cardio exercise (such as running), because it might stress the body further.

**Listen to your body and try different kinds of exercise that help you relax:**

Long walks, **meditation and yoga** are techniques that might help to calm down the nervous system.

**Make sure you get enough sleep**

Sleep is essential for your concentration and your ability to be mentally present and aware.

**Take care of what you eat**

Eat regularly and choose as healthy food as possible. This is important for your mental and physical health.

**Be ready to ask for help**

Sharing feelings with a trusted person is a healthy way of relieving stress. Sometimes, it is enough to talk to a trusted person, but in some situations you may need professional help.

**Stay socially active**

Remain socially active by engaging in activities with your friends and family. Listening to music with friends and family – singing and dancing are good ways of easing stress.

8. (Optional) End the activity by giving out the handout: Strategies to reduce stress. This is a useful summary for participants to take home.

**FACILITATOR'S NOTES:**

- (Optional) Make copies of the handouts Strategies to reduce stress for each participant.

**HANDOUT:**

**PSYCHOLOGICAL, EMOTIONAL AND PERSONAL STRATEGIES**

- Be kind to yourself. All people have strengths and areas that can be improved. Recognize your strengths and be proud of them.
- Monitor yourself: Be aware of your signs of stress and take action to reduce or prevent negative stress.
- Focus on specific issues that can be changed. Try not to become overwhelmed by problems that are beyond your control.
- Have realistic expectations of yourself.
- Do things you enjoy, e.g. reading books, listening to music, playing games, engaging in your hobbies.
- Use relaxation techniques like **meditation and yoga**.
- Be mindful of the present and your everyday life and family.
- Remember your sense of humour.
- Maintain a healthy balance between serious and joyful activities.
- Participate in relevant religious or spiritual practices.

**PHYSICAL STRATEGIES**

- Keep your body healthy and remember to exercise.
- Get plenty of good sleep.
- Eat regularly and eat as healthy food as you can.
- **Avoid alcohol and tobacco.**

**SOCIAL STRATEGIES**



- Maintain a good social network and stay in touch with family and friends.
- Remain socially active and spend quality time with friends and family.
- Share your feelings with colleagues, friends or family. Listen to them as well.
- Communicate your needs to others.
- Provide support to others and show that you care about them.

## Relaxation technique

5-10 MIN

1. Introduce the relaxation technique to participants:
  - *When you feel stressed or overwhelmed by thoughts and emotions, a relaxation exercise may help you feel calmer and less overwhelmed.*
  - *Relaxation and 'grounding' is about turning your attention and thoughts from the inner feeling of being stressed or anxious, to the outside world. It is about using your different senses (sight, smell, taste, hearing and touch) to bring your brain's attention to the present and regain a sense of control.*
  - *There are many types of relaxation and grounding techniques. In this activity, you are going to practise one of them that can help to relax and feel more connected to reality.*
2. Ask participants to find a place to sit in a comfortable, relaxed position. Guide them through the exercise as follows:
  - *Let your arms rest on your legs, or if you are sitting on a chair, place your arms on the armrests.*
  - *Keep your upper body and head in an upright position. The backrest of the chair is only for support.*
  - *Let go of tension in your neck and shoulders.*
  - *Breathe slowly and deeply in and out. Be aware of your breath just as it is, without doing anything special. Feel your belly moving in and out as you breathe.*
  - Options - pick one or more:
    - *Look around and name silently to yourself five non-distressing objects that you can see.*
    - *Name silently to yourself five non-distressing sounds you can hear. If you lose your attention for a moment, then slowly turn back to the five sounds, and describe them quietly to yourself.*
    - *Now name silently to yourself five non-distressing things you can feel. If you lose your attention for a moment, then slowly turn back to the five things you can feel.*
  - *Mention them to yourself without any judgement. If you lose your attention for a moment, then slowly turn back to the five things. You may also pay attention to colours in the surrounding space.*
3. Keep a moment of silence before wrapping up the activity. Then, ask a few participants what they thought about this exercise and whether it would be a technique they could use in their everyday life.

### FACILITATOR'S NOTES:

- Familiarise yourself with the relaxation exercise so that you can guide the participants calmly and confidently.
- Sight examples: "I see the floor," "I see my shoe," "I see a table," "I see a chair," and "I see a person sitting next to me." Keep your attention on these five objects for a moment.

- Sound examples: “I hear a man talking,” “I hear myself breathing,” “I hear some children playing,” “I hear someone walking in the next room,” and “I hear someone typing on a computer.”
- Touch examples: “I can feel this wooden chair with my hands,” “I can feel my toes inside my shoes,” “I can feel my feet pressing against the floor,” “I can feel a toy in my hands,” and “I can feel my lips press together around my tongue.”

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## THIS IS ME, THAT IS YOU, THIS IS US

60-90 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Recognising your abilities and strengths.</li> </ul>	Session # 2.6
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Blank paper – at least one piece for each adolescent in the class</li> <li>Magazines to cut up</li> <li>Sticky tape</li> <li>Crayons or coloured pencils</li> <li>Scissors</li> <li>Glue</li> <li>Adhesive putty</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will discuss what makes us each unique and how we are connected to each other.*

### What we have in common

5 MIN

- The facilitator calls out a characteristic of people in the group, such as 'green shirt'. All those who have a green shirt should move to one corner of the room.
- As the facilitator calls out more characteristics, such as 'likes football', people with the characteristic move to the indicated space.

#### FACILITATOR'S NOTES:

- This activity can be done with a large group.
- Call out characteristics that are easy for all to identify.
- This activity needs a warning that it is sensitive and should only be conducted once the group is more familiar with one another. The facilitator should know PFA and be comfortable and able to respond to various emotions that may come out of this activity.
- The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

### This is me, that is you, this is us

30-60 MIN

Say: (1 minute)

- Today we are going to learn what is unique about ourselves AND what we have in common with others in the group.

### Do: (30 minutes)

1. Say to the adolescents:
  - *Some people like to eat fruit. Now we're going to pretend we're eating an imaginary fruit, you must all pretend to be eating your favourite fruit.*  
(A note to facilitator: **Fruit** can be substituted for any other type of food most relevant to the context such as **ice cream**)
  - *But other people don't like some fruit so much. Now let's pretend that we're eating a fruit or another food that we don't like, one that tastes really bad.*
  - *Can you think of other examples of things that make people different from everyone else?*
2. Hand out paper to each adolescent or ask the adolescents to open their workbooks, if they have books they keep all their work in, or pass out paper. Distribute pencils or coloured pens.
3. Say to the adolescents:
  - *Today you're going to draw a picture of yourself, trying to show what you look like (the shape of your face, the colour of your hair and eyes, the length of your hair, etc.). Make sure to keep the picture in the middle of the page as you will be adding some things around your picture.*
4. When the adolescents have each done a self portrait / a picture of themselves say to them:
  - *Now I would like you to think of and add some activities and things you like- what activities or sports do you like? What games do you like? Who do you like to play with? What is your favourite food? (for example, a football ball if you like to play football, a paint brush if you love painting, or books if you like reading). You can draw pictures or you can cut out and stick on pictures from the magazines and fliers I am handing out.*
5. Distribute magazines, coloured paper, scissors, glue whatever materials you have for the adolescents to make the pictures of themselves.
6. While adolescents are drawing and cutting things out of magazines, some of them may need assistance. It is important for the facilitator to walk around and make sure they understand the activity. If necessary, help them to identify specific characteristics that are easy for them to understand.
7. Say to the adolescents:
  - *Now I want you to think about other things that make you who you are. Things you are good at doing (singing, running, jumping, catching, etc.), the month you were born, what languages you speak, where you were born, where you come from, and where your parents come from.*  
NOTE: In some settings discussing nationality, language group, and place of origin may cause tension, try to find points of discussion that discuss aspects of an adolescent's identity that are not linked to the subjects of any conflict or displacement issues in the setting.
8. Now ask all the adolescents to hang their pictures up either on the wall or blackboard, so that everyone can see each other's artwork. Give them time to walk around looking at each other's work.
  - As they are walking around, ask them to notice if anyone else has some of the same things as they have on their artwork.
  - Can you find one or lots of characteristics that you share with your classmates?

### Discuss: (15 minutes)

- Tell the adolescents that you like each and every one of the pieces of artwork because they are each individual and different.
- Encourage the adolescents to discuss their artwork using the following questions:
  - *How did you feel while you were making your self-portrait?*
  - *What did you draw or cut out of the **magazines**?*

(NOTE: Important to find **magazines** that have people that the adolescents can identify with/that look like them).

  - *Did you find one or more characteristics that you share with your peers?*
  - *If yes, please tell us what they were.*

#### Wrap up and summarise: (2 minutes)

- Today we learned that there are things about us that we share with our classmates and others that make us unique or different. We need to learn to value both what is the same and what is different.

#### FACILITATOR'S NOTES:

- Collect **magazines and old posters or fliers** – anything that has pictures that the adolescents could cut up and paste on their artwork

#### Extending the activity 2: (15 minutes)

- Read the following out to the adolescents:
  - *Everyone, at one point or another, has feelings of being alone or missing friends. Having friends is so important to support us and for us to support them. Sometimes, the best times are the ones we share.*
- Afterwards ask the following questions and listen to the adolescents' answers:
  - *What do you think about what I just told you?*
  - *Have you ever felt like you were all alone?*
  - *Have you ever wanted to share a, experience, joke or an interesting story with a friend, but you weren't able to?*
  - *Have you ever seen someone who was all alone and didn't have anyone to play with or talk to?*
- Luckily, all of us have the power to help others so that they don't feel alone. To do this, we can invite them to have fun with us. This is what we call the power of inclusion.
- Some ideas of what you can do to include someone who is feeling different and left out:
  - Ask the person questions so you can get to know her better.
  - Invite them to do something fun, be part of your group in the classroom or playground.
  - Tell them some things about yourself.
  - Try to think how that person might be feeling and how we would feel if we were in their place.
  - Gently stop those who are leaving that person out.

#### Extending the activity 3: (10 minutes)

- With a group of older adolescents, ask the following questions and allow them time to discuss their answers with you and among themselves.
  - *What is good about spending time with, working, and playing with adolescents who are the same as us?*
  - *What is good about spending time with, working and playing with adolescents who are different to us?*
  - *How would life be different if we were all the same? How would life be different if we were all completely different?*

*Mindfulness or cool down activity should follow here,*

## Fruit salad

10 MIN

1. The facilitator divides the participants into an equal number of three to four fruits, such as oranges, bananas, papayas. For example, 5 participants are oranges, 5 participants are bananas and 5 are papayas.
2. Participants then sit on chairs in a circle. One person must stand in the centre of the circle of chairs.
3. The facilitator shouts out the name of one of the fruits, such as 'oranges', and all of the oranges must change places with one another.
4. The person who is standing in the middle tries to take one of their places as they move, leaving another person in the middle without a chair.
5. The new person in the middle shouts another fruit and the game continues.
6. A call of 'fruit salad' means that everyone has to change seats.

## Squeeze the lemon

5 MIN

1. Pretend you have a lemon in your hand.
2. Reach up to the tree and pick a lemon with each hand.
3. Squeeze the lemons hard to get all the juice out – squeeze, squeeze, squeeze.
4. Throw the lemons on the floor and relax your hands.
5. Then repeat, until you have enough juice for a glass of lemonade!
6. After your last squeeze and throw, shake out your hands to relax!

## Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## PROJECT OF LIFE

60-70 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Reflect on your role to promote personal, family, and community wellbeing.</li> </ul>	Session # 2.7
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>A piece of cloth or napkin for each participant</li> <li>Paper, pens, pencils and crayons</li> <li>Broomstick or other long stick</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
 <p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will reflect on what we would like to do in life and what our hopes and dreams for the future are.*

### Game of possibilities

5-10 MIN

- Distribute a piece of cloth or napkin to each participant.
- Explain that one participant at the time will get the chance to demonstrate the use of their napkin/cloth. The rules for the activity are:
  - The person who is demonstrating is not allowed to speak.
  - The idea must be original, meaning it can not be the same idea as someone else has already mentioned.
- Start the game.
- When everyone has contributed, thank the participants for their engagement.

#### FACILITATOR'S NOTES:

- The participants will experience the infinite ways to use a napkin. This can be related to the numerous ways there are to solve a problem in life or the number of possibilities that life can have to offer.

## Project of life

30 MIN

- Continue the workshop by saying the following:
  - Many adults have at some point, as they were growing up, taken time to think about what they wanted to do in life. Some have then gone on to fulfil their dreams, and others are still working to achieve them. Thinking every day about what you want to achieve is a very important part of life. We can start doing this even when we are very young. We can start dreaming and we can tell ourselves that nobody is going to stop our dreams.*
- Now give everyone a piece of paper and ask the participants to make three columns like this:
 

NOW How I see myself now	FUTURE Who I want to do in 10 years	FUTURE How I would like to be as a person in 10 years
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- Ask them to write or draw something in response to the three statements – about their lives now and in the future. Give them about 10 minutes to do this.
- When they have all finished, ask the participants to share what they have written or drawn, if they wish to do so. (This is voluntary and no one is forced to share, if they are not comfortable in doing so).
- Encourage reflection using following questions:
  - How was it to reflect about these three aspects of your life?*
  - Were any of them more difficult than others?*
  - Why is it important to think about both what we would like to DO, and how we would like to BE as a person?*
- Explain that you will do a short energizer before continuing with an activity that also focuses on the future. The game is about exploring how many different possibilities there can be for such a simple thing as a napkin.

### FACILITATOR'S NOTES:

- Adolescents who are living in very difficult circumstances and/or who do not have access to education may find the questions difficult. In this case, revise the columns to be:

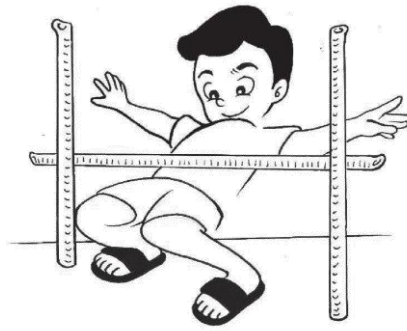
NOW How I see myself now	FUTURE How I would like to be as a person in 10 years
-----------------------------	---

## Limbo dancing

10-15 MIN

- Hold a broomstick at various heights and have the adolescents limbo under it to music or clapping.
- Those who overbalance can spend some time practising in threes.





## Muscle relaxing

5 MIN

1. Tell adolescents to sit in a comfortable position
2. Ask adolescents to pretend to be “frozen” by tightening their arms.
3. Then, let them “thaw” by relaxing their arm, and imagine their stress or anger melting away.
4. Repeat again with a different body part.

## Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## PROTECTING MYSELF AND KEEPING SAFE 1 - GIRLS ONLY

90 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"><li>● Protect your body, including refusal and negotiation skills.</li></ul>	Session # 2.8
<b>MATERIALS:</b>	<ul style="list-style-type: none"><li>● Flipcharts</li><li>● Pens/pencils</li><li>● Paper</li><li>● Coloured crayons/markers</li></ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"><li>● Flipcharts with two columns for girls to complete in groups, as described in the note to facilitators below.</li><li>● A template with relevant information and specific numbers of relevant services, helplines, etc. (as described in the note to facilitators below) to share with girls during the session. (This template can be updated based on girls' suggestions and re-shared during a later session.)</li></ul>	
<div><p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p></div>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what we can do to keep our bodies safe and seek help.*

### What do you do?

10 MIN

- Ask for a volunteer to leave the room (or the area).
- While the volunteer is away, the rest of the participants decide on an occupation for him/her, such as a driver, or a fisherman.
- When the volunteer returns, the rest of the participants mime activities.
- The volunteer must guess the occupation that has been chosen for him/her from the activities that are mimed.
- Repeat with 2 or 3 volunteers.

## Protecting myself

30 MIN

1. Ask the participants to sit in a circle. Have them think of situations where people intrude on their personal space. Ask them to first discuss this in pairs for about five minutes, and then ask them to share with the big group.
2. If they do not mention it themselves, explain to the participants that words can also invade our personal space. Bullies may try to do this using bad, rude or hurtful words.
3. Ask the participants to think of ways they can protect themselves and their personal space. Note the responses on a piece of flipchart paper. If the following are not mentioned, suggest adding these to the list:
  - If someone bullies you, look him or her straight in the eyes, and say in a loud and clear voice so that other people can hear, "Stop what you are doing, it is unpleasant, and I do not like it."
  - If someone tries to hurt you, move out of harm's way. Run away if you have to.
  - Tell an adult you trust that someone is trying to hurt you, physically or verbally.

### FACILITATOR'S NOTES:

- End the activity by stressing to the adolescents that they should always tell an adult who they trust if someone tries to hurt them. Remind them that it is a sign of strength to protect themselves. They should never feel embarrassed or be ashamed of telling someone. Ask the participants:
  - *Even though we do all these things to keep children and adolescents safe, sometimes children and adolescents still get hurt. Do you think it's their fault? (As the facilitator emphasises that it's not the child or adolescent's fault if someone hurts them.)*
  - *Who is responsible to keep children and adolescents safe? (e.g., adults)*
  - *Who can you think of in your life that you could ask for help?*
  - *And if that person doesn't help you, who would you ask next? Who in this community provides support for people who are being hurt? (Help participants think of, for example, health workers, teachers, social workers, psychologists, others.)*
- **Child protection:** Some participants may have experienced abuse, bullying or other types of violence in their lives, including abuse from caregivers. They may have been powerless to stop the abuse. If you are aware of any child or adolescent in the group who has experienced abuse, be sure to monitor them carefully and provide any needed support if the child or adolescent becomes upset.
  - If you are aware of a child or adolescent currently being abused, report this to the relevant local authority (e.g., local child protection committee, relevant NGO working group or equivalent).
  - Sometimes children and adolescents may experience bullying from their peers or friends, or from another child or adolescent in the learning. You can open a discussion on this in the reflections by asking:
    - *What can you do if it is a friend or some other children and adolescents in your community hurting you in some way?*
    - *How would you get help in this situation?*

## Dos and don'ts for keeping safe and seeking support (girls only)

35 MIN

1. Say:

- *Feeling safe is important to everyone, and especially for girls. You have learned about different types of violence, and the importance of challenging stereotypes and myths that justify or allow abuse and harm of girls and women. You recognise that your gender makes you vulnerable to others who may want to hurt you or take advantage of you. However, you also recognise that girls are strong and clever, and many of you have identified different ways to keep yourselves safe, to help and protect one another.*
2. Explain:
    - *In this activity we are going to share your existing protection strategies and advice for what girls should do and not do to keep safe. And we are going to encourage you to seek support from people and agencies you trust. Show them the flipchart paper as below.*
  3. Explain:
    - *The facilitator will tell you about a girl called Sara, and ask you for ideas about what Sara should do or should not do.*
  4. Say:
    - *Sara is on her way to the market. She is already late to meet her friend. As she is walking down a busy road, a man in a car stops her. He tells her to get into the car, and says he will drop her where she wants to go. Sara is not so sure about what to do. He tries to grab her hand to convince her to get into the car.*
  5. Ask:
    - *What can Sara say or do in this situation?*  
(Note down the girls' suggestions on the flipchart paper)
    - *What should Sara not do?*  
(Note down the girls' suggestions on the flipchart paper)
    - *Does everyone agree with these suggestions: Could any of the suggestions make the situation more harmful?*
  6. Say:
    - *It is clear that the girls identified many different things Sara could say and do. It is great that you have lots of ideas on how to keep safe. It is really important that you recognise and build up things you do to keep yourself safe, and that you find better ways to protect yourselves if some of your existing efforts are not working.*
  7. Say:
    - *In this particular situation, it is good for Sara to clearly say NO she won't get in the car. Let's consider the benefits of saying NO loudly. If Sara shouts loudly "No, I will not get in your car" what may the benefits be?*  
Note the girls' suggestions.
    - *Saying NO clearly and loudly:*
      - Alerts others that there is a problem.
      - Indicates that you are assertive and can't be easily taken advantage of.
  8. Girl's chat: Now we will work in groups (of five to six) for 15 minutes, so that you can discuss a dangerous situation that you typically find yourselves in. Each group can develop your own scenario about a risky situation that you experience, or you can use one of these scenarios. You may want to print these scenarios onto a hand-out for groups to refer to.
    - *Someone tells you that girls can get paid work in a restaurant in a nearby town. They mention that the restaurant is open late at night.*

- You hear that there are men who are willing to hide people in their truck and take them across the border, as long as you can pay them in money or gifts.
  - Your parents want you to marry an older man because he has more money.
  - A man says he can offer you shelter and food if you accompany him to his house.
9. Girl's chat: Provide each group with a flipchart and encourage them to discuss and note their DOs and DON'Ts for whatever scenario they have chosen. They have 15 minutes for this group activity.
10. Bring the groups back together in plenary. Ask each group to present back to the group. Reinforce the good strategies (for example, tell someone I trust, tell a caseworker, call a hotline number, scream, don't be alone on public transport, ask a friend or relative to come with me) that they suggest. Make sure that you clarify any misconceptions or discourage dangerous strategies (for example, keep a knife, confront my parents, kill the man, kill myself, don't speak up, respond to his desires, change the way I dress).
11. Optional) Say:
- *The facilitators will write out or type out the good DO and DON'T strategies you suggested and give you a copy to keep.*

#### FACILITATOR'S NOTES:

- The scenarios can be adapted to your context. During the session you can encourage girls to identify other scenarios, or girls could select a scenario from some others that you have prepared.

#### Flipcharts with two columns for girls to complete in groups:

KEEPING SAFE	
DO	DON'T

#### Example of a Do and Don'ts list:

KEEPING SAFE	
DO	DON'T
<ul style="list-style-type: none"> <li>• Always let a trusted friend or family member know where you're going and what time you should be home.</li> <li>• Walk in well-lit areas with lots of people. Avoid dark, isolated areas, such as going to the toilet alone at night.</li> <li>• Memorise or keep the number of this local police station/safe space hotline [ADD NUMBER] or a trusted person to call in an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't walk by yourself at night.</li> <li>• Don't tell strangers personal details about yourself (e.g., where you live, your phone number).</li> <li>• Don't carry too much money or valuables with you.</li> <li>• Don't accept rides from strangers, especially if you are alone.</li> <li>• Don't agree to a ride in a truck or bus if it is too crowded and there is not</li> </ul>

<ul style="list-style-type: none"> <li>• Be alert and aware of your surroundings.</li> <li>• Go to the nearest police station or crowded area if you are being harassed or followed.</li> <li>• Make sure you know where the nearest health facility is.</li> <li>• Tell someone you trust if anyone in your community makes you feel uncomfortable.</li> <li>• If you have to visit someone who makes you feel uncomfortable, ask someone you trust to come with you.</li> <li>• Agree with your friends/sisters/etc to make a specific sound when you need help.</li> <li>• Move into a room where you can escape or others can hear you.</li> </ul>	<p>enough oxygen for everyone to breathe.</p> <ul style="list-style-type: none"> <li>• Don't take shortcuts through isolated areas.</li> <li>• Don't send private photos of yourself on applications such as What'sApp because these can be shared widely.</li> <li>• Don't do things that make you feel uncomfortable, even if your friends try to convince you that it is a good idea.</li> <li>• Don't accept gifts from people who might try and ask you for favours.</li> </ul>
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## Contract and release

5 MIN

1. Ask the group to take one minute to sit silently.
2. SAY:
  - *Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax.*
3. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Contract your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
4. Ask the group to sit silently for 30 seconds, or as long as they are comfortable.
5. Ask the group to bring their attention back to the room. Wiggle their fingers and toes. Make small circles with their wrists. Stretch their arms up to the sky and then shake them out.

## Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## PROTECTING MYSELF AND KEEPING SAFE 4: HUMAN TRAFFICKING - GIRLS ONLY

60 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Protect your body, including refusal and negotiation skills.</li> </ul>	Session # 2.9
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Flipchart paper, markers, pens</li> <li>Ball</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>A template with relevant information and specific numbers of relevant services, helplines, etc. (as described in the note to facilitators below) to share with girls during the session. (This template can be updated based on girls' suggestions and re-shared during a later session.)</li> </ul>	
 <p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will discuss skills to identify and protect ourselves from trafficking and/or smuggling.*

### Five passes ball

15 MIN

- The group is divided into two teams of four to six players maximum. The goal of each team is to score points by passing the ball five times in a row without it falling on the ground or being intercepted by the other team. They can use their hands or feet to pass the ball.
- The passes must take place between several players. If the ball falls, the number of passes goes back to zero and the ball is given to the other team. If team A intercepts the ball, the scoring starts for team A.
- If there are three teams, the third team waits for their turn and replaces the winning team. If there are four teams, two play areas are needed and the teams swap over afterwards.

### FACILITATOR'S NOTES:

- Rules: No walking or running with the ball. No touching or hitting the other players: no physical contact between players. No passing the ball back to the player that they received it from.

## Identifying and protecting ourselves from traffickers and smugglers 30 MIN

1. SAY: It is important to recognise that a range of different people may be involved in trafficking or smuggling. A person who exploits, abuses or hurts someone is sometimes called a 'perpetrator'. They should be stopped and brought to justice for exploiting and hurting people.
2. SAY: Acknowledge that many people play important roles in the lives of girls, and may play a protective and helpful role. BUT even people we know can be a perpetrator, hurting or exploiting girls. For example, there are situations where girls have been lured and trafficked by people they know, including aunts, uncles, neighbours, boyfriends, police, NGO workers and others.
3. SAY: Sometimes an individual may act like someone you can trust, and can be very nice to girls at first to gain your trust. Sometimes they can use tricks to make someone like and depend on them. They may tell you that you are special, compliment you, and promise you a better life (work, money, opportunities) if you go somewhere with them.

For example, sex trafficking often starts as a relationship with someone who may pretend to love and care about you. Labour trafficking often starts as the possibility of a legitimate work opportunity, particularly when you are actively looking for money or support

Acknowledge that when a perpetrator is close to a girl, it can be very difficult to tell someone about what is happening to them. Some girls may feel confused, as they might think they like this person, or they might feel helpless and that they have no one to talk to. They might also be scared of being blamed. But it is never the girl's fault. It is the perpetrator who should be held responsible.

4. GIRL CHAT: Ask the girls:
  - *Do you know anyone who has been lured or trafficked by someone they knew?*
  - *What can you do to protect yourself from people who want to lure and traffic you?*

Note their suggestions on flipchart.

5. SAY: We also acknowledge that traffickers and smugglers can be strangers. It is crucial for girls to protect themselves from people they know and people they don't know, and to be aware that some people may make false promises to trick and lure them.
6. EXPLAIN: If anyone asks a girl to do something she is not comfortable with, does not respect her boundaries, and makes the girl feel guilty for not doing it, this is a warning sign. You should talk to your trusted person or a case/social worker for more information or advice if you think this is happening to you or someone you know.
7. SAY: It is important that you share concerns and report people who you suspect of trafficking or smuggling. Some people may threaten you not to say anything, but you should still tell a caseworker or someone you trust.
8. ASK: Do you have any other questions about trafficking or smuggling, or suggestions on how you can prevent and protect yourself from them?
9. REVIEW the actions that girls can do including existing reporting and referral mechanisms that SC can support girls.

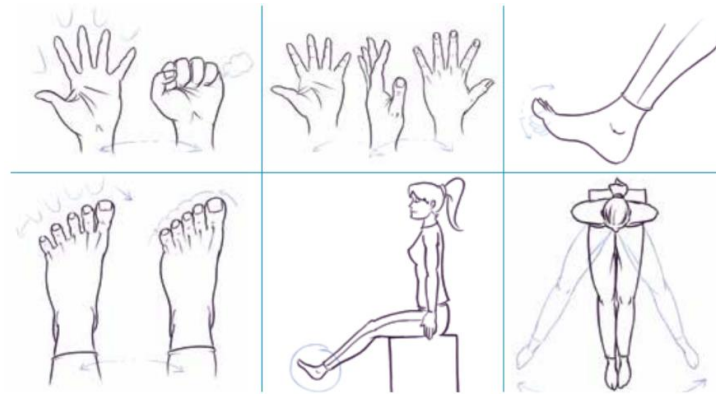
### FACILITATOR'S NOTES:

- Reinforce the message that the girl is never to blame for abuse or exploitation that happens to her. It is important to emphasise that the perpetrator has a choice not to exploit and the responsibility always lies with the perpetrator.



## Gentle exercises

5 MIN



1. These exercises involve simple, light movements of the hands, legs, fingers, toes, etc. The facilitator gives the following instructions:

- Hand exercises:
  - Simply open and close your hands as quickly as possible.
  - While opening the hands, try to stretch your fingers as much as you can, and when you close them, try to make your fists tight.
  - Continue to open and close your hands 10 times.
  - Now that your hands have done some exercises, your muscles will be slightly taut. Now relax them by shaking both hands together. Imagine that their hands are wet and they need to dry.
- Feet and leg exercises:
  - Start in a sitting position and raise both feet together a few inches above the ground.
  - Now move the toes in any direction.
  - Place feet back onto the ground as soon as it feels uncomfortable to keep them in the lifted position.
- Another exercise for the legs:
  - Sitting down, lift both legs as much as possible in a V-shape.
  - Slowly bring the legs together and lower them.
  - Repeat the movement 5-6 times.

### ADAPTATIONS:

- Do all the exercises while sitting or standing, or with eyes closed.

## Closing

5 MIN


1. Thank the group for their time and presence.
2. Review the session topic and check whether children/adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*

Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## PROTECTING MYSELF AND KEEPING SAFE 1 - BOYS ONLY

60 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Protect your body, including refusal and negotiation skills.</li> </ul>	Session # 2.10
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Flipcharts</li> <li>Paper</li> <li>Pens/pencils</li> <li>Coloured crayons/markers</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>A template with relevant information and specific numbers of relevant services, helplines, etc. (as described in the note to facilitators below) to share with boys during the session. (This template can be updated based on boys' suggestions and re-shared during a later session.)</li> </ul>	
 <p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what we can do to keep our bodies safe and seek help.*

### What do you do?

10 MIN

- Ask for a volunteer to leave the room (or the area).
- While the volunteer is away, the rest of the participants decide on an occupation for him/her, such as a driver, or a fisherman.
- When the volunteer returns, the rest of the participants mime activities.
- The volunteer must guess the occupation that has been chosen for him/her from the activities that are mimed.
- Repeat with 2 or 3 volunteers.

### Protecting myself

35 MIN

- Ask the participants to sit in a circle. Have them think of situations where people intrude on their personal space. Ask them to first discuss this in pairs for about five minutes, and then ask them to share with the big group.

2. If they do not mention it themselves, explain to the participants that words can also invade our personal space. Bullies may try to do this using bad, rude or hurtful words.
3. Ask the participants to think of ways they can protect themselves and their personal space. Note the responses on a piece of flipchart paper. If the following are not mentioned, suggest adding these to the list:
  - If someone bullies you, look him or her straight in the eyes, and say in a loud and clear voice so that other people can hear, "Stop what you are doing, it is unpleasant, and I do not like it."
  - If someone tries to hurt you, move out of harm's way. Run away if you have to.
  - Tell an adult you trust that someone is trying to hurt you, physically or verbally.

#### FACILITATOR'S NOTES:

- End the activity by stressing to the adolescents that they should always tell an adult who they trust if someone tries to hurt them. Remind them that it is a sign of strength to protect themselves. They should never feel embarrassed or be ashamed of telling someone. Ask the participants:
  - *Even though we do all these things to keep children and adolescents safe, sometimes children and adolescents still get hurt. Do you think it's their fault? (As the facilitator emphasises that it's not the child or adolescent's fault if someone hurts them.)*
  - *Who is responsible to keep children and adolescents safe? (e.g., adults)*
  - *Who can you think of in your life that you could ask for help?*
  - *And if that person doesn't help you, who would you ask next? Who in this community provides support for people who are being hurt? (Help adolescents think of, for example, health workers, teachers, social workers, psychologists, others.)*
- **Child protection:** Some participants may have experienced abuse, bullying or other types of violence in their lives, including abuse from caregivers. They may have been powerless to stop the abuse. If you are aware of any child or adolescent in the group who has experienced abuse, be sure to monitor them carefully and provide any needed support if the child or adolescent becomes upset.
  - If you are aware of a child or adolescent currently being abused, report this to the relevant local authority (e.g., local child protection committee, relevant NGO working group or equivalent).
  - Sometimes children and adolescents may experience bullying from their peers or friends, or from another child or adolescent in the learning. You can open a discussion on this in the reflections by asking:
    - *What can you do if it is a friend or some other children and adolescents in your community hurting you in some way?*
    - *How would you get help in this situation?*

## Contract and release

5 MIN

1. Ask the group to take one minute to sit silently.
2. SAY:
  - *Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax.*

3. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Contract your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
4. Ask the group to sit silently for 30 seconds, or as long as they are comfortable.
5. Ask the group to bring their attention back to the room. Wiggle their fingers and toes. Make small circles with their wrists. Stretch their arms up to the sky and then shake them out.

## Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## PROTECTING MYSELF AND KEEPING SAFE 3: HUMAN TRAFFICKING - BOYS ONLY

60 MIN

TOPICS:	<ul style="list-style-type: none"><li>● Protect your body, including refusal and negotiation skills.</li></ul>	Session # 2.11
MATERIALS:	<ul style="list-style-type: none"><li>● Flipchart paper, markers, pens</li><li>● Ball</li></ul>	
PREPARATION:	<ul style="list-style-type: none"><li>● A template with relevant information and specific numbers of relevant services, helplines, etc. (as described in the note to facilitators below) to share with boys during the session. (This template can be updated based on boys' suggestions and re-shared during a later session.)</li></ul>	
<div> The content of this session may be sensitive in nature. Ensure that the adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it.</div>		

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will discuss skills to identify and protect ourselves from trafficking and/or smuggling.*

### Five passes ball

15 MIN

- The group is divided into two teams of four to six players maximum. The goal of each team is to score points by passing the ball five times in a row without it falling on the ground or being intercepted by the other team. They can use their hands or feet to pass the ball.
- The passes must take place between several players. If the ball falls, the number of passes goes back to zero and the ball is given to the other team. If team A intercepts the ball, the scoring starts for team A.
- If there are three teams, the third team waits for their turn and replaces the winning team. If there are four teams, two play areas are needed and the teams swap over afterwards.

### FACILITATOR'S NOTES:

- Rules: No walking or running with the ball. No touching or hitting the other players: no physical contact between players. No passing the ball back to the player that they received it from.

## Identifying and protecting ourselves from traffickers and smugglers 30 MIN

1. SAY: It is important to recognise that a range of different people may be involved in trafficking or smuggling. A person who exploits, abuses or hurts someone is sometimes called a 'perpetrator'. They should be stopped and brought to justice for exploiting and hurting people.
2. SAY: Acknowledge that many people play important roles in the lives of boys, and may play a protective and helpful role. BUT even people we know can be a perpetrator, hurting or exploiting boys. For example, there are situations where boys have been lured and trafficked by people they know, including aunts, uncles, neighbours, girlfriends, police, NGO workers and others.
3. SAY: Sometimes an individual may act like someone you can trust, and can be very nice at first to gain your trust. Sometimes they can use tricks to make someone like and depend on them. They may tell you that you are special, compliment you, and promise you a better life (work, money, opportunities) if you go somewhere with them.

For example, sex trafficking often starts as a relationship with someone who may pretend to love and care about you. Labour trafficking often starts as the possibility of a legitimate work opportunity, particularly when you are actively looking for money or support.

Acknowledge that when a perpetrator is close to a boy, it can be very difficult to tell someone about what is happening to them. Some boys may feel confused, as they might think they like this person, or they might feel helpless and that they have no one to talk to. They might also be scared of being blamed. But it is never the boy's fault. It is the perpetrator who should be held responsible.

4. ASK the boys:
  - *Do you know anyone who has been lured or trafficked by someone they knew?*
  - *What can you do to protect yourself from people who want to lure and traffic you?*

Note their suggestions on flipchart.

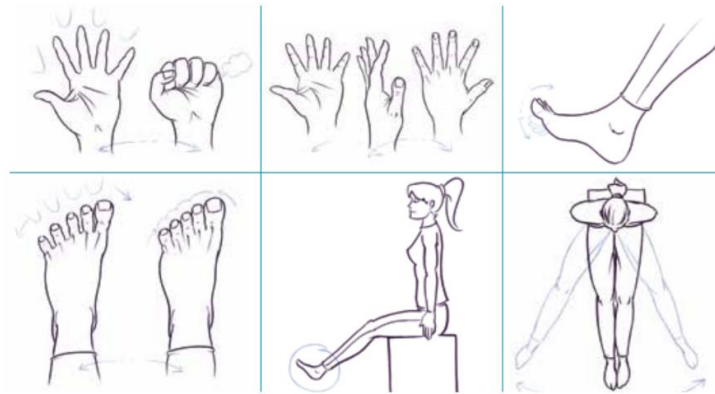
5. SAY: We also acknowledge that traffickers and smugglers can be strangers. It is crucial for boys to protect themselves from people they know and people they don't know, and to be aware that some people may make false promises to trick and lure them.
6. EXPLAIN: If anyone asks a boy to do something she is not comfortable with, does not respect her boundaries, and makes the boy feel guilty for not doing it, this is a warning sign. You should talk to your trusted person or a case/social worker for more information or advice if you think this is happening to you or someone you know.
7. SAY: It is important that you share concerns and report people who you suspect of trafficking or smuggling. Some people may threaten you not to say anything, but you should still tell a caseworker or someone you trust.
8. ASK: Do you have any other questions about trafficking or smuggling, or suggestions on how you can prevent and protect yourself from them?
9. REVIEW the actions that boys can do including existing reporting and referral mechanisms that SC can support boys.

### FACILITATOR'S NOTES:

- Reinforce the message that the boy is never to blame for abuse or exploitation that happens to him. It is important to emphasise that the perpetrator has a choice not to exploit and the responsibility always lies with the perpetrator.

## Gentle exercises

5 MIN



1. These exercises involve simple, light movements of the hands, legs, fingers, toes, etc. The facilitator gives the following instructions:

- Hand exercises:
  - Simply open and close your hands as quickly as possible.
  - While opening the hands, try to stretch your fingers as much as you can, and when you close them, try to make your fists tight.
  - Continue to open and close your hands 10 times.
  - Now that your hands have done some exercises, your muscles will be slightly taut. Now relax them by shaking both hands together. Imagine that their hands are wet and they need to dry.
- Feet and leg exercises:
  - Start in a sitting position and raise both feet together a few inches above the ground.
  - Now move the toes in any direction.
  - Place feet back onto the ground as soon as it feels uncomfortable to keep them in the lifted position.
- Another exercise for the legs:
  - Sitting down, lift both legs as much as possible in a V-shape.
  - Slowly bring the legs together and lower them.
  - Repeat the movement 5-6 times.

### ADAPTATIONS:

- Do all the exercises while sitting or standing, or with eyes closed.

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children/adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## SETTING BOUNDARIES AND SAYING NO - GIRLS ONLY

80 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Protect your body, including refusal and negotiation skills.</li> </ul>	Session # 2.12
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Paper</li> <li>Flipcharts</li> </ul>	<ul style="list-style-type: none"> <li>Markers</li> <li>Pens</li> </ul>
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	



The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about how to set boundaries and say no when we feel uncomfortable.*

### The Yes/No game

5 MIN

- Participants split into two lines, so that each person faces a partner.
- Line one has to say "Yes" in as many different ways as possible, and line two has to try to change their partner's minds by saying "No" as convincingly as possible.
- Give both lines a chance to say both "Yes" and "No". Then discuss how people felt.
- How did it feel to say "Yes" or "No"? Was it easier to say one than another?

### Let's explore: Body awareness and how to set boundaries (girls only) 30 MIN

- EXPLAIN:**
  - We will now use a role play activity for you to practise protecting yourselves by saying "no" or "stop".
  - Two participants to volunteer and be part of the role play. Before choosing volunteers, explain that you will NOT give them all of the instructions prior to the activity. If someone is not comfortable with this, she should not volunteer.



2. Brief the two volunteers separately.
3. Tell the first volunteer (without the second volunteer hearing):
  - *You are sitting on a bus on your way to school when a boy/girl sits next to you or behind you [depending on what is culturally appropriate]. Now explain to the second volunteer (without the first one hearing):*
  - *You get onto a bus and sit down next to or behind a boy/girl. You know this boy/girl from school and feel like annoying him/her, by touching or pinching their arm.*
4. Set up the chairs as if they were seats on a bus, with the other girls playing the passengers.
5. Both the volunteers to start the role play. Once the second volunteer touches or pinches the first volunteer's arm and she has shown a reaction, immediately stop the role play and ask the following questions of the volunteers:
  - *How did you feel?*
  - *Did you react as you wanted to? Did you set body boundaries?*
  - *What would be your reaction now, thinking of the situation differently and/or being more prepared?*
6. Keep the discussion short to give time for two new volunteers to roleplay a new scenario from any of the examples below. After the role play, ask the volunteers the same questions as above.
7. Open a discussion among the girls about what they have heard in the different role plays and what they found most useful and why? Facilitate a space for peer exchange.
8. Ask girls if they have any questions and address these before moving on. Be very open to non-verbal signals from the girls. If a girl seems to be affected negatively by the topic and discussion, divide the roles in the facilitation team so that one facilitator can gently follow up during the next activity. If more appropriate, follow up after the session instead. But, do find ways to follow up in a timely and appropriate fashion.
9. Remind girls about the existing and available services in your location and be sure to provide accurate and updated information about where, when and how to access these services.

### ADAPTATIONS:

Other scenarios include:

- You are walking in an empty street to a friend's home/shelter/tent. Someone is following you and he or she is walking fast.
- You are in a shop to buy food. Children or adolescents are teasing you for not being from here.
- You are in your home/shelter/tent with several of your household members and people that are with you on your migration/displacement journey. You are helping out in the kitchen. A neighbour comes in and asks you to do him/her a favour. He/she says that he/she has to be alone with you.

### FACILITATOR'S NOTES:

- This activity is to sharpen girls' awareness of body boundaries, and let them practise consent and refusal skills.
- Setting boundaries and consent are linked to empowerment; proactively agreeing and dissenting is part of girls asserting their rights.
- Make sure to include practical examples from your context.
- Before concluding the session, be sure to have a discussion on who can help and what services are available in the community for anyone who has experienced abuse.

- Also make clear to the girls that if any of them has any concerns or knows someone who has been abused, they can come to talk to you and be guided to further support.
- Make clear from the start that this is an important, personal and serious exercise and that no one should judge or criticise statements and outcomes of this activity.
- Be very open to non-verbal signals from the girls. If a girl seems to be affected negatively by the topic of body boundaries, follow up with her as necessary. If possible, invite a co-facilitator, gender-based violence specialist or female safeguarding focal person.
- Prepare accurate information on how to access services.

## My comfort zone (girls only)

15 MIN

1. Ask girls to stand in a circle with enough space between one another so that they can spread their arms out to the side, without hitting the girls next to them. Now say:
  - *Reach your arms out to the sides. This is the comfort zone of most people around the world.*
  - *Now stretch both arms in front of you. This is also part of your body's boundary and your comfort zone.*
  - *Now please put your arms down.*
2. DO: Repeat the exercise one more time and then end the activity by saying:
  - *If someone wants to bully you or manipulate you, they will often step into your comfort zone. Most people feel that only known and trusted people can comfortably enter their comfort zone.*
  - *If you feel uncomfortable about someone, try to maintain your distance in order to protect your comfort zone.*
3. SAY:
  - *Being aware of your comfort zone is important for body awareness and setting body boundaries.*

### FACILITATOR'S NOTES:

- Knowledge and awareness of comfort zones is useful in daily life. It is important for young people to know when other people are overstepping their boundaries, or when they themselves are overstepping someone else's boundaries.
- This exercise gives girls the opportunity to experience the meaning of 'comfort zone' in a physical activity.
- It is important to adapt the exercise to the cultural context. In some cultures, the comfort zone may be wider than an arm's length.
- Make sure every girl has the opportunity to contribute to the discussion.

## Saying NO (girls only)

15 MIN

1. ASK: Girls to sit in a small group, or in a circle. If it is a large group, ask girls to sit in groups of five.
2. EXPLAIN: It is OK to say "no" to anything that makes you feel uncomfortable or scared. You don't have to do anything you do not want to. Each person's body is their own. This is true no matter how a person dresses or talks.
3. ASK: The girls or groups write down all the ways that they could say "no" to unwanted touch, looks, words, sexual attention, harassment or abuse.

4. ASK: The girls or groups share their lists with the others. If necessary also refer to ways from the list below. (OPTIONAL: prepare the list below on a piece of large paper, and show it at this time.)
5. DO: Present these tips on how to say “No!”:
  - *Look the person in the eye. Do not look away shyly.*
  - *Do not smile when you say “no”. (Smiling gives a mixed message and can make you seem less serious.)*
  - *Stand up. (Standing creates a psychological advantage).*
  - *Keep your body language as still and as serious as possible.*
  - *Avoid asking questions. This would indicate you may be interested.*
  - *It is OK to interrupt! Say something like, ‘I am sorry; I’m going to interrupt you’.*
  - *If you think something is wrong with the situation, you should trust your instincts.*
6. Divide the girls into pairs. In pairs, one girl can practise saying “No!” to the other girl using as many ways as she can remember. After two minutes, ask them to swap, so the second girl can practise saying “No!”.
7. SAY:
  - *Avoid risky situations and say “no” to any unwanted sexual attention. Trust your own instincts if you feel uncomfortable. Say no loudly and confidently! This needs practice. Know what you can do physically when you are attacked.*

#### FACILITATOR’S NOTES:

- Ensure that each girl participant has a chance to participate and practise saying “no”.

### Mindful breathing

5 MIN

1. Get the adolescents to sit in a comfortable position.
2. Next, ask how their breath feels as they draw it into themselves, and then as it leaves.
3. Ask them to put a hand on their own belly, so that they will be able to feel the rise and the fall of their breath.
4. Do this about five times – five inhales, five exhales.
5. After five breaths, guide them to any thoughts and feelings they might be aware of, then invite them to let go of those thoughts and feelings.
6. Ask them to imagine that the thoughts and feelings are bubbles, floating away, as they return to their breathing.

### Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*

4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## MAKING CHOICES

70-75 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>• Make safe life choices.</li> </ul>	Session # 2.13
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>• Flip Chart and markers</li> <li>• Ball</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making poster</li> </ul>
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>• Flipchart with Decision making poster</li> </ul>	

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will reflect on how we make decisions and discuss what smart decisions look like in our lives.*

### Statue stop

10-15 MIN

1. Ask participants to form two circles of people of equal numbers.
2. The people in the inner circle should face outwards.
3. The people in the outer circle should face inwards.
4. Each person in the outer circle uses the person opposite them in the inner circle to create a 'statue'. They have only ten seconds to do this.
5. The person in the inner circle allows the 'sculptor' to bend and twist their body into any shape that they wish, provided they do not hurt them. The 'statue' must remain in that position without speaking, until you call 'time'.
6. The outer circle then moves round one person to the left and they begin sculpting again. The people in the inner circle are bent and twisted into new positions through this process.
7. Continue in this way and then ask people in the inner circle to change with people in the outer circle so that everyone has a chance to be 'sculptor' and 'statue'.

#### FACILITATOR'S NOTES:

- The "sculptors" can be prompted to tell the "statue" how to position themselves without touching them (e.g. put your right arm up, bend your left knee).

### The choices that we make (decision-making)

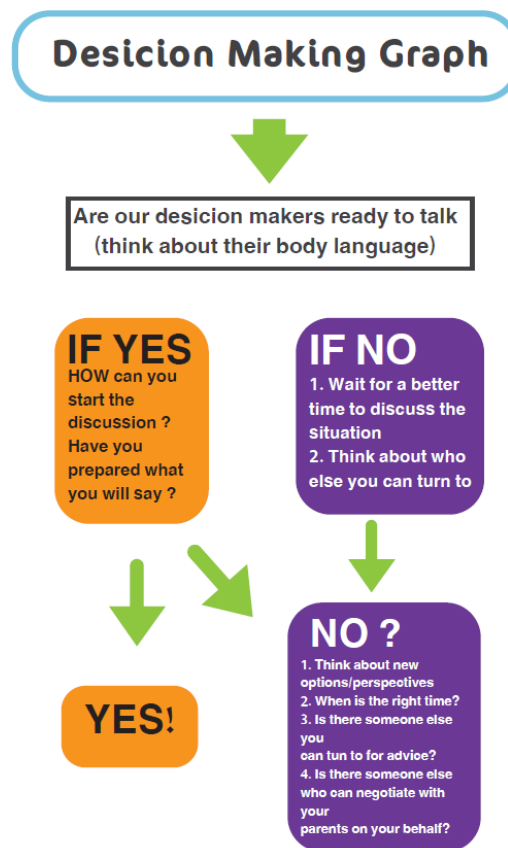
45 MIN

#### ACTIVITY 1: Smart Choices (20 MIN)

1. SAY:
  - *Adolescents have to make many choices (decisions) every day. But sometimes it can be difficult to make some choices/decisions. I like to think of all of my options first. I sometimes ask people I trust for advice.*
2. DO: Ask the adolescents to stand in a circle. Ask the following question and throw the ball around the circle until each adolescent has answered.
3. ASK:
  - *What are some of the decisions that girls and boys have to make every day (e.g. what clothes to wear, whether to go to activities, what food to eat).*
4. DO: When the adolescents have finished do the same thing with the following question:
  - *What are some of the decisions that parents, decision makers or older brothers or sisters might make for girls and boys?*
5. Have adolescents turn to the person next to them and discuss: **How could this make girls and boys feel?**
6. SAY:
  - *Sometimes, girls and boys might not have control over the decisions taken for them. For many important things in the lives of adolescents, parents, brothers, and other family members may make decisions for them. Although girls and boys may not always be successful, they can try to talk to their parents/family about some of these decisions that are being taken for them.*

#### ACTIVITY 2: Decision-making graph (25 min)

1. DO: Show the adolescents the diagram of the Decision Making Graph. Ask the adolescents to think of a decision made by parents/decision makers.
2. Use this example and explain to adolescents how to use the Decision Making Graph based on this example.
3. Facilitate a group discussion on the key messages:
  - We all make decisions, sometimes these can be the right decision for us or sometimes we can get it wrong. Although there is no way to always know if we are making the right or wrong decision for us, we can at least think about how to make smart decisions.
  - There are a number of steps to making a smart decision. These include:
    - List my options.
    - Ask others for advice.
    - Think about the “Pro’s and Con’s”
  - Write these steps on the flip chart.
  - Explain to adolescents that ‘Pro means good things and ‘Con’ means bad things. You can explain Step 3 by saying: ‘Imagine what might happen if I made each decision. What bad things? What good things?’



## Muscle relaxing

5 MIN

1. Tell adolescents to sit in a comfortable position
2. Ask adolescents to pretend to be “frozen” by tightening their arms.
3. Then, let them “thaw” by relaxing their arm, and imagine their stress or anger melting away.
4. Repeat again with a different body part.

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - What was useful in the session?
  - What could have been different?
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.

# POSITIVE SOCIAL SKILLS AND RELATIONSHIPS





## FROM WHERE YOU STAND

60-85 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Take others' perspectives; show concern for the feelings of others.</li> </ul>	Session # 3.1
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Paper and pens</li> <li>Several drawings</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>Several drawings</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will reflect on how we can better understand what others think and feel.*

### Drawing game

10-15 MIN

- Participants work in pairs, sitting back to back. One person in each pair has a simple drawing. The other person has a blank piece of paper and a pen. The person with the drawing describes it in detail so that the other person can reproduce the drawing on their sheet of paper.

#### FACILITATOR'S NOTES:

- Facilitators should ensure the drawings are appropriate for the age group.

### From where you stand!

30-45 MIN

#### Say: (8 minutes)

- Each one of us has a unique way of seeing things. For example, have you ever seen shapes in the clouds? What kinds of shapes? Did you show the clouds to someone else who could not see what you could see?
- Was there ever a time when you saw something (like the shapes in the clouds) that was different from what a friend or family member saw?
- Listen to the adolescents' reactions and responses.
- And then say:
  - Today, we're going to talk about that.*

**Do: (20 minutes)**

1. Tell the adolescents:
  - *Today we're going to hear about situations in which two people may think very different things. Working together, we're going to try to understand what each of them is thinking. I'm going to read a situation and then write the name of a character on each side of the blackboard. First, we're all going to stand on the right side of the safe space, and then, on the left side, so we can try to understand what each of them is thinking.*
2. You will read each of the situations as set out in the table, one by one. You will write the names of the characters, one on each side of the blackboard.
3. For each situation you read out you will follow with a set of 3 questions about character on the right of the board, and the same three questions about the character whose name is written on the left of the board.
4. Ask the group to start by standing on the right side of the safe space. They must imagine that they are the character whose name is written on the right side of the board.
5. Ask the adolescents the following questions:
  - *What do you think [name of character on right-hand side of board] is thinking?*
  - *What do you think [name of character on right-hand side of board] is feeling?*
  - *What do you think [name of character on right-hand side of board] would do?*
6. Ask the group next to stand on the left side of the safe space. They must imagine that they are the character whose name is written on the left side of the board.
7. Ask the adolescents the following questions:
  - *What do you think [name of character on left-hand side of board] is thinking?*
  - *What do you think [name of character on left-hand side of board] is feeling?*
  - *What do you think [name of character on left-hand side of board] would do?*

Situation to be read out loud	Character's name to be written on right-hand side of the blackboard	Character's name to be written on left-hand side of the blackboard
A cat comes over	Philippe, who was once bitten very hard by a cat	Ana, who has a toy cat
The results of a competition or contest are going to be published / released	Camille, who didn't take part in the competition / contest	Zara who won the contest/competition
Marianne wants to eat a sweet, but her mother gives her rice and peas instead	Marianne	Marianne's mother

**Discuss: (15 minutes)**

- After the exercise, ask the following questions and listen to the adolescents' answers:

- *What happened when we all changed sides of the blackboard?*
- *Why did the characters think differently in the same situation?*
- *Why is it important to understand what others are thinking?*

Possible answers: It is easier to solve conflicts that way; it helps us understand if others do not agree with us, etc.

- *When would it help us to try to understand what other people are thinking?*

Possible answers: When we have a conflict with someone, when we want something and other people want it, too, etc.

### **Wrap up and summarise: (1 minute)**

- We all have different ways of understanding things, depending on what we think, feel, and the information we have. As we saw today, it is important to stand in someone else's shoes and try to understand why he is acting a certain way. If we need to, we should ask him to clear things up so we can understand him.

### **ADAPTATIONS:**

#### **Extending the activity: (10 minutes)**

- Discuss a third possible character for situation 2 – “Someone who entered the competition/contest and lost” – and ask the adolescents what that person would think?
- And what about if the contest meant you could win a big prize or a lot of money, would that change how they felt?
- Wrap up by emphasising that there are not only two perspectives. Each person will see things differently depending on their personal situation and characteristics. The exact context will also differ for each person and will affect how they feel.

## **Mime a Lie**

**5-10 MIN**

1. Everyone stands in a circle. The facilitator starts by miming an action.
2. The person on their right says their name and asks “What are you doing?”, they reply that they are doing something completely different than the action they are miming; for example, the facilitator mimes swimming and says “I am washing my hair.”
3. The person to the facilitator's right then has to mime what the facilitator said that they were doing (washing their hair), while saying that they are doing something completely different.
4. Go around the circle in this way until everyone has had a turn.



## Meditation exercise

5 MIN

1. Tell adolescents to take 1 minute to sit quietly.
2. Grow your back longer and taller, reaching your head to the sky. Breathe in deeply and let yourself relax.
3. Squeeze up your toes and release them, feeling the heat come out of your toes. Squeeze the muscles in your legs and knees. Now let them fully relax and feel the heat coming out of your legs.
4. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat.
5. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out.
6. Tense up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
7. Now bring your attention back to the group. Wiggle your fingers and toes. Make a small circle with your wrists. Stretch your arms up to the sky and then shake them.

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## BRAIN SWAP

70 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Take others' perspectives; show concern for the feelings of others.</li> </ul>	Session # 3.2
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Space</li> <li>Coloured tape or other material to divide the room in two</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about our perspectives and how to see the world from other people's perspectives.*

### Three truths one lie game

10 MIN

- Everyone writes their name, along with four pieces of information about themselves on a large sheet of paper. 3 of the pieces of information should be true, and 1 piece of information should be a lie. For example, 'Alfonse likes singing, loves football, has five cats and loves music' (has five cats is a lie). Participants then circulate with their sheets of paper. They meet in pairs, show their paper to each other, and try to guess which of the 'facts' is a lie.

#### ADAPTATIONS:

- For participants who cannot read, they can draw or say their name and the 3 truths and 1 lie.

### Brain swap game

30 MIN

- Divide the room in two, by marking a line on the floor with tape or chalk, etc. Ask the participants to stand anywhere they like and explain that they will continue to work on getting a deeper understanding of the motivation and values behind other people's views.
- Share the prepared questions with the participants (one at a time).
  - Examples of questions: Recommend to start with a question to check that colleagues have understood the exercise. This could be something simple like: Cat's are better than dogs or Savoury food is better than sweet food. They can then move to one side if they agree and another if they disagree.

- Is it acceptable to break a promise?  
(A) Yes, it is acceptable or (B) No, it is unacceptable
  - Should parents allow young people to make their own decisions?  
(A) Yes or (B) No
  - We should always listen to adults and follow their directions.  
(A) Yes or (B) No
3. Ask participants to move to one side of the room if their answer is “Yes” (A) and the other side of the room if their answer is “No” (B).
  4. Ask the participants within the two groups to talk together about the reasons for their views and why they have chosen the side concerned.
  5. Briefly ask a couple of volunteers from each group about why they chose the answer they did.
  6. Now ask participants to ‘swap brains,’ by swapping sides (i.e. the two groups change sides with each other). Give the participants 5 minutes – depending on how many they are to talk within the group about how they are going to explain their new viewpoint.
  7. Give each group 5 minutes to present their new arguments to the other group.
  8. Then ask the same question to the participants again. They can either return to their original viewpoint or remain where they are, if they have changed their mind. If some participants have changed their mind, ask clarifying questions about the reason for this. Stay in this moment for a while and give opportunities for everyone to share in order to make sure that no valuable experience is getting lost.
  9. Wrap up the activity by encouraging reflection using the following questions:
    - *How did you find this activity?*
    - *What underlying values did you recognise in the different views?*
    - *Can different views be based on the same value? How?*
    - *Can the same view be based on different values? How?*
    - *What happened when you ‘swapped brains,’ and had to argue a view that you did not actually agree with?*
    - *How can you use the learnings from this activity (and workshop) in your everyday lives?*

#### **FACILITATOR'S NOTES:**

- Have a question ready with answers representing two contrasting viewpoints.
- Write down the two possible answers on two sheets of paper and put them on the walls or on the floor.
- This game encourages participants to step into another person’s shoes (or brain, as it says in the game) to understand their point of view, even if they do not necessarily agree with that point of view. It is important not to explain the purpose of the exercise in advance to participants. The ‘aha’ moment comes when participants realise what it is like to actually change their mind.
- Choose a question which will challenge and inspire the participants. Be sensitive. If the question is too provocative, it may be hard as the facilitator to keep the group on track. If the question is too weak, the interest in discussing it will not be as strong.

## Group statues

15 MIN

1. Ask the group to move around the room or area, loosely swinging their arms and gently relaxing their heads and necks.
2. After a short while, shout out a word. The group must form themselves into statues that describe the word. For example, the facilitator shouts “peace”. All the participants have to instantly adopt, without talking, poses that show what ‘peace’ means to them.
3. Repeat the exercise several times.

### FACILITATOR’S NOTES:

- Other words to shout out could include: bird, tree, joy, house, love.

## Mindful stretching and curling

5 MIN

1. Everyone stand up. Some people are very tall. Let’s raise our arms as high as we can to make ourselves taller, as if we were trying to touch the ceiling.
2. Remain stretched with arms up as high as you can, breathing deeply in and out the whole time your arms are stretched high. Feel your muscles stretching and twitching. Breath in and out 5 times whilst holding your hands stretched high – if you can. If it is too long, keep breathing with your arms down.

Some people are smaller than others, that is fine. Let’s make ourselves small. Squat down and curl up into a ball making yourself as small as you can.

3. Stay curled up in a ball as small as you can, breathing deeply in and out the whole time you are curled up in a ball. Think about the feeling of your arms touching your legs, your head curled up into yourself. Think about the feeling of your skin against your skin. Breath in and out 5 times whilst curled up in a ball.

## Closing

5 MIN


1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - What was useful in the session?
  - What could have been different?
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## OUR EMOTIONS

60 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Take others' perspectives; show concern for the feelings of others.</li> <li>Identify your emotions.</li> </ul>	Session # 3.3
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Flipchart/board</li> <li>Markers/chalk</li> <li>Chairs or places to sit</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	



The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will discuss the different kinds of emotions we have and play some fun games to recognise others' emotions.*

### What has changed?

10 MIN

- Participants break into pairs.
- Partners observe one another and try to memorise the appearance of each other.
- Then one turns their back while the other makes three changes to his/her appearance; for example, putting their watch on the other wrist, removing their glasses, and rolling up their sleeves.
- The other player then turns around and has to try to spot the three changes. The players then switch roles.

### Expressing the mood

10 MIN

- Explain that you will play a game. The game shows how it is common to have different feelings or moods as life goes on.
- Put a number of chairs equivalent to the number of participants in a circle. As facilitator, place yourself in the middle of the group. The game is about getting seated rather than standing in the middle.



3. Explain the game: The adolescent in the middle shouts out a feeling or mood that he or she has felt during the past week (e.g. happy, tired, sad, excited, bored, etc.). Then everyone who has felt the same way during the past week stands up and changes seats with someone else as quickly as possible. At the same time, the adolescent in the middle has to find a seat too. After each round, there will be someone left without a chair (as there is one chair less than the number of participants). That adolescent now stands in the middle and takes a turn to name a feeling that he or she has felt in the past week.

#### **FACILITATOR'S NOTES:**

- This activity is quite personal, as it involves revealing feelings and moods to the participants. Be aware that the aim of the activity is not to go into details of the different feelings, but to show that many participants may share the same feeling.
- Using the timeframe of the past week for remembering feelings is helpful in making the activity less sensitive. The participants still can remember their feelings, but at the same time they do not have to reveal their current mood.
- Make sure to mention that no one has to reveal a feeling that they have had. If a feeling is mentioned that the participant does not want to respond to, he or she can choose to remain seated.
- Take into account that adolescents living with a physical disability may not be as mobile as others. Deal with this by encouraging the individual to change places with someone very nearby or having a buddy to help find a new space.

Conduct a mindfulness cool down activity here.

## **Concept of empathy and emotion relay**

**30 MIN**

#### **ACTIVITY 1: Introducing the concept of empathy: (10 minutes)**

1. Start the activity by asking the participants if they know the word 'empathy' and what it means.
2. Write suggestions on the flipchart and try to come to a common definition of the group. If required, use the ideas below to explain:
  - Empathy refers to an understanding of and sensitivity to another person's feelings. The concept is often described as putting oneself in the other person's shoes. In other words, empathy is the ability to understand the world from another person's point of view and the desire to treat another person kindly, based on that understanding.
  - To have empathy means to feel another person's feelings (pain, sorrow, joy and other emotions) and show caring behaviour. Empathy is the cornerstone of the ability to love. Being kind, affectionate and loving are essential elements of empathy. To be able to read other people's emotions is a first step to empathetic behaviour and this is what you will practise in the next activity.

#### **ACTIVITY 2: The emotion relay: (20 minutes)**

1. Divide the group into two groups and ask each group to form a line.
2. Lay down the paper strips with the ten emotions (see below) on the floor or stick them up on the flip chart stand. Explain to the participants that these are examples of ten different emotions.
3. Ask everyone except the first adolescent in each row to turn their back to the emotion cards.
4. Ask the first adolescents from each row to come forward. As facilitator, point silently to one of the emotions (selected randomly) and make sure that both participants understand the emotion.

5. As soon as you give the signal, both participants should run back to their respective rows and tap the back of the second adolescent and mime the emotion, using appropriate facial expressions and/or body postures to represent the emotion. It is very important that this is done without speaking!
6. The second adolescent then taps the back of the third person in the row, to demonstrate the same emotion. This is repeated until the emotional expression reaches the last person in the row.
7. The last adolescent then runs to the front, and chooses the emotion that he or she thinks corresponds to what the group was doing.
8. The first group participant that picks the correct emotion wins a point.
9. Repeat the game for five or more rounds. Then ask the participants to form a big circle and discuss the experience using the following questions:
  - *How did you find this activity?*
  - *How did you find copying the emotional expression of another person? Was it easy? Difficult?*
  - *In our everyday life situations, when do we need to understand each other's actions or emotions?*
  - *Why is it important to be able to identify how other people feel?*
10. Link back to the topic of empathy and that it refers to an understanding and sensitivity to another person's feelings. Hence, a starting point for empathetic behaviour is to recognise how other people feel by looking at, for example, their facial and body expressions, which was practised in this activity.

## TEN EMOTIONS

1. Frustrated
2. Irritated
3. Happy
4. Scared
5. Sad
6. Shy
7. Furious
8. Proud
9. Shocked
10. Sceptical

## FACILITATOR'S NOTES:

- Activity 2: Write down the ten emotions on two sets of post-its – one emotion per paper. You should end up with two identical sets of post-its.

## Closing

**5 MIN**

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*

- *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## OUR BEST DEFENCE

60-75 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Actively listen and communicate effectively.</li> <li>Resolve conflicts constructively.</li> </ul>	Session # 3.4
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>20 papers (10 cm X 8 cm each)</li> <li>Marker pens</li> <li>Sticky tape</li> <li>Blackboard or whiteboard</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

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**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we discuss ways to communicate with each other.*

### An Orchestra without instruments

5 MIN

- Explain to the group that they are going to create an 'orchestra' (a group of people playing instrumental music without words only music sounds e.g piano and guitar only) without instruments. The orchestra will only use sounds that can be made by the human body. Players can use hands, feet, voice etc, but no words; for example, they could whistle, hum, sigh or stomp their feet. Each player should select a sound.
- Choose a well-known tune and ask everyone to play along, using the 'instrument' that they have chosen.
- Alternatively, don't give a tune and let the group surprise itself by creating a unique sound.

### Our best defence

30-45 MIN

**Say: (5 minutes)**

- There are situations in which other people say or do things to us that we don't like or that make us feel upset or mad. For example, we may feel upset or mad when someone hits us, calls us nicknames, mocks us or says offensive words to us, and especially if this happens a lot and becomes bullying.

- **Note to Facilitator:** you can share a situation in which someone has said offensive words or has made fun of you.
- Sometimes, it may be difficult to know how to react in these situations, since each answer may lead you to different results; that is what we will learn today.
- In some schools, there are people who frequently bother other people. For example, they hit, put nicknames or make fun of others every day. Today we will learn how to face these situations in case we, or someone we know, experience them. Generally, when these situations occur, we may respond in three different ways:
  1. **Passively:** We do not express what we feel or think, and do not defend our rights. That means we don't do anything or keep silent.
  2. **Aggressively:** We do express what we feel or think and defend our rights, but hurting others.
  3. **Assertively:** We express what we feel or think, and defend our rights without hurting other people.

### Story:

Tiger is the biggest and strongest adolescent in the fifth grade. He has many friends and his classmates do whatever he says. For example, the other day Tiger was hungry and forced Oswald to buy him food at the school store. Oswald didn't have much money, but he couldn't say no and did what Tiger ordered. Oswald, on the other hand, is a small, shy and quiet child. He doesn't have many friends, and some people say he is weird because he is always by himself during recess. Tiger thinks Oswald looks funny and he makes fun of him all the time, saying, "Oswald is weird !" He feels very frustrated. Going to school has become a nightmare, as he knows Tiger will make his school-day unbearable from beginning to end.

### Do: (25 minutes)

1. Write down the three concepts on the blackboard using the following headings: passive answers, aggressive answers and assertive answers.
  - Now, let's read the story of **Oswald and Tiger**.
2. Ask the adolescents questions about the story (10-15 mins)
  - *What will happen if **Oswald** responds passively, meaning he doesn't do anything to defend himself?* (For example, **Tiger** will continue bothering him and the situation will continue as it is.)
  - What can adult do in response to Oswald's passive response?
  - 
  - *What will happen if **Oswald** responds aggressively, that is, meaning he tries to insult or hit **Tiger** to defend himself?* (For example, **Tiger** will become angry and he will probably attack **Oswald** physically; the situation will get worse).
  - *What are some ways friends can defend **Oswald** assertively, without being aggressive?* (For example, talk to **Oswald** and tell him he isn't being funny, not laugh at **Oswald**, walk with **Oswald** so he's not alone). Explain this is the goal - we don't want to do nothing and we don't want to hurt others.
3. Write on the blackboard all the assertive, non-aggressive options the adolescents suggest.
4. Ask:
  - *Why is it important to defend or stand up for others, without being aggressive?* (For example, because they may not be able to defend themselves, to be a good friend)
  - *What are the pros of responding assertively (that is, neither aggressive nor passively)?*

- *What are the cons of responding passively or aggressively when facing a situation like that of Oswald?*

### Wrap up and summarise: (1 minute)

- Today, you have all done a great job practising assertive answers when facing aggressive situations.
- By answering in a clear, calm and firm, yet not aggressive manner to other people's aggressions we defend ourselves properly. If we don't do anything or if we answer aggressively, the situation will most likely continue or get even worse (for example, the other person may keep on attacking us, even more intensely).

### ADAPTATIONS:

- Extension activity: If time, you can extend this activity by asking groups of adolescents to act out different responses, then having the other adolescents reflect on whether it was a passive, aggressive, or assertive response.

### Extending the activity: (30-45 minutes)

- Divide the adolescents into three groups.
- Give each group a scenario to act out:
  - Scenario 1: Mr. Kamara is one of Nancy's favourite teachers. One day he asks her to carry his books home to his house after school.
  - Scenario 2: Fatmata is 11 and her body is beginning to change. Whenever John, a boy at school, is with his friends, he shouts and makes fun of her body.
  - Scenario 3: Alice and Mohamed are boyfriend and girlfriend. They like to hold hands and once Mohamed kissed Alice. Mohamed has told Alice he is ready to have sex. Alice has told him she does not want to because she is not ready, but he keeps asking her.
- Ask each group to prepare two role-plays for each scenario—one in which the person in the role-play responds passively, the other in which the person responds actively/assertively.
- After the groups have performed their role-plays, review the Discussion Points as a whole group.
- If adolescents need more practice, and you have time, then introduce these 5 steps of communicating an assertive message:
  1. Explain your feelings. Say what has upset you and why.
    - "I felt \_\_\_\_\_ when you \_\_\_\_\_."
    - For example, "I felt unhappy when you told my secret to Leroy."
  2. Make your request. State clearly what you would like to have happen.
    - "I would like you to \_\_\_\_\_." Or "I wish you would \_\_\_\_\_."
    - For example, "I wish you would not share secrets I tell you with other people."
  3. Ask how the other person feels about your request. Invite the other person to express his or her feelings or thoughts about your request.
    - "How do you feel about it?" or "What do you think of that?"
  4. Give the other person a chance to respond. Let the other person share his or her feelings about your thoughts and request.

5. Accept with thanks. If the other person agrees with your request, saying “thank you” is a good way to end the discussion.
- Practise assertive responses. Facilitator should add tips on assertiveness and use examples. .
  - Each person should practise using the Five Steps to Communicating an Assertive Message.
  - After adolescents have finished, call several pairs to the front to share their role-plays and responses.
  - Explain that this way of communicating is very useful because it doesn’t embarrass the other person or blame them.

#### Discussion questions:

- *What was the best response in each scenario? Why?*
- *Is it difficult to be active/assertive? Why?*
- *Do you think certain groups of people face special difficulties in being active/assertive? What are some ways to overcome these difficulties?*
- *Do certain groups of people have any challenges in being active/assertive without being aggressive? What is the difference between the two behaviours?*
- *What can boys and girls do to help each other regarding gender behaviours and communication?*
- *How does passive communication put you at risk?*

#### Wrap up and summarise:

- Conclude by pointing out that staying healthy and safe is directly connected to being active/assertive.
  - Point out that adolescents standing up for themselves is essential for staying healthy and safe and not putting themselves at risk
- If this came up in the discussion, touch on the impact of gender roles and how some societies expect women and girls to be passive, so they may find it helpful to speak up for themselves and not remain silent when they could be in danger.
- If this came up in discussion, touch on the impact of gender roles and how in some communities adolescent boys may be expected by society to be aggressive, but being aggressive is not the same as being active/assertive.
- Being active/assertive must respect other people’s rights in addition to protecting one’s own rights.
- Different approaches to communication work best at different times. Generally, the active/assertive approach is best, but always keep personal safety in mind.

## Three truths and a lie

10 MIN

1. Everyone writes their name, along with four pieces of information about themselves on a large sheet of paper. 3 of the pieces of information should be true, and 1 piece of information should be a lie. For example, ‘Alfonse likes singing, loves football, has five cats and loves music’ (has five cats is a lie). Participants then circulate with their sheets of paper. They meet in pairs, show their paper to each other, and try to guess which of the ‘facts’ is a lie.

#### ADAPTATIONS:

- For participants who cannot read, they can draw or say their name and the 3 truths and 1 lie.

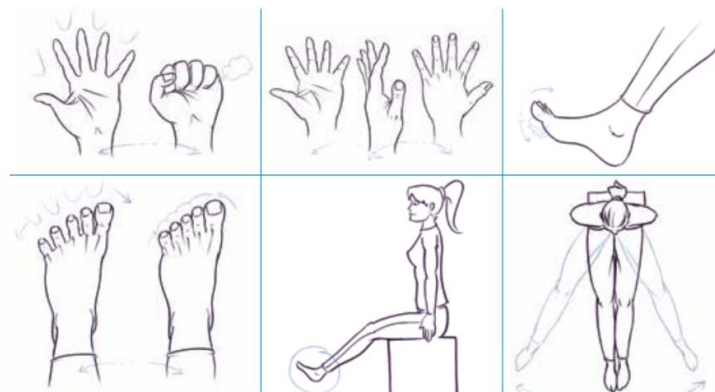
## Gentle exercises

5 MIN

1. These exercises involve simple, light movements of the hands, legs, fingers, toes, etc. The facilitator gives the following instructions:
  - Hand exercises:
    - Simply open and close your hands as quickly as possible.
    - While opening the hands, try to stretch your fingers as much as you can, and when you close them, try to make your fists tight.
    - Continue to open and close your hands 10 times.
    - Now that your hands have done some exercises, your muscles will be slightly taut. Now relax them by shaking both hands together. Imagine that their hands are wet and they need to dry.
  - Feet and leg exercises:
    - Start in a sitting position and raise both feet together a few inches above the ground.
    - Now move the toes in any direction.
    - Place feet back onto the ground as soon as it feels uncomfortable to keep them in the lifted position.
  - Another exercise for the legs:
    - Sitting down, lift both legs as much as possible in a V-shape.
    - Slowly bring the legs together and lower them.
    - Repeat the movement 5-6 times.

### ADAPTATIONS:

- Do all the exercises while sitting or standing.



## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:



- *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## COMMUNICATING WITH OTHERS

60-65 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Actively listen and communicate effectively.</li> </ul>	Session # 3.5
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Two different drawings for each pair of participants (templates for the drawings are at the end of this workshop).</li> <li>Pens and paper</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>Prepare drawings for activity communication drawing</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about communicating with each other and trust.*

### Drawing game

10-15 MIN

- Participants work in pairs, sitting back to back. One person in each pair has a simple drawing. The other person has a blank piece of paper and a pen. The person with the drawing describes it in detail so that the other person can reproduce the drawing on their sheet of paper.

#### FACILITATOR'S NOTES:

- Facilitators should ensure the drawings are appropriate for the age group (simpler for younger adolescents).

### Communication drawing

20 MIN

- Divide the participants into pairs and ask them to sit back-to-back.
- Give a drawing to one of the participants in each pair. Give a pencil/pen and a sheet of paper to the other participant.
- Now ask the person with the drawing to describe it to the partner using words only. The partner has to try to do the drawing based on the description given. Allow five minutes for this.
- When time is up, ask the pairs to compare their drawings.

5. Then ask the two participants to switch roles. Give the other drawing to the second participant. It is now his or her turn to describe the drawing to the partner, so that that person can do the drawing. Allow another five minutes for this.
6. When time is up, ask the pairs to compare their drawings.
7. Encourage discussion in plenary by using the following questions as guidance:
  - *How did you find this activity?*
  - *What was difficult and what was easy?*
  - *How did the fact that you could not see the other person affect your communication?*
8. If no one mentions this, point out the importance of having the chance to read the body language when communicating with other people.

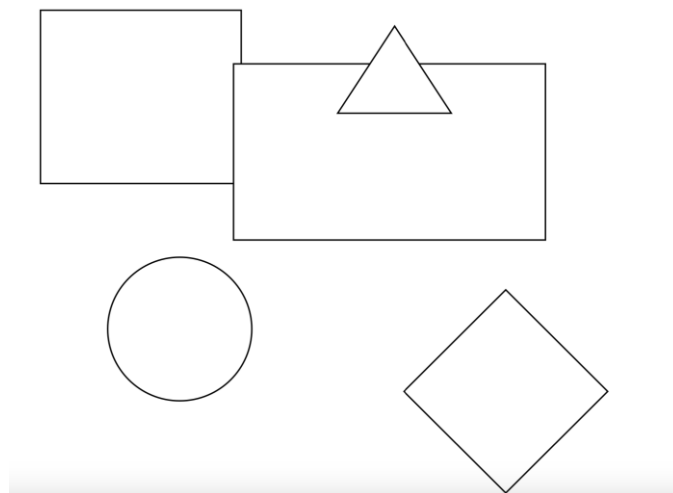
### FACILITATOR'S NOTES:

- Draw (or make photocopies if available) of the two different drawings for each pair of participants.

### HANDOUTS

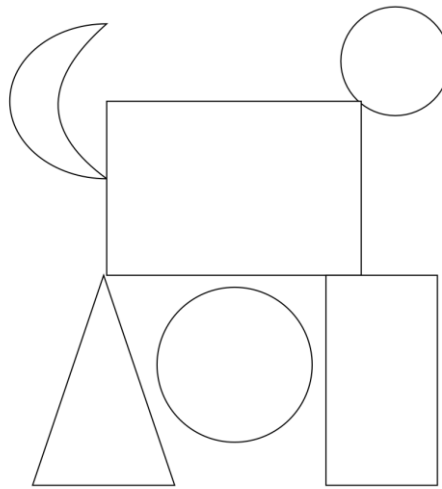
#### Handout: Drawings for activity 2.2

Drawing 1



Drawings for activity 2.2

Drawing 2



## Trusting your guide

15 MIN

1. Explain to the participants that they are now going to do a game to explore the feeling of having to rely on someone else.
2. Divide the group into pairs and call them person A and person B. Define an area for the game and set up some obstacles (e.g. putting chairs or tables within the space) and explain that the game is played in silence. Emphasise that this game is to be played responsibly and carefully. Remind participants of the programme's ground rules.
3. Ask all the As to look at their feet. Ask all the Bs to play the guide. The task of the guide is to find the best way of leading their partner through the space, avoiding the other players and the obstacles. The aim is to move around confidently and responsibly.
4. Explain that the aim for person A is to trust their guide. The aim for person B is to gain the trust of their partner. The pairs must not collide with each other.
5. After 5 minutes, ask the participants to swap roles.
6. Ask the participants to swap again, so that everyone leads and is led twice.
7. Call the game to a close and gather the participants and ask the following questions:
  - *How did the guide work to win the person looking down and not forward?*
  - *Which was the easier role? Which was more difficult? Why?*
  - *What is the best way of leading the person round the space? Can you explain?*
  - *Was the first round of leading and being led different from the second? If yes, can you explain how? For example, did you trust each other more in the second round? Why or why not?*

### FACILITATOR'S NOTES:

- Make sure that the adolescents know that the game is played silently and that safety is very important. The aim is not to cause difficulties (for example, if there are too many obstacles or not enough space), so as a facilitator make sure that everything is set up so that everyone can complete the task successfully.

**ADAPTATIONS:**

- Once a pair trusts each other, the level of difficulty can be increased by adding more obstacles, reducing the space available, changing the pairs round, etc.

**Meditation exercise****5 MIN**

1. Tell adolescents to take 1 minute to sit quietly.
2. Grow your back longer and taller, reaching your head to the sky. Breathe in deeply and let yourself relax.
3. Squeeze up your toes and release them, feeling the heat come out of your toes. Squeeze the muscles in your legs and knees. Now let them fully relax and feel the heat coming out of your legs.
4. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat.
5. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out.
6. Tense up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
7. Now bring your attention back to the group. Wiggle your fingers and toes. Make a small circle with your wrists. Stretch your arms up to the sky and then shake them.

**Closing****5 MIN**


1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## SUPPORTING EACH OTHER

60-65 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>• Develop positive relationships; seek or offer support and help when needed.</li> <li>• Actively listen and communicate effectively.</li> </ul>	Session # 3.6
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>• Space.</li> <li>• If activity is done indoors, use various items to decorate the room with, such as pictures, small plants, candlelight etc.</li> <li>• Flipchart/board</li> <li>• Marker/chalk</li> <li>• Bed sheet/s</li> <li>• Space</li> <li>• 5-10 small soft balls or crumpled paper</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	



The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will explore what and who we think can help us when we face difficult situations.*

### Group balance

5 MIN

1. Ask participants to get into pairs.
2. Ask pairs to hold hands and sit down then stand up, without letting go of one another's hands.
3. Repeat the same exercise in groups of four people.
4. Form into groups of eight people holding hands in a circle. Ask members in each group to number off in even and odd numbers.
5. At a signal, ask the even numbers to lean backwards while the odd numbers lean forwards, achieving a group balance.

### The human camera

15 MIN

1. Divide the group into pairs (boys and girls separately, if appropriate). If the number of participants is uneven, one participant can observe the activity and change with someone else after a few minutes.

2. Explain that the game involves one adolescent looking down at their feet (not looking ahead) and the other person is the guide.
3. Remind all participants of the ground rules and how respect is important in this activity. Encourage participants to not look up. However, also mention that if someone is not comfortable doing so, they can look up as needed.
4. Explain the game: The guide leads his or her partner through the room or outside. This is done by gently holding the partner's shoulders. The guide should lead the partner to items that he or she would like to show to the partner. The person who is looking down is the 'human camera.' He or she should rely on the guide as much as possible and be led by him or her. When the guide has led the human camera in front of an item, for example a nice flower, he or she taps the partner gently on the shoulder. The human camera should look up and then down very quickly, as they were taking a photo. The guide then takes the human camera to another item to take another 'photo.'
5. After a few minutes, ask the pairs to change roles, i.e. the guide becomes the human camera, and vice versa.
6. Wrap up the activity by encouraging reflection on cooperation and trust using the following questions:
  - *How did it feel to be looking down and not in front?*
  - *Was it difficult to trust your guide?*
  - *How did it feel to be the guide? Positive experiences? Any challenges?*
  - *Why is it important to have someone to trust to guide us when decisions have to be made in life?*
7. Encourage the participants to silently reflect upon who is their guide in life who helps them to make healthy life choices?

#### FACILITATOR'S NOTES:

- This activity aims to strengthen the trust between the participants. You may want to separate boys and girls, as the participants work in pairs and the activity involves touching shoulders. It is important that each participant feels comfortable working with their partners – be aware of group dynamics within the group.
- If possible, do this activity outside. If this is not possible, decorate the room with some items (i.e. pictures, small plants, candles). The items should be appealing and something that you think will make the participants happy/feel good.

## What helps when going through a difficult experience?

15 MIN

1. Introduce the activity:
  - *Some adolescents react to events or difficult times more strongly than others, because they are affected in different ways. This also means that different adolescents need different kinds of help, even though they may have experienced the same or similar things.*
2. Ask the participants to think about a difficult experience they or a friend have had, and what kind of support was helpful for them.
3. Divide the participants into pairs to discuss what support was helpful to them/their peers in this situation. Make it clear that the participants should only talk about the event if they feel comfortable with it (this can mean that they do not share any details at all about the experience itself). If they are discussing a situation where a friend or sibling was involved, they should not be sharing the names or private details of other people. The focus of this activity is on what support is helpful when children or adolescents experience difficult things.

4. Ask each pair to move a small distance away from the other participants, so that they can talk comfortably and hear each other easily.
5. After a few minutes, invite the participants back into the circle again. Briefly reflect upon the following questions:
  - What kind of help do you think an adolescent who goes through a difficult experience might need?
  - What must you, as a helper, do to understand what kind of help another person needs?
6. Write the responses on a flipchart, if appropriate to the group. If the participants do not mention any of the following, add them to the list of what can be helpful in a difficult situation:
  - Having someone to talk to.
  - Spending some time with a person who listens carefully.
  - Talking to someone who does not judge but shows empathy.
  - Not being forced to talk if one does not want to.
  - Having a friend who notices when something is not right.
  - Having a friend who knows where to get help.
  - Being next to someone who stays calm and who takes a bit of time to think before acting.
7. Explain the importance of listening (if not already mentioned):
  - In order to find out what kind of help another person needs, we need to listen actively. We may also need to ask some questions, but at the same time be understanding if the person does not want to talk. We will learn more about this in tomorrow's sessions.
8. Ask the participants if they have any questions and address them.

#### FACILITATOR'S NOTES:

- Be attentive to anything that may be disclosed by participants in this activity. Carefully observe the participants and offer your support if needed.
- **Safeguarding:** If an adolescent suggests something that would not be appropriate for a helper to do, as a facilitator you could suggest more suitable alternatives and explain why those actions would not be suitable. For example: If someone has hurt them, saying "We should beat them up" is not a suitable solution; instead, suggest they talk to their friends about how they feel and make sure that the event is reported to the appropriate person. If the participants have low literacy levels, you can conduct the discussion without taking notes on the flipchart.

### Game: Friendly ball

10-15 MIN

1. Gather the participants around a big bed sheet. There should be enough space for everyone to hold onto the bed sheet with both hands. If there are a lot of participants or the sheets are small, divide the participants into two groups (same-sex or mixed, depending on what seems to be most appropriate).
2. Explain that this is a game that demands group collaboration and concentration. Put a small ball on the sheet. Tell the participants to stretch the sheet so that the ball can roll, but to take care not to make it too tight so that the ball easily falls off.
3. Explain that this is a 'friendly ball.' The task of the group is to work together to make the ball roll to each of the participants. This should be done by rolling the ball in a square on the edge of the sheet



as close to each participant as possible. If the ball falls off, it should just be picked up again. The activity continues until everyone has been visited by the friendly ball.

4. Place another four small balls on the sheet. Explain to the participants that their goal at this stage is to make the balls jump as high as possible without falling off the sheet.

#### FACILITATOR'S NOTES:

- This is a quiet activity that aims at activating the participants while making them feel part of a group. The activity demands concentration and group collaboration.

### Seeing colours

**5 MIN**

1. Ask adolescents to sit with their backs straight but in a comfortable position. Adolescents can look at the top of the facilitator's head and let their eyes rest.
2. Ask adolescents to think of their favourite colour but not say it out loud.
3. Ask adolescents to take a deep breath and as they breathe in tell them that they are breathing in their favourite colour. Can they imagine the colour going up their nose and into their lungs? Can they visualise the colour in their chest? In their heart? Is the colour small or large? Is it moving or is it resting inside of them?
4. Ask them to imagine the colour inside of them everywhere... moving down their legs and into their toes, down their arms and into their fingers, up their neck and into their ears and behind their eyes.
5. Ask them to be their favourite colour for one, two, three, four, five, six, seven, eight, nine, ten.
6. Take another deep breath and hold for one, two, three. Tell the adolescents to name their colour quietly when they exhale.

### Closing

**5 MIN**

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## OUR COMMUNITY

60-75 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Solve problems, including through teamwork.</li> <li>Protect yourself from risks.</li> </ul>	Session # 3.7
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Table or floor space to make a large group drawing</li> <li>Drawing materials (pencils, coloured pens or markers)</li> <li>A very large piece of paper to draw on (you can tape several flipcharts together)</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will think about places in our community that make us feel safe and places that make us feel less safe, and things that we can do to create a change.*

### Shopping list

5 MIN

- The group forms a circle. One person starts by saying "I am going to the market to buy fish." The next person says, "I am going to the market to buy fish and potatoes." Each person repeats the list, and then adds an item. The aim is to be able to remember all of the items that all of the people before you have listed.

#### ADAPTATIONS:

- For a larger group, the facilitator can split the group into two or three circles.

### Our community

30-45 MIN

- Explain the three parts of the activity they will be doing together:
  - Part 1: Drawing a map of the community they live in now.

- Part 2: Talking about the places in the community which are safe and those that are not safe and showing them on the map.
- Part 3: Talking about how to make things better in their community and who can help.

### Part 1: Our community (people and places)

1. Gather the participants around a large table or a large space on the ground, where it will be possible for them to do a group drawing.
2. Explain that the first task is for them to draw a picture of their community. It should have things on it that are easy to recognize, such as people's houses, public buildings like schools and hospitals, roads, rivers, woods etc. The drawing does not need a lot of detail at this stage.
3. Explain that as a group they have to work out how to complete this task. For example, they can ask certain people to do the drawing, while others help direct them on what to draw. Or they can each take turns to draw, or they can each choose to draw certain areas.
4. Ask them to show on the map the places that are important to adolescents' families. These questions might help the adolescents with this task:
  - Where do people in the community go to meet each other? Where are the gathering places like markets, places of worship, schools or sports fields, etc.?
  - What kinds of people are in the community and where can we find them? Who and where are the people who are helpful to the community – and helpful to adolescents?



### Part 2: Our community (safe and dangerous places)

1. Ask the adolescents to gather around the map again. Ask them to think about the places in the community that are safe for adolescents. Ask them about safe places where they can play and walk and be together. They can choose a symbol to mark the safe places (such as a green "go" light). Give them time to discuss this and mark the safe places for adolescents on their maps.
2. Now, ask them to think about places on the map where they do not feel safe. These can be physical dangers in the environment (like damaged buildings or dangerous roads) or places where they fear being attacked or hurt by people. Have them come up with a symbol for the dangerous places. Give them time to discuss this together and mark the dangerous places on their maps.
3. Have a discussion about the safe and dangerous places. You can use the following questions:
  - *How do you know about safe and dangerous places for adolescents?*
  - *Does everyone in the community know where it is safe and dangerous?*
  - *What do you do to avoid dangerous places?*

**Part 3: Our community (resources for change)**

1. Bring the adolescents together again around their maps. Remind them that we've looked at the various places and people that are important for adolescents and families, as well as the safe and dangerous places for adolescents to be.
2. Now ask:
  - *Where are the safe places for adolescents?*
  - *Where are the fun places for adolescents?*
  - *Are there risks in the community for adolescents?*
  - *How can we make things better in our community for adolescents?*
  - *Are there any challenges for adolescents with disabilities?*
  - *What changes would you like to see? For example, these could include safe play areas, or an adult to help children crossing a busy road to get to school.*
3. Let them brainstorm different ideas and indicate on their maps where they could make changes.
4. Now ask:
  - *Who can help us to make these changes that are better for adolescents?*
  - *Who are the people who can support adolescents and families?*
  - *Have them indicate people who are resources for making the community better – that can also be adolescents themselves!*
5. Finish the activity by sitting in a circle and discussing the reflection points below. The community maps can be placed on the wall as decorations for the safe space.

**FACILITATOR'S NOTES:**

- Try to let the group do their tasks with as little input from you as possible. This will give them a sense of ownership over the map, and also provide you with a lot of information on group dynamics and the roles the different adolescents play in the group.
- Consider whether groups should be the same gender or mixed. Consider debriefing if there are spaces that girls or boys feel particularly safe or unsafe.
- **Child protection:** Pay attention to any areas or events in the community that the adolescents mention where they may feel unsafe or threatened. These concerns should then be raised with the adolescents' caregivers and other adults in the community or case manager if adolescents are being supported through a case management system, as well as being discussed with the adolescents themselves. Themes or patterns of threats to adolescents' safety that are emerging should be shared with local child protection committees, NGO working groups or equivalent. Ensure trained child protection staff are available to support and guide the facilitators.

**Tug of war****10 MIN**

1. The participants split into two teams. Each team takes one end of the rope. The teams have to pull on the rope to bring the opposite team towards them.



#### FACILITATOR'S NOTES:

- Split a larger group into several smaller teams.
- Add additional obstacles like not crossing over a line.
- Switch up the teams and have them try again.

### Flower and candle

5 MIN

1. Pretend you have a nice smelling flower in one hand and a slow burning candle in the other:
  - Breathe in slowly through your nose as you smell the flower.
  - Breathe out slowly through your mouth as you blow out the candle.
  - Repeat a few times.



### Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## STORYTELLING FOR PROBLEM SOLVING

60-75 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Solve problems, including through teamwork.</li> </ul>	Session # 3.8
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Paper</li> <li>Writing/drawing materials (crayons and pencils)</li> <li>Banana or any other item (a stone, pen etc)</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>Think of a story to tell.</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will work in teams to solve some problems!*

### Banana game

5 MIN

- A **banana** or other object is selected.
- The participants stand in a circle close to each with their hands behind their backs.
- One person volunteers to stand in the middle.
- The facilitator walks around the outside of the circle and secretly slips the **banana** into someone's hand.
- The banana is then secretly passed round the circle behind the participant's backs.
- The job of the volunteer in the middle is to study people's faces and work out who has the **banana**.
- When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle.

#### FACILITATOR'S NOTES:

- If it is taking too long, give the volunteer in the middle a set amount of time (e.g. 1 min) before switching volunteers.

### Storytelling for problem solving activity

30-45 MIN

- Put the adolescents into groups of 5-8 and give them a theme for problem solving (a type of problem such as a problem they see in their school or in their neighbourhood). Let each group decide on a problem they want to address.

2. Each group writes or develops (in the case they cannot write) about the problem. The story should present both the problem and a possible solution to the problem.
3. Each group acts out their story for the class.
4. After each group has finished their performance, the facilitator should lead a discussion on the stories, the problems, the solutions to the problems, and then ask the adolescents to think of other possible solutions to those problems.
5. Continue the discussion until time is up and thank the adolescents for their hard work.
6. After the activity, allow participants to share in small groups or plenary, and then discuss:
  - *What did you like about this activity?*
  - *How did you feel while acting out your story?*
  - *(for 15-17 year olds) How might this activity relate to healing or learning?*

#### FACILITATOR'S NOTES:

- For adolescents that cannot yet write, they can draw the story.
- Note that adolescents can create costumes for their performances from art supplies or can make masks or puppets through which to perform the drama.
- The dramatic performances can be done with speaking roles, in silence, or with one narrator (facilitator or adolescent) telling the story while it is silently dramatised by the other adolescents.

### Game: Lifeboats

10 MIN

1. Tell everyone to stand in the centre of the room and explain that this is the 'ocean.'
2. Explain that when you call out a number, everyone has to make a lifeboat with the number of people you have called out. For example, call the number six. Everyone has to quickly form a group of six, forming a 'lifeboats.' Anyone without a group has to 'swim' (walk around making swimming motions) until the next number is called.
3. Call the numbers quickly to get people moving.
4. Do this for about five minutes or until you feel everyone is energised.

#### FACILITATOR'S NOTES:

- **Lifeboats:** This exercise involves close physical contact. Make sure that this game suits your group and context. Young people with physical disabilities may not be as mobile as other participants and make provision for them so that they are able to participate too.

### Relaxation technique

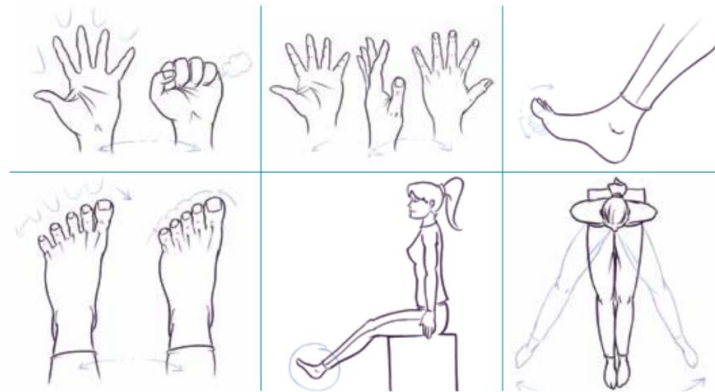
5 MIN

1. These exercises involve simple, light movements of the hands, legs, fingers, toes, etc. The facilitator gives the following instructions:
  - Hand exercises:
    - Simply open and close your hands as quickly as possible.
    - While opening the hands, try to stretch your fingers as much as you can, and when you close them, try to make your fists tight.

- Continue to open and close your hands 10 times.
- Now that your hands have done some exercises, your muscles will be slightly taut. Now relax them by shaking both hands together. Imagine that their hands are wet and they need to dry.
- Feet and leg exercises:
  - Start in a sitting position and raise both feet together a few inches above the ground.
  - Now move the toes in any direction.
  - Place feet back onto the ground as soon as it feels uncomfortable to keep them in the lifted position.
- Another exercise for the legs:
  - Sitting down, lift both legs as much as possible in a V-shape.
  - Slowly bring the legs together and lower them.
  - Repeat the movement 5-6 times.

#### ADAPTATIONS:

- Do all the exercises while sitting or standing.



## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.





## AGREE ON A SOLUTION

65-70 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Resolve conflicts constructively.</li> <li>Solve problems, including through teamwork.</li> </ul>	Session # 3.9
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Resolve conflicts constructively.</li> <li>Solve problems, including through teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>Four apples or small objects</li> </ul>
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will work together to learn how to solve conflicts.*

### Back to back

10 MIN

- Ask the adolescents to get into pairs with someone who is approximately the same height and weight.
- Ask them to stand back-to-back with their partner, with their knees slightly bent and their backs fully resting against each other.
- EXPLAIN: The goal of each pair is to squat down as far as possible, while staying back-to-back and without losing their balance. You can do this by gently pushing backwards against each other.
- Once the pair has squatted down, ask them to stand up again, still back-to-back, supporting each other by leaning on the other person's back.
- If they are struggling to balance, recommend that it might help to interlock their arms.
- To encourage reflection about this activity, ask the following questions:
  - How did you find this activity?*
  - What did you need to do to make this work?*
  - How does this relate to relationships between people?*
- EXPLAIN:
  - This activity is about trusting one another and working together. To develop healthy relationships, we must build trust, just as we are doing in this group as we spend more time together.
  - Sometimes, it can be challenging to build trust, especially if we disagree with each other. But as you will see in this session, it is an important skill in conflict resolution.

## Conflict resolution

30 MIN

1. EXPLAIN: In this activity, we are going to learn methods of resolving conflict, including communication and negotiation. We will start with **an example of a conflict between two friends.**

"Two adolescents are playing together, but they want to do different things. One wants to play with a ball and the other wants to watch a movie. They have been discussing what to do for a while and both are beginning to feel frustrated and heated up. They are beginning to think negative thoughts and blame each other for being selfish. One of them has clenched their fists and the other one is looking away."

2. SAY:
  - *Now let's use what we learned earlier about recognizing how we are feeling and choosing to calm down, change how we are thinking, and connect with the other person.*
3. Ask for two volunteers to act out the beginning of this disagreement. (Remind them of the story if needed):
  - Shout, "Pause!" and ask the actors to freeze in their positions.
  - Then ask the rest of the group, "What are the different ways these two adolescents can address this problem?"
  - When someone has an idea, ask them to come up and change places with one of the other adolescents and act out their solution.
  - After the role play, ask the adolescent, "What did you do differently? What were you thinking?"
4. SAY:
  - *In addition to calming down and choosing to be respectful and non-violent with each other, we also need skills to help us to resolve problems together.*
5. EXPLAIN: Here are some steps that can be used to resolve a conflict. (Write them on flipchart paper if the group is comfortable reading):
  - Identify the problem that caused the conflict.
  - Both parties should acknowledge and communicate what you are feeling, and what you both need.
  - Agree to a solution together, which might include:
    - Agree to disagree
    - Compromise
    - Agreement
    - Make a deal
    - Seek adult help
6. Divide the adolescents into pairs. Ask each pair to use the argument in the story (Note: older adolescents should come up with a new argument for the role play) as the start of their role play, and then try 1 or 2 of the above solutions. They should think about which one they were most satisfied with.
7. Bring the pairs back into a large group and ask 2 or 3 pairs to share back their role play without saying which solution they chose.

8. After each one, the rest of the group can try to identify what type of solution was chosen (e.g., agree to disagree, compromise, agreement, make a deal, or seek adult help).

#### FACILITATOR'S NOTES:

- If the adolescents, especially the younger group, do not understand the 5 solutions, take the time to explain them by using examples, acting them out with your co-facilitator or drawing the examples of solutions on flipchart paper.
- **Agree to disagree** – Play separately.
- **Compromise** – Play one game for half the time and the other for the other half.
- **Agreement** – Play one of the games.
- **Make a deal** – Play one game today, and the other tomorrow.
- **Seek adult help** – Ask a caregiver/facilitator what to do.

### Apple Pickers

10-15 MIN

1. Place an **apple (or another small object like a stone, pencil, stick or balloon)** in each of the corners of the room. If you are in the open air, place these objects about 10 metres from a central point, in the four directions of the compass.
2. Ask four people to stand in the middle of the room (or the central point, if in the open air) and face outwards, i.e. with their backs to each other. Ask them to link their arms together at the elbows.
3. Explain that the goal of the group is to pick up the four objects as quickly as possible, without letting go of the other participants in the team.
4. The other participants act as observers. Give the group a few minutes to pick up all the objects. Then, thank the volunteers and ask the other participants:
  - *How long did it take the four volunteers to get their object?*
  - *Did they start working as a team or individually?*
  - *Was there a conflict in the process of getting the objects?*
  - *If so, how did they solve it?*
  - *If not, what prevented a conflict?*
5. Do a second round with another group of participants and see if they change their approach.
6. Wrap up the activity using the following: In this game we saw that when we worked together, we were able to gather more objects when we worked together as a team. When we work on our own it is harder to achieve our goals.
7. Say:
  - *Situations like this can lead to a conflict. But if the group cooperates, they can solve the problem without any difficulties.*

### Mindful stretching and curling

5 MIN

1. Everyone stand up. Some people are very tall. Let's raise our arms as high as we can to make ourselves taller, as if we were trying to touch the ceiling.
2. Remain stretched with arms up as high as you can, breathing deeply in and out the whole time your arms are stretched high. Feel your muscles stretching and twitching. Breath in and out 5 times

whilst holding your hands stretched high – if you can. If it is too long, keep breathing with your arms down.

Some people are smaller than others, that is fine. Let's make ourselves small. Squat down and curl up into a ball making yourself as small as you can.

3. Stay curled up in a ball as small as you can, breathing deeply in and out the whole time you are curled up in a ball. Think about the feeling of your arms touching your legs, your head curled up into yourself. Think about the feeling of your skin against your skin. Breathe in and out 5 times whilst curled up in a ball.

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the objective(s) for the session and check whether it was achieved.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about the behaviour and contributions of participants that were positive and encourage this to be repeated in future sessions.



## RESOLVING CONFLICTS

75-90 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Resolve conflicts constructively.</li> </ul>	Session # 3.10
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>An orange (or another fruit, if oranges are not available)</li> <li>Prepared Flipchart paper</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>Flipchart outlining Steps for managing conflict.</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about useful steps for managing conflict in our lives.*

### The dialogue about the orange

15-30 MIN

- Explain that you will work on the topic of dialogue by engaging in an activity called the 'Orange game.'
- Divide the participants into two groups, A and B. Ask group A to go outside and wait for you. Tell group B that their goal is to get the orange because they need the juice to make orange juice.
- Go outside and tell group A that their goal is to get the orange because they need the peel to make an orange cake.
- Bring both groups together and ask each group to sit in a line facing each other.
- Tell the groups that they have three minutes to get what they need. Remind everyone that violence should not be used to get what they want. The aim is to practise dialogue and active listening.
- Now place one orange between the two groups and say:

- Go.

Usually someone takes the orange and so one group has it but how the groups deal with the situation will be a surprise. Sometimes groups will try to negotiate to divide the orange in half. At other times they will not negotiate at all.

Sometimes the groups realise that they need different parts of the orange. Then someone peels the orange and takes the part they need!

Do not interfere with what the groups do.

- After three minute say:
  - Stop or Time's up.

## 8. Encourage reflection using the following questions:

- *Did your group get what it wanted before the three minutes were up?*
- *What was the outcome of this game?*
- *What did you do to achieve this outcome?*
- *Why is it important for people to use dialogue to resolve conflicts?*
- *Do people always communicate with each other when they are in a conflict? Why or why not?*
- *Have you ever experienced similar situations? What was the outcome?*

**ADAPTATIONS:**

- If the participants get stuck during the activity, you can provide prompts like:
  - *Do you need the same parts of the orange? And How much of the orange do you need?*

**Role-play: Steps for managing conflict****45 MIN**

1. Explain to the participants that you are going to practise conflict management using four basic steps. Refer to the flipchart Steps for managing conflict and go through each step, explaining how these steps address the case and the relations in a conflict.

Steps for managing conflict:

1. What happened? What is the problem?
  2. What feelings has the conflict generated and how has this affected the relationship?
  3. What would the people involved want to happen?
  4. What can the people involved actually do?
2. Use the example and ask the participants to analyse them using steps 1 to 4 above.

**For example:**

Peter and his best friend have plans for the weekend, and Peter has been looking forward to spending time with him all week. On Saturday afternoon, Peter's friend tells him they will have to postpone their plans to another time as he has made plans with someone else.

- *What happened? What is the problem?*  
Peter and his best friend had plans for the weekend, but Peter's friend broke their arrangement.
- *What feelings has the conflict generated and how has this affected relations between them?*  
Peter feels let down by his friend and feels that his friend does not appreciate their friendship.
- *What would the people involved want to happen?*  
Peter wants to keep their plan for the weekend, but his friend wants to postpone it to another time.
- *What can the people involved actually do?*  
Some possible actions:

- Peter could try to talk to his friend and tell him that he is upset that the friend has broken their agreement.
- Peter could suggest that the three of them spend time together.
- The friend can acknowledge that he may have hurt Peter and explain to him that it has nothing to do with their friendship, etc.

3. When the participants are clear about the four steps, divide them into small groups. Ask each group to come up with a conflict scenario and go through the four steps to resolve the conflict. Each group will then prepare a role-play based on their analysis of the conflict scenario. Allow 10 minutes for this preparation.
4. Ask each group to present their role-play and discuss how the conflict was managed in plenary. Use these questions:
  - *Was this a realistic solution? Why/why not?*
  - *Did the parties address both the case and the relation?*
  - *Could the conflict be managed differently? If so, how?*
5. When all groups have presented their role-plays, round off the activity by asking the following questions to encourage reflection:
  - *How did you find the activity?*
  - *What did you learn from the activity? Was there anything new or helpful?*
  - *Can you use what you learned through the activity in your daily lives? How?*

## Mindful breathing

5 MIN

1. Get the adolescents to sit in a comfortable position.
2. Next, ask how their breath feels as they draw it into themselves, and then as it leaves.
3. Ask them to put a hand on their own belly, so that they will be able to feel the rise and the fall of their breath.
4. Do this about five times – five inhales, five exhales.
5. After five breaths, guide them to any thoughts and feelings they might be aware of, then invite them to let go of those thoughts and feelings.
6. Ask them to imagine that the thoughts and feelings are bubbles, floating away, as they return to their breathing.
7. Repeat the five breaths – five in, five out – and do this as many times as feels right.

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*

4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



LITERACY



## ELEMENTS OF A STORY

90 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Literacy - Oral Language: Listening</li> </ul>	Session # 4.1
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Several drawings</li> <li>Flipchart paper</li> <li>Markers</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>This is the first of four literacy sessions that should be done in order. Ensure you do this session as the first literacy session.</li> <li>Create or gather several simple drawings for the <i>Drawing game</i> activity.</li> <li>Flipchart paper or whiteboard with the five key elements of a story.</li> <li>Review the <i>The New Football Player</i> story and replace it with another locally relevant story if needed, provided that the new story has all five key elements of a story.</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities:

*Today, we will learn about the key elements of a story.*

### Drawing game

15 MIN

- Participants work in pairs, sitting back to back. One person in each pair has a simple drawing. The other person has a blank piece of paper and a pen. The person with the drawing describes it in detail so that the other person can reproduce the drawing on their sheet of paper. After drawing, show each other your creations.

### Elements of a story

60 MIN

- Explain that we will learn about the key elements of a story.
- Show the Flipchart paper or chalkboard with the five key elements of the story: characters, setting, plot, conflict, and resolution. Provide the definitions and examples of each element from stories that the adolescents would know about.

#### Elements of a story

- Characters:** Characters are the people, animals, or beings in a story. They can be main or supporting roles, and they are who the story is about.

2. **Setting:** The setting is where and when the story takes place. It includes the location, time period, and environment.
3. **Plot:** The plot is the sequence of events that make up the story. It includes the beginning, middle, and end, and shows how the story unfolds.
4. **Conflict:** The conflict is the main problem or challenge that the characters face in the story. It drives the plot and creates tension.
5. **Resolution:** The resolution is how the conflict is resolved or how the story ends. It ties up the loose ends and shows what happens to the characters.

3. Read the story:

### The New Football Player

Ahmed and his friends are passionate about football. They often play after school and dream of entering a local tournament. However, their school's football team is new, does not have a coach, and some of the players feel like they might not be good enough to compete against other, more established teams.

One day, a new student, Mia, joins their school. Mia is an experienced football player from another country, and Ahmed invites her to join their team. Initially, Mia is hesitant because she feels that the team's skills are good enough. However, she agrees to help them train for the upcoming tournament.

Mia introduces new drills and techniques she learned from her previous coach, and the team begins to improve. They practise tirelessly, focusing on teamwork and strategy. Despite the progress, they still face challenges, such as balancing practice with schoolwork and dealing with some team members' lack of confidence.

On the day of the tournament, Ahmed and his friends are nervous but determined. They play their best in the first few matches, advancing to the finals against a well-known and highly skilled team. The final game is intense, with both teams playing exceptionally well. In the last few minutes, Ahmed scores the winning goal, securing their victory.

The team is ecstatic and grateful to Mia for her guidance. They celebrate their win and reflect on the journey, realising that their hard work, perseverance, and teamwork were the real victories. Ahmed and his friends learn that with determination and a willingness to learn, they can overcome any challenge.

4. Remind the adolescents of the five key elements of a story: characters, setting, plot, conflict, and resolution.
5. Ask the entire group to identify all of the elements of storytelling in the story.

### Characters:

Ahmed: A passionate football player.

Mia: A new student and experienced football player.

**Setting:**

A school with a new football team that does not have a coach.

**Plot:**

Ahmed and his friends, with Mia's help, train hard and compete in a local football tournament.

**Conflict:**

The challenges of improving their football skills, balancing commitments, and building team confidence, despite being a new team without a coach.

**Resolution:**

The team wins the tournament, learning the value of teamwork, perseverance, and hard work.

**FACILITATOR'S NOTES:**

- It is important to spend enough time on this activity and really ensure that adolescents understand the key elements of a story as they will apply it in the next three sessions.
- It may be helpful to identify another local story to analyse during this time.

**Meditation exercise****5 MIN**

1. Tell adolescents to take 1 minute to sit quietly.
2. Grow your back longer and taller, reaching your head to the sky. Breathe in deeply and let yourself relax.
3. Squeeze up your toes and release them, feeling the heat come out of your toes. Squeeze the muscles in your legs and knees. Now let them fully relax and feel the heat coming out of your legs.
4. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat.
5. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out.
6. Tense up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
7. Now bring your attention back to the class and group. Wiggle your fingers and toes. Make a small circle with your wrists. Stretch your arms up to the sky and then shake them.

**Closing****5 MIN**

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*

- *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## CREATING A STORY

90 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Literacy - Oral Language: Listening</li> </ul>	Session # 4.2
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Flipchart paper</li> <li>Marker</li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> <li>Pencils</li> </ul>
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>This is the second of four literacy sessions that should be done in order. Ensure you already facilitated the first session, <i>Elements of a story</i>, before facilitating this session.</li> <li>Images, pictures or cartoons, enough for several small groups of participants to have at least 3 or 4 images. These can be cut from magazines, newspapers, flyers etc.</li> <li>Flipchart paper or whiteboard with the five key elements of a story.</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities:

*Today, we will develop our own stories together.*

### Story puzzles

15 MIN

- Ask participants to sit or stand in a large circle. Place the images in the centre of the circle.
- One volunteer participant lays them out and puts them in some order that they think would make a good story.
- The participant then uses the pictures to tell that story.
- Break the participants up into small groups of 4 or 5 and allow each group 5 minutes to order the images and retell the story in different ways.

### Developing a story

60 MIN

- Ask adolescents if they remember the five key elements of a story from the previous session.
- Facilitate a short discussion to remind the adolescents the five key elements of a story using the flipchart paper.

Elements of a story

1. **Characters:** Characters are the people, animals, or beings in a story. They can be main or supporting roles, and they are who the story is about.
2. **Setting:** The setting is where and when the story takes place. It includes the location, time period, and environment.
3. **Plot:** The plot is the sequence of events that make up the story. It includes the beginning, middle, and end, and shows how the story unfolds.
4. **Conflict:** The conflict is the main problem or challenge that the characters face in the story. It drives the plot and creates tension.
5. **Resolution:** The resolution is how the conflict is resolved or how the story ends. It ties up the loose ends and shows what happens to the characters.

3. Tell adolescents that over the next two sessions that they will be creating their own stories. And in the final session, we will present their stories.
4. Provide the adolescents with their choices:

Developing their stories (this session):	Producing their stories (the next session):
<ul style="list-style-type: none"> <li>• Individually</li> <li>• In pairs</li> <li>• In small groups (no more than 4 people)</li> </ul>	<ul style="list-style-type: none"> <li>• Oral storytelling</li> <li>• In an illustrated book</li> <li>• As a play with props and costumes</li> <li>• <i>something else...use your imagination.</i></li> </ul>

5. Present the instructions for developing their stories:
  - *Work together with a partner, small group, or individually to create a story that has all five story elements: characters, setting, plot, conflict, and resolution*
  - *Think about what key idea or message you want to tell in the story. For example, in Mia's story from the previous session - the message was through teamwork and dedication, the team got better. Mia also decided to take a chance on working with a new football team.*
  - *You can choose whether or not you want to write the story.*
  - *Once you've created the story, identify the five story elements.*
6. Ask adolescents to get started by identifying who they want to develop their stories with.
7. Provide 30 minutes for adolescents to develop their stories.
8. Roam around the room and support the story creation without inserting your own ideas for the story. Ensure that they all understand the instructions, remind them of the five elements of stories, and provide feedback as appropriate.

#### FACILITATOR'S NOTES:

- Be aware of adolescents that have low or no literacy, this activity should not exclude them. They can create their own stories without writing them, as well as do so with someone else or in a group, which can include more literate adolescents.
- This activity does not require adolescents to write their stories, but they can if they want to do so.
- As an option, you can encourage the adolescents to invite their caregivers and family members to the showcase during the last session. If you choose to do so, adolescents should be aware that there will be an audience.

## Seeing colours

5 MIN

1. Ask the adolescents to sit with their backs straight but in a comfortable position. Adolescents can look at the top of the facilitator's head and let their eyes rest.
2. Ask adolescents to think of their favourite colour but not say it out loud.
3. Ask adolescents to take a deep breath and as they breathe in tell them that they are breathing in their favourite colour. Can they imagine the colour going up their nose and into their lungs? Can they visualise the colour in their chest? In their heart? Is the colour small or large? Is it moving or is it resting inside of them?
4. Ask them to imagine the colour inside of them everywhere... moving down their legs and into their toes, down their arms and into their fingers, up their neck and into their ears and behind their eyes.
5. Ask them to be their favourite colour for one, two, three, four, five, six, seven, eight, nine, ten.
6. Take another deep breath and hold for one, two, three. Tell the adolescents to name their colour quietly when they exhale.

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.





## PRODUCING A STORY

70 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Literacy - Oral Language: Listening</li> </ul>	Session # 4.3
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Flipchart paper</li> <li>Marker</li> <li>Colouring supplies</li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> <li>Pencils</li> <li>Props (if needed)</li> </ul>
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>This is the third of four literacy sessions that should be done in order. Ensure you already facilitated the first two sessions, <i>Elements of a story</i> and <i>Developing a story</i>, before facilitating this session.</li> <li>If some of the adolescents are going to deliver a play, you can identify everyday objects they can use as props.</li> <li>Flipchart paper or whiteboard with the five key elements of a story.</li> <li>Optional: You should make an effort to inform the caregivers of the adolescents that there will be a showcase</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities:

*Today, we will continue to develop our own stories together and work on producing them in a format for the story showcase.*

### Copy me

10 MIN

- Adolescents stand in a circle.
- Say:
  - We are going to play a game called Copy Me. We are going to play some music and dance. You need to copy the movements that I am making.*
- Start playing the music and make a movement. Begin with a simple movement and encourage the adolescents to copy it.
- Once all the adolescents have copied the movement for a minute, choose a new movement.
- Continue leading the activity with different movements (see ideas below).
- Once you have gone through at least five different movements and the adolescents are familiar with this activity, have them choose the movement to lead. Take turns, one by one around the circle.
- Continue for a few rounds until time allows. Be aware of cues of adolescents' interest in the exercise and close the exercise when you observe that adolescents are losing interest. Continue until the adolescents lose interest.

**ADAPTATIONS:**

- You can do this activity outdoors.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> <li>• Choose gross movements</li> <li>• Clapping</li> <li>• Stomping feet</li> <li>• Jumping</li> <li>• Moving one arm in and out</li> </ul>	<ul style="list-style-type: none"> <li>• Choose finer movements involving balance</li> <li>• Putting one foot in and out</li> <li>• Jumping on one foot</li> <li>• Walking on the tip of your toes</li> <li>• Moving your hand to back and forth to touch our nose</li> </ul>	<ul style="list-style-type: none"> <li>• Make a pattern of movements</li> <li>• Alternate between two movements (jumping on one foot twice and the other once)</li> <li>• Make a pattern: clap once, jump once, clap once, jump once.</li> <li>• Making the pattern more difficult: clap twice, jump three times, clap twice, jump three times</li> </ul>

**Developing a story****45 MIN**

1. Ask adolescents if they remember the five key elements of a story from the previous two sessions.
2. Facilitate a short discussion to remind the adolescents the five key elements of a story using the flipchart paper.

**Elements of a story**

1. **Characters:** Characters are the people, animals, or beings in a story. They can be main or supporting roles, and they are who the story is about.
2. **Setting:** The setting is where and when the story takes place. It includes the location, time period, and environment.
3. **Plot:** The plot is the sequence of events that make up the story. It includes the beginning, middle, and end, and shows how the story unfolds.
4. **Conflict:** The conflict is the main problem or challenge that the characters face in the story. It drives the plot and creates tension.
5. **Resolution:** The resolution is how the conflict is resolved or how the story ends. It ties up the loose ends and shows what happens to the characters.

3. Tell adolescents that this is the last session where they will be revising and producing their stories.
4. Present the instructions for producing their stories:
  - Continue to work by yourself or with your designated partner or small group and finalise your story.

- *Think about how you want to present your story - it can be: oral storytelling, an illustrated book, as a play with props and costumes, or something else...use your imagination.*
5. Provide 30 minutes for adolescents to produce their stories.
  6. Roam around the room and support the story production. Ensure that they all understand the instructions, remind them of the five elements of stories, and provide feedback as appropriate.
  7. If adolescents have finished their productions, have them practise with their remaining time. They can even present it to other groups for feedback to get ready for the showcase during the next session.

#### FACILITATOR'S NOTES:

- Be aware of adolescents that have low or no literacy, this activity should not exclude them. They should have parts in the story production, whether they have acting parts in plays, drawing in the illustrated book, etc.
- If possible, start creating an order of performances and provide adolescents sign up for the spot they want.
- As an option, you can encourage the adolescents to invite their caregivers and family members to the showcase during the last session. If you choose to do so, adolescents should be aware that there will be an audience.

### Sitting silently

5 MIN

1. Tell adolescents before they begin this activity they will need to identify a daily intention or **mantra**. This can be a short saying
2. that they repeat throughout the day for encouragement or motivation. Example: I am going to be joyful today, or Breathe in the peace, breathe out the stress.
3. Ask adolescents to sit tall in their seats and stretch their neck out above their shoulders.
4. Ask them to state their daily intention. Repeat the daily intention one or two more times.
5. Ask them to reflect quietly:
  - *What does today's "Daily Intention" mean to you?*
6. Now take one minute to sit silently.
7. Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute.

### Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## STORY SHOWCASE

90 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Literacy - Oral Language: Listening</li> </ul>	Session # 4.4
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Flipchart paper</li> <li>Marker</li> <li>Paper</li> <li>Pencils</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>This is the last of four literacy sessions that should be done in order. Ensure you already facilitated the first three sessions, <i>Elements of a story</i>, <i>Developing a story</i>, and <i>Producing a story</i>, before facilitating this session.</li> <li>Create an order for the showcase and ensure adolescents know when they will showcase their stories. When possible this should be informed by feedback from adolescents themselves - some may want to go first while others might want to wait until later in the showcase.</li> <li>Flipchart paper or whiteboard with the five key elements of a story.</li> <li><b>Optional:</b> If it is safe and appropriate to do so, you can inform the caregivers and family members of the attending adolescents of the showcase so that they can watch their children perform their stories.</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities:

*Today, we will continue to develop our own stories together and work on producing them in a format for the story showcase.*

### Story showcase

70 MIN

- Tell the audiences:
  - We will follow the rules and expectations of the group, which includes respecting others. When others are sharing their stories, everyone should be quiet and attentive.*
  - During the performance and presentations, the audience members should think about the five story elements and see if they can find them. They should also think about things they particularly liked about the stories.*
- Invite the adolescents to showcase their stories and applaud each one of them for the efforts.
- After each performance, ask two to three audience members to share one thing they liked about the story they just heard.
- Thank all of the participants for their hard work.

## Relaxation technique

10 MIN

1. Introduce the relaxation technique to participants:
  - *When you feel stressed or overwhelmed by thoughts and emotions, a relaxation exercise may help you feel calmer and less overwhelmed.*
  - *Relaxation and 'grounding' is about turning your attention and thoughts from the inner feeling of being stressed or anxious, to the outside world. It is about using your different senses (sight, smell, taste, hearing and touch) to bring your brain's attention to the present and regain a sense of control.*
  - *There are many types of relaxation and grounding techniques. In this activity, you are going to practise one of them that can help to relax and feel more connected to reality.*
2. Ask participants to find a place to sit in a comfortable, relaxed position. Guide them through the exercise as follows:
  - *Let your arms rest on your legs, or if you are sitting on a chair, place your arms on the armrests.*
  - *Keep your upper body and head in an upright position. The backrest of the chair is only for support.*
  - *Let go of tension in your neck and shoulders.*
  - *Breathe slowly and deeply in and out. Be aware of your breath just as it is, without doing anything special. Feel your belly moving in and out as you breathe.*
  - Options - pick one or more:
    - *Look around and name silently to yourself five non-distressing objects that you can see.*
    - *Name silently to yourself five non-distressing sounds you can hear. If you lose your attention for a moment, then slowly turn back to the five sounds, and describe them quietly to yourself.*
    - *Now name silently to yourself five non-distressing things you can feel. If you lose your attention for a moment, then slowly turn back to the five things you can feel.*
  - *Mention them to yourself without any judgement. If you lose your attention for a moment, then slowly turn back to the five things. You may also pay attention to colours in the surrounding space.*
3. Keep a moment of silence before wrapping up the activity. Then, ask a few participants what they thought about this exercise and whether it would be a technique they could use in their everyday life.

### FACILITATOR'S NOTES:

- If caregivers and family members are in the audience you can invite them to participate in this mindfulness activity if they would like to join.
- Familiarise yourself with the relaxation exercise so that you can guide the participants calmly and confidently.
- Sight examples: "I see the floor," "I see my shoe," "I see a table," "I see a chair," and "I see a person sitting next to me." Keep your attention on these five objects for a moment.
- Sound examples: "I hear a man talking," "I hear myself breathing," "I hear some children playing," "I hear someone walking in the next room," and "I hear someone typing on a computer."
- Touch examples: "I can feel this wooden chair with my hands," "I can feel my toes inside my shoes," "I can feel my feet pressing against the floor," "I can feel a toy in my hands," and "I can feel my lips press together around my tongue."

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.

NUMERACY



## DESIGN A VEHICLE

90 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Numeracy: Operations</li> <li>Solve problems, including through teamwork.</li> </ul>	Session # 5.1
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>A4 Paper</li> <li>Pens or pencils</li> <li>Colouring pencils or markers</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>Flipchart paper with the parts list and prices</li> <li>Review the Parts Pricing List in the <i>Design a vehicle</i> activity and change as appropriate. The parts should be relatively known by most participants.</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities:

*Today, we work together to design a new type of vehicle using basic maths.*

### Muddling messages

5 MIN

- Participants sit in a circle. Think of a long message, such as "I'm going to go to the market to buy some bananas and mangos tomorrow morning, and then I am going to meet my cousin for lunch". Whisper this message to the person sitting on your right.
- That person then whispers the same message to the person on their right and so on.
- Once the message has been passed around the circle, ask the last person to say the message aloud.
- Compare the final message with the original version.

### Design a vehicle

70 MIN

#### Pt. 1 Vehicle parts selection (25 MIN)

- Explain the scenario.
  - You are tasked with designing a new kind of vehicle, but you have three limitations:
    - You can only use existing technology.
    - You have a budget of 8,000 liras, and cannot go over it when you select parts.
    - You are limited to the Parts Pricing List.
    - It cannot be like any vehicle you regularly see on the road.



- Work together to design the new vehicle within the budget provided and keep track of your expenses. Note, some parts require other parts, for example, a wind-powered electric engine also requires a sail.
  - Use your imagination.
2. Provide the Parts Pricing list on flipchart paper.
  3. Split the group up into pairs or small groups. Should there be adolescents that struggle with reading and/or basic addition and subtraction, ensure to put them with group members that have basic literacy and numeracy skills.
  4. Provide the groups 10 minutes for this exercise. During this time check their work to ensure they are not going over budget.

PARTS PRICING LIST		
Part Category	Part	Price (in liras)
Vehicle Body	Motorbike with sidecar	500
	Car	1,000
	Plane <i>requires wings and fins</i>	3,000
	Rocket ship <i>requires fins</i>	5,000
Vehicle Engine	Gas-powered Engine <i>requires fuel</i>	1,000
	Wind-powered Electric Engine <i>requires a sail</i>	1,500
	Solar-powered Electric Engine <i>requires solar panels</i>	2,000
	Jet Engine <i>requires jet fuel</i>	3,000
Vehicle Tires	Regular tires	100
	Off-road tires	300

<b>Fuel</b>	Regular fuel	100
	Jet fuel	300
<b>Extras</b> <i>can be added to any kind of vehicle body</i>	Wings	500
	Fins	100
	Helicopter blades	200
	Solar panels	300
	Sail	100

**Pt. 2 Vehicle design and presentation preparation (25 MIN)**

5. Provide groups with supplies to draw their vehicles for the group presentation
6. They should prepare to present:
  - The total cost of the vehicle
  - Their drawings
  - Why they designed the vehicle the way they did (note, there are no wrong answers) / What they feel makes their vehicle unique.
7. If you have not checked the budget for all groups, be sure to do so to ensure they are under 8,000.

**Pt. 3 Group presentations (20 MIN)**

8. Have each group present their vehicle designs, total cost, and what they feel makes their vehicle unique.
9. Applaud a unique characteristic of each group.

**FACILITATOR'S NOTES:**

- There may be adolescents that have limited numeracy abilities, which is why it is important to think about the composition of the groups to ensure that someone in the group can support and take leadership in the actual addition.
- Regardless of numeracy abilities, all adolescents should feel like they can positively contribute to the activity - for example, making suggestions about the design choices, drawing the new vehicle, and supporting the groups' presentation.
- Review the Parts Pricing List and change as appropriate. The parts should be relatively known by most participants.
- Replace lira with whatever currency is most known by the adolescents.

## Mindful breathing

5 MIN

1. Get the adolescents to sit in a comfortable position.
2. Next, ask how their breath feels as they draw it into themselves, and then as it leaves.
3. Ask them to put a hand on their own belly, so that they will be able to feel the rise and the fall of their breath.
4. Do this about five times – five inhales, five exhales.
5. After five breaths, guide them to any thoughts and feelings they might be aware of, then invite them to let go of those thoughts and feelings.
6. Ask them to imagine that the thoughts and feelings are bubbles, floating away, as they return to their breathing.
7. Repeat the five breaths – five in, five out – and do this as many times as feels right.

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## SELLING A VEHICLE

90 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Numeracy: Number sense</li> </ul>	Session # 5.2
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Vehicle designs from the <i>Design a Vehicle</i> Session</li> <li>Paper</li> <li>Pencils</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>Facilitate the <i>Design a vehicle</i> session before this one.</li> <li>Revise the story included in the <i>Understanding Costs, Revenue, and Profit</i> activity to be contextually relevant.</li> <li>Flipchart paper with questions for <i>Selling your vehicle</i> activity.</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities:

*Today, we work together to learn about costs, revenue, and profits of businesses and apply these concepts to selling the vehicles your groups designed during the previous session.*

### Understanding Costs, Revenue, and Profit

15 MIN

- Tell the group that we are going to first define three key ideas: costs, revenue, and profit. These concepts will be important for the next activity.
- Provide the definitions with the example.
  - Costs:** The money a business spends.
  - Revenue:** The money a business earns.
  - Profit:** The difference between the revenue and the costs (Revenue - Costs).
- Use *Mia's First Business* story to explain the concepts with the suggested group questions:

#### Mia's First Business:

- Mia is starting a business to sell sweets.
- She purchases 100 sweets from the Acme Company for a total of 1,000 liras. That is 10 liras per sweet.
- She sells her sweets from 50 liras per sweet. If she sells all the sweets, she will have a revenue of 5,000 liras.
- Her revenue is 5,000 liras and her costs are 1,000 liras. Mia has a profit of 4,000 liras.

**Group questions:**

What was Mia's total costs?

- Answer: 1,000 liras.

How much did she purchase a sweet for from the Acme Company?

- Answer: 10 lira per sweet, for a total of 100 sweets or 1,000 liras.

How do you calculate the profit of Mia's business?

- Answer: Total revenue subtracted by the total costs. In Mai's example, she had 5,000 liras in revenue and 1,000 liras in costs.  $5,000 - 1,000 = 4,000$  liras in total profit.

4. Ensure the majority of the group has the basic understanding of costs, revenue, and profits before moving on to the next activity.

**FACILITATOR'S NOTES:**

- Replace lira with whatever currency is most known by the adolescents and change the name of the person, company, and what the person is selling to be contextually relevant.
- Alternatively, you can create your own simple scenario that is contextually relevant.

**Selling your vehicle****60 MIN****Pt. 1 Costs, Revenue, and Profit Calculations (30 MIN)**

1. Explain that for this activity we will apply what we just learned about costs, revenue, and profits to our previous session on designing vehicles.
2. Ask participants to return to their groups they were a part of during the *Design a vehicle* activity from the previous session.
3. Provide the instructions:
  - All groups should have a vehicle and the cost to per vehicle from the previous session.
  - What was the cost per vehicle?
  - What would be the total cost if you made 10 vehicles?
  - How much would you sell the vehicle for?
  - What would the total revenue be if you sold all 10 vehicles?
  - What would be the total profit from selling all 10 vehicles?

**Example answers:** (these will vary based on the vehicle designs of the individual groups)

- **What was the total cost per vehicle?**
  - Motorbike with sidecar (500)
  - Wind-powered Electric Engine (1,500)
  - Off-road tires (300)
  - Sail (100)
  - 2,400 is the total cost
- **How much would it cost to create 10 vehicles?**

24,000 ( $2,400 \times 10$ )

- **How much would you sell the vehicle for?**  
5,000 per vehicle
- **What would be the total revenue for selling the vehicles?**  
50,000 ( $5,000 \times 10$ )
- **What would be the profit for selling the vehicles?**  
26,000 ( $50,000 - 24,000$ )

#### Pt. 2 Group presentations (30 minutes)

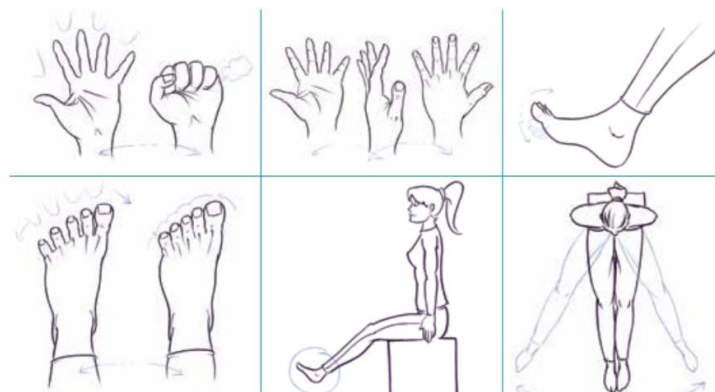
4. Have each group present their total costs, revenue, and profits.
5. Ask clarifying questions to groups where their understanding and calculations are not correct.
6. Ask all adolescents to vote on their favourite vehicle considering both the design and how much the vehicle costs.
7. Applaud all groups for their presentations and their work figuring out the total costs, revenue, and profits.

#### FACILITATOR'S NOTES:

- There may be adolescents that have limited numeracy abilities, which is why it is important to think about the composition of the groups to ensure that someone in the group can support and take leadership in the actual addition.
- Regardless of numeracy abilities, all adolescents should feel like they can positively contribute to the activity - for example, making suggestions about how much they can sell the vehicle for and understanding the difference between cost, revenue, and profit.

## Relaxation technique

5 MIN



1. These exercises involve simple, light movements of the hands, legs, fingers, toes, etc. The facilitator gives the following instructions:
  - Hand exercises:
    - Simply open and close your hands as quickly as possible.
    - While opening the hands, try to stretch your fingers as much as you can, and when you close them, try to make your fists tight.

- Continue to open and close your hands 10 times.
- Now that your hands have done some exercises, your muscles will be slightly taut. Now relax them by shaking both hands together. Imagine that their hands are wet and they need to dry.
- Feet and leg exercises:
  - Start in a sitting position and raise both feet together a few inches above the ground.
  - Now move the toes in any direction.
  - Place feet back onto the ground as soon as it feels uncomfortable to keep them in the lifted position.
- Another exercise for the legs:
  - Sitting down, lift both legs as much as possible in a V-shape.
  - Slowly bring the legs together and lower them.
  - Repeat the movement 5-6 times.

**ADAPTATIONS:**

- Do all the exercises while sitting or standing.

**Closing****5 MIN**

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## BUILDING A TOWER

65 MIN

### TOPICS:

- Numeracy: Measurement
- Solve problems, including through teamwork.

Session # 5.3

### MATERIALS:

- 40 x A4 paper
- Tape

### PREPARATION:

- None

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

## Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities:

*Today, we will work together on a collaborative building project and measure them.*

## Robots

10 MIN

1. Divide the participants into groups of three.
2. One person in each group is the **robot controller** and the other two are the **robots**.
3. Each controller must manage the movements of their two **robots**.
4. The controller touches or hovers a hand over a **robot's** right shoulder to move them to the right, and the left shoulder to move them to the left.
5. The facilitator begins the game by telling the **robots** to walk in a specific direction.
6. The controller must try to stop the **robots** from crashing into obstacles such as chairs and tables.
7. Ask participants to swap roles so that everyone has a chance to be the controller and a **robot**.



## Tower building

30 MIN

1. Split the adolescents up into small groups.



2. Give each group a roll of tape and between 5 and 7 sheets of paper, depending on available paper and number of groups.

### **Pt. 1 Small Group Tower Building**

3. Present first activity instructions:
  - The goal is for the whole group to build the highest tower they can, using only tape and paper.
  - Rule: All group members need to participate in some way in building the tower.
  - Measure the height of the tower using a ruler or a found object (a pencil, a group member's sandal).

### **Pt. 2 Large Group Tower Combining**

4. Present second activity instructions:
  - Each group brings their tower to create one tall tower from the individual group towers.
  - Each group should designate one focal point, and the focal points should strategize about what each part could look like and how they could fit together.
  - Each group should think about other roles for group members such as the people to design the tower and the people to help build it.
  - Rules: Each group's part must be included, and each must be connected to another group's part in some way; all group members need to participate in some way in building the tower.
  - Measure the height of the combined tower using a ruler or a found object (a pencil, a group member's sandal)
5. Bring the adolescents back together to discuss the activity.
6. Ask:
  - *How tall were the individual towers?*
  - *How tall was the group tower?*
  - *What happened when the groups came together to build a bigger tower?*
  - *What would you do differently if you would've known that small group towers were going to be combined to make a bigger tower?*

### **FACILITATOR'S NOTES:**

- If adolescents can count to 20, they should be able to support the measurement of the towers. If there are instances where the adolescents cannot count to 20, it would be important to ensure the composition of the group has at least one adolescent that can.

## Mindful art walk

15 MIN



1. Find a safe and pleasant environment where the adolescents can walk. Preferably this is outside, such as around the safe space. If the weather or environment do not allow for walking outside, it is also fine to do this exercise inside the safe space or in another safe indoor environment.
2. Explain that often we are rushing through our days from one activity to another, and sometimes we forget to take the time to look around and really SEE things around us. Explain that we will now practise bringing our careful attention to our environment. We will do this by walking silently around the area, slowly step by step, noticing things around them.
3. Ask the adolescents to simply notice everything around them – all the tiny details. This could be colours, textures, smells, sounds, feeling the sunshine or breeze. Explain that when they find something interesting and beautiful, they should stop and look very carefully at that object. Let the adolescents know that after walking around for a while, you will let them know when it is time to stop and draw the beautiful thing they noticed during their walk.
4. Now begin the walk. Ask them to do this in total silence, bringing their full attention to their surroundings.
5. Continue walking for 5-10 minutes.
6. When the time is up, have them stop walking, sit down wherever they will be drawing, and think of something beautiful that they saw during their walk.
7. Ask volunteers to share whatever they noticed as they were walking. It can be anything, no matter how big or small (e.g., a plant, a stone, the sun shining on them).

### FACILITATOR'S NOTES:

- You can reflect with the group using the questions below:
  - *How did it make you feel to walk silently and notice your surroundings?*
  - *What kinds of things did you notice that you have not noticed before? (e.g., sights, smells, sounds, patterns)*
- Mindfulness has positive effects on the mental health and well-being of children, adolescents and adults. Practising mindfulness has been shown to improve attention and to reduce stress.

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:

- *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## SHAPES FOR PLAY

85 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Numeracy: Geometry</li> <li>Actively listen and communicate effectively.</li> </ul>	Session # 5.4
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Flipchart paper/whiteboard</li> <li>Markers</li> <li>Pencils</li> </ul>	<ul style="list-style-type: none"> <li>5-10 Flipchart paper</li> <li>Colouring pencils</li> </ul>
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>Flipchart paper/Whiteboard with shape examples - see the last page of this session for reference.</li> </ul>	

Schedule break times as needed. These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities:

*Today, we work make discuss shapes and suggestions to improve our play spaces.*

### Statue stop

10 MIN

- Ask participants to form two circles of people of equal numbers.
- The people in the inner circle should face outwards.
- The people in the outer circle should face inwards.
- Each person in the outer circle uses the person opposite them in the inner circle to create a 'statue'. They have only ten seconds to do this.
- The person in the inner circle allows the 'sculptor' to bend and twist their body into any shape that they wish, provided they do not hurt them. The 'statue' must remain in that position without speaking, until you call 'time'.
- The outer circle then moves round one person to the left and they begin sculpting again. The people in the inner circle are bent and twisted into new positions through this process.
- Continue in this way and then ask people in the inner circle to change with people in the outer circle so that everyone has a chance to be 'sculptor' and 'statue'.

#### FACILITATOR'S NOTES:

- The "sculptors" can be prompted to tell the "statue" how to position themselves without touching them (e.g. put your right arm up, bend your left knee).

## Scavenger Hunt

**15 MIN**

1. Explain that we will do a fun activity where we will identify different shapes within (and outside) the safe space.
2. Show the Flip Chart paper/Whiteboard with the different kinds of shapes - see Shape Examples at the end of this session for reference.
3. Say:
  - *This will be a friendly competition, the challenge is to be the pair that identifies the most shapes.*
4. Split the group into pairs and provide 5-7 minutes for the activity.
5. Bring the pairs together and tally up the scores.
6. Ask adolescents to name some of the shapes they found in the selected areas.

### FACILITATOR'S NOTES:

- You should scaffold this activity as much as needed.
- If the provided two-dimensional and three-dimensional shapes are not challenging enough for the adolescents, you can also add other, less common shapes. Examples include: oval, parallelogram, trapezoid, octagon, prism, rectangular prism, torus.

## Reimagining the play spaces we have

**45 MIN**

### Pt. 1 Design (30 MIN)

1. Split the adolescents into small groups.
2. Provide adolescents with the instructions:
  - As a group, discuss and draw suggested changes to areas in the existing play spaces to make them even better.
  - Ensure your drawing includes at least two of the shapes we found in the previous activity.
  - Remind the adolescents that they will also be sharing the play spaces with younger children.
3. Provide the adolescents with the materials including the design challenge: flip chart paper, markers, coloured pencils, pencils, etc.
4. Provide adolescents with 15 minutes to do so.

### Pt. 2 Showcase (15 MIN)

5. Bring the adolescents back together in a large group.
6. Ask each small group to share one to three (depending on time and group size) of their ideas with the large group and why they made specific suggestions.
7. Thank all the groups for their contributions and collect their drawings to identify actionable suggestions for the improvement of the play space(s).

### FACILITATOR'S NOTES:

- If adolescents have a hard time thinking about suggestions, you can provide them with additional prompts:

- Spaces and objects that encourage positive interactions between children and adolescents (e.g. space for specific games, football fields).
- Spaces where children and adolescents relax.
- Spaces where children and adolescents can use their imagination.
- Do not discourage adolescents' wide imagination; it is an exercise and not all of their suggestions will be actionable or realistic.
- Facilitators should identify actionable suggestions, regardless if they are small, so that adolescents feel as if their voices were heard.
- For the suggestions that facilitators cannot immediately do, they should share these with Programme Managers for consideration during a weekly meeting.

## Feather/statue

5 MIN



1. Pretend you are a feather floating through the air for ten seconds.
2. Pretend you are a feather floating through the air for about ten seconds.
3. Suddenly you freeze and transform into a statue. Don't move!
4. Then slowly relax as you transform back into the floating feather again.
5. Repeat, making sure to finish as a floaty feather in a relaxed state.

## Closing

5 MIN


1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.

# LIFE SAVING LEARNING



## WHO TO CONTACT IN CASE OF AN EMERGENCY

60-65 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Know who to speak to in case of an emergency.</li> </ul>	Session # 6.1
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>A4 paper</li> <li>Writing materials</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>Identify family reunification sites (if available)</li> </ul>	
 <p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about who to contact in case of an emergency.*

### Space on my right

5-10 MIN

- Participants are seated in a circle. The facilitator arranges for the space on their right to remain empty.
- The facilitator asks a member of the group to come and sit in the empty space; for example, *"I would like Lili to come and sit on my right"*. Lili moves and there is now a space on the right of another participant.
- The participant who is sitting next to the empty space calls the name of someone different to sit on his or her right.
- Continue until the entire group has moved once.

#### FACILITATOR'S NOTES:

- This activity is helpful for learning participants' names.

### Who to Contact in Case of an Emergency

30 MIN

- Ask adolescents to think about who the people in their lives are who make them feel safe.



2. Give each adolescent a sheet of A4 paper and ask them to draw a line down the centre.
3. On the left side of the line, have them think about and write the names, phone numbers and jobs of two to three people they would contact in case of an emergency. Give them 2-3 minutes to do this.
  - If they cannot yet write, convert the activity into a pair discussion.
4. On the right side of the line, ask adolescents to write the names of individuals that they are responsible for in case of an emergency. This can be their own children, their younger siblings, other family members, including elders.

Note: Adolescents are often called to play a leadership role within their families to support their caregivers.

5. Ask adolescents to turn someone next to them and discuss:
  - *Who they would contact in case of emergency.*
  - *How they would contact them to inform them that they are safe.*
  - *Who they are responsible for in case of an emergency.*
  - *How they would find or contact the individuals they are responsible for to check if they are safe.*

Some adolescents might have clear plans, whereas others may not. This is ok. The purpose of this discussion is for adolescents to share their strategies.

6. In the large group, have adolescents share some of the ways in which they will ensure they can contact and/or reunite with the people that are responsible for them and those they are responsible for.

#### Optional exercise - Noticing and orienting

7. Say that recognising key buildings or places can help us if we get lost. We are going to do an exercise just now to help us notice what is around us.
  - Ask the adolescents to walk around the space – ask them to walk carefully without bumping into each other. As they are walking, ask them to start noticing what else is in the room. Are there any chairs? Any tables? How many doors or windows are there? Are there posters on the walls?
  - After a minute or so, tell adolescents to stop and close their eyes. If they are not comfortable closing their eyes they can look down at the floor instead. Ask adolescents (with their eyes still closed or without looking!) to point at something in the room for example “Point to the clock.” Once they have pointed, ask them to open their eyes and check. Were they correct?
  - Repeat the exercise with different objects in the room. You can also add in what adolescents are wearing, for example “Point to a person wearing brown shoes.”
  - After the exercise, ask adolescents about their experience. Did the game get more difficult or easier as we practiced?
  - How can we apply this to the surrounding areas of where we live? Say *On your way home, try to notice two distinct things that you pass. Maybe it's a building, maybe a sign, maybe a tree that looks different from all the other trees.*
8. Introduce family reunification sites (if existing) and the importance of all of their contacts knowing where to go, if and when it's safe, or having alternative plans. You can connect this to the orienting activity by pointing out some key landmarks near the reunification sites.
9. Reinforce the key messages.
  - Knowing the full names, contact information and jobs of adults that you trust will help in case you ever get separated from your family.

- Knowing where to go in case of an emergency before it happens can help ensure you can find your loved ones.

#### FACILITATOR'S NOTE(S):

- Remind adolescents they are safe and this activity will help keep them safe.
- If applicable: Help adolescents to identify information using registration records, knowledge of community structures and key contacts etc.

### Move to the Spot

10 MIN

1. Ask everyone to choose a particular spot in the room or area. They start the game by standing on their 'spot'.
2. Instruct participants to walk around the room and carry out a particular action, for example, hopping, saying hello to everyone wearing blue or walking backwards, etc.
3. When the facilitator says "Stop", everyone must run to their original spots.
4. The person who reaches their place first is the next leader and can instruct the group to do what they wish.

#### FACILITATOR'S NOTES:

- This activity can be done with a large group.

### Focus on the light

5 MIN

1. Ask adolescents to sit silently and visualise.
2. Say:
  - *Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. Imagine that you see a light in front of your eyes. Bring that light up to your forehead. Allow the light into your head, filling your entire head with bright, warm light. Where this bright light exists, there cannot be darkness. There is only room for happy thoughts.*
  - *Feel as the light pushes out any bad thoughts. Only good thoughts are left in your mind. See the light moving down to your ears, so you can only hear good things. See the light moving into your jaw and mouth. Let yourself only speak good words. Let the light travel down your neck and shoulders to your heart. Let your heart be filled with the light, so you can only feel good feelings.*
  - *Feel as the light is shining out from your heart and you are showering everyone and everything around you with love and good feelings. Feel as your whole body is filled with the light, so you are glowing in good thoughts and feelings. Think, "The light is in me, I am the light. I shine light on everyone and everything around me."*
3. Ask adolescents to sit for a few seconds in silence.
4. Tell adolescents that they can now begin to bring themselves back to the present. *Focus on breathing – in and out slowly. Wiggle your fingers and toes.*

## Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## EVACUATION DRILLS

50-65 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Protect yourself from risks.</li> </ul>	Session # 6.2
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>A ball or other soft object to throw</li> <li>Four apples or small objects</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>Identify a safe area close enough to the safe space to ensure accessibility for all but far enough away to ensure safety. This may be a different location for fire, and flood. Be clear about this, and practise for both locations, if necessary.</li> <li>Identify any adolescents ahead of time for whom adaptations to this drill might be necessary, particularly adolescents with disabilities. Plan together with the adolescents and, if possible, their caregivers about how to adapt the drill to make it accessible for them.</li> </ul>	
 <p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what to do to protect ourselves in case of an emergency.*

### Apple pickers

15 MIN

- Place an **apple (or another small object like a stone, pencil, stick or balloon)** in each of the corners of the room. If you are in the open air, place these objects about 10 metres from a central point, in the four directions of the compass.
- Ask four people to stand in the middle of the room (or the central point, if in the open air) and face outwards, i.e. with their backs to each other. Ask them to link their arms together at the elbows.
- Explain that the goal of the group is to pick up the four objects as quickly as possible, without letting go of the other participants in the team.
- The other participants act as observers. Give the group a few minutes to pick up all the objects. Then, thank the volunteers and ask the other participants:
  - How long did it take the four volunteers to get their object?
  - Did they start working as a team or individually?

- *Was there a conflict in the process of getting the objects?*
  - *If so, how did they solve it?*
  - *If not, what prevented a conflict?*
5. Do a second round with another group of participants and see if they change their approach.
  6. Wrap up the activity using the following: In this game we saw that when we worked together, we were able to gather more objects when we worked together as a team. When we work on our own it is harder to achieve our goals.
  7. Say:
    - *Situations like this can lead to a conflict. But if the group cooperates, they can solve the problem without any difficulties.*

#### FACILITATOR'S NOTES:

- This activity involves physical contact. If it is inappropriate for girls and boys to touch each other, divide the groups into boys and girls.

## Evacuation drills

**15-30 MIN**

1. Explain the purpose of the evacuation drills – in case of fire, earthquake or flood:
  - In case of any dangers, we as a group want to be prepared to leave the space quickly and in an organised way. This drill will help us practise to feel ready no matter if we are in this space, at home, or somewhere else.
2. Tell adolescents the following:
  - If we need to leave the space quickly all adolescents need to be quiet and listen to the facilitator.
  - Follow instructions during the drill: don't talk, don't push, don't run, and don't turn back.
  - Use a buddy system: put adolescents in pairs (same gender pairs if this is context appropriate) and ensure they understand that they need to look out for one another.
  - Evacuate the space in pairs with one facilitator leading the group and the other bringing up the end of the line.
  - The facilitator to lead the adolescents to the pre- identified area. Explain to adolescents why the selected place is safe, and for what kind of disaster it is safe for.
  - Take attendance to ensure that everyone made it safely to the evacuation area.
  - Ask reflection questions to check for understanding; for example, was it easy to leave the space, what was hard, how can we improve?
  - Ask where else can emergency drills be helpful for people in the community? For example, a church, mosque, community centre, health clinic, etc.
3. If there is time, run the drill again and time how long it takes. Emphasize that this is not a race, and adolescents must not run, however we still want to evacuate as quickly as possible.
4. Practise this regularly (for example, every other week, potentially increasing prior to a time of high concern, i.e. a rainy season) to ensure adolescents follow the instructions, and adolescents who join the group later also have a chance to practise the drill.

## Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.
3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

### FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body, provide information about the possibility to talk later on with someone who could help her/him overcome her/his distress.

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## HANDWASHING

**125-165  
MIN**

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>• Protect yourself from risks.</li> </ul>	Session # 6.3
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>• Water and soap for handwashing</li> <li>• Ash or chalk dust</li> <li>• Pens and paper for poster making</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>• <b>Timing:</b> This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions. Check the latest information about any disease outbreaks available from local authorities, health service providers, and WASH teams and adapt the key messages below to reflect local guidance.</li> <li>• It is important that this session addresses any local stigma around seeking medical help. Ensure that the team has reviewed this session and adapted it accordingly.</li> <li>• If you are conducting this session in an area that has already been affected by a significant disease outbreak, the content of this session may be sensitive. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it.</li> <li>• In contexts where there is a risk of a particular disease, or an active outbreak, you may want to include an additional specific activity, such as a “true or false” activity to check adolescents’ understanding.</li> <li>• This session also includes physical activities which may require adaptation for adolescents with disabilities. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children.</li> </ul>	

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

**5 MIN**

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what to do to protect ourselves and our communities by washing our hands.*

### Who is the leader?

**10 MIN**

1. Participants sit in a circle.
2. One person volunteers to leave the room. After they leave, the rest of the group chooses a ‘leader’.

3. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group.
4. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions.
5. The group protects the leader by not looking at him/her.
6. The leader must change the actions at regular intervals, without getting caught.
7. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

## Why is it important to wash our hands?

30 MIN

1. Ask, *has anyone here ever had a really bad stomach ache? Has anyone had a cough, or a sore throat?* Explain that no matter who we are, everyone gets sick at some point. Some sicknesses are caused by germs, which are living things that are so small we cannot see them with just our eyes.
2. Ask adolescents to look at their hands to check – *can you see any germs?*
3. Because we cannot see germs, we need to work together to stop them from spreading.
4. Say, *there are many different types of germs.* Give an example based on what is appropriate for the context, e.g. mpox, cholera, covid, etc. Ask adolescents to give other examples of illnesses.
5. *There are a lot of germs that can be spread from one person to another by touch, for example by shaking hands. These germs might make us sick if we are not careful to wash our hands regularly with soap and water, especially*
  - *Before eating or helping to prepare food*
  - *After using the latrine*
  - *After helping a family member to use the latrine*
  - *After being in contact with someone who might be sick*
  - *After sneezing, coughing and blowing your nose*
  - *After touching or throwing the garbage*

*But remember, because germs are invisible, someone might have them on their hands even if they don't seem to be sick.*
6. *It is normal to feel worried about getting sick – no one likes to be sick! – but most diseases can be treated easily by healthcare workers.*
7. *Anyone can get sick. Germs don't know the difference between people – they are just living things trying to spread as far as possible! What matters is what actions we take to keep ourselves safe.*
8. After going through the key points, give adolescents some time to ask questions. It is important to uncover any misconceptions, especially ones that can cause stigma. When there is stigma or discrimination related to a medical condition, people may not seek care quickly, the quality of health care may suffer, and access to health services for the most vulnerable is reduced.

## How Germs Spread

20 MIN

1. Say: *Now we are going to do an activity that shows how germs can pass from one person to another.*
2. Ask for a volunteer. Cover the palms of the volunteer with ash or chalk dust. Ask the rest of the adolescents to stand in a long line. The person with the “dirty” hands shakes the first adolescent’s



hand. Then ask that adolescent to shake the hand of the next person. Continue shaking hands down the line.

3. When everyone has shaken hands, ask the adolescents how many of them have ash or chalk dust on their hands. Even the smallest speck counts.
4. Explain that this is what happens when we forget to wash our hands with soap – germs can pass from one person to another.
5. Ask: *How could we stop this from happening?* Ask for suggestions. Explain that washing our hands with soap is the best way to keep ourselves and our friends and family healthy.

## Washing our hands

20-30 MIN

1. Washing hands with soap keeps us safe. It's one of the ways we can help stop germs that can make us sick.
2. Say: *First let's talk about when we should wash our hands. Ask adolescents when they think it is important to wash hands.*
3. Say: *we should wash our hands regularly and especially after using the latrine, before touching food or eating, after blowing your nose, coughing or sneezing, before touching your mouth nose, mouth or eyes, after touching or throwing away our garbage, after playing with animals. Washing hands often is important to stay healthy.*
4. Next move to a handwashing station – either a tap or bucket outside. Ensure there is soap.
5. Say: *we should wash our hands with soap for at least 20 seconds using 5 steps.* Show how to wash hands:
  - Step 1: Wet hands with running water
  - Step 2: Apply enough soap to cover wet hands
  - Step 3: Scrub all surfaces of the hands – including back of hands, between fingers and under nails – for at least 20 seconds
  - Step 4: Rinse thoroughly with running water
  - Step 5: Dry hands with a clean cloth or single-use towel – if those are not available air-dry your hands
6. If there is a local song known to adolescents that lasts around 20-30 seconds, sing this song as adolescents practice taking turns washing their hands so they know how long to wash. Or use this song (to the tune of row, row, row your boat):
  - Wash, Wash, Wash your hands
  - Wash them nice and clean.
  - Scrub them here (with hand motion scrubbing together)
  - Scrub them there (with hand motion scrubbing tops of hands)
  - And scrub them in between (with hand motion scrubbing between fingers).

## Optional: Spread the Word

30-60 MIN

1. Split the adolescents into groups of 4-5. If there are mixed ages and abilities in the group, try to ensure that each group has a mix of skills and development level.
2. Explain that each group needs to share the importance of handwashing with the rest of the community using whatever method they like (and depending on resources available): it could be a poster, a radio advert, a theatre skit, a song, or any other way of spreading the word.

3. Groups develop their messages and then perform to the rest of the class when the session is over. Consider inviting lower classes or parents, carers and community members to a performance.

## Flower and candle

5 MIN

1. Pretend you have a nice smelling flower in one hand and a slow burning candle in the other:
  - Breathe in slowly through your nose as you smell the flower.
  - Breathe out slowly through your mouth as you blow out the candle.
  - Repeat a few times.



## Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## FIRE PREPAREDNESS

65-95 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>• Protect yourself from risks.</li> </ul>	Session # 6.4
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>• A ball or other soft object to throw</li> <li>• Four apples or small objects</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>• None.</li> </ul>	
 <p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what to do to protect ourselves in case of a fire.*

### Apple pickers

15 MIN

1. Place an **apple (or another small object like a stone, pencil, stick or balloon)** in each of the corners of the room. If you are in the open air, place these objects about 10 metres from a central point, in the four directions of the compass.
2. Ask four people to stand in the middle of the room (or the central point, if in the open air) and face outwards, i.e. with their backs to each other. Ask them to link their arms together at the elbows.
3. Explain that the goal of the group is to pick up the four objects as quickly as possible, without letting go of the other participants in the team.
4. The other participants act as observers. Give the group a few minutes to pick up all the objects. Then, thank the volunteers and ask the other participants:
  - *How long did it take the four volunteers to get their object?*
  - *Did they start working as a team or individually?*
  - *Was there a conflict in the process of getting the objects?*
  - *If so, how did they solve it?*
  - *If not, what prevented a conflict?*
5. Do a second round with another group of participants and see if they change their approach.

6. Wrap up the activity using the following: In this game we saw that when we worked together, we were able to gather more objects when we worked together as a team. When we work on our own it is harder to achieve our goals.
7. Say:
  - *Situations like this can lead to a conflict. But if the group cooperates, they can solve the problem without any difficulties.*

#### FACILITATOR'S NOTES:

- This activity involves physical contact. If it is inappropriate for girls and boys to touch each other, divide the groups into boys and girls.

## Fire preparedness

30-60 MIN

### Understanding how fire is used

1. Ask: What ways can fire be useful?  
Fire can be useful for cooking, heating water for a bath, and keeping warm in your home.
2. Ask: What ways can fire be harmful?  
Fire can be dangerous and harmful. For example, leaving a candle alone may set things on fire. Matches and lighters can be dangerous, and young children should not touch them.
3. State: Fire can be both useful and harmful. Stress that fire can be dangerous if we don't use it properly or don't know what to do if things go wrong.
4. Explain the importance of making a fire (escape) plan and knowing what to do to prevent a fire. Adolescents should know what to do when you see or smell fire or hear a fire alarm.

### Planning and Reacting to a fire

1. Divide group into two or more groups to discuss the following questions:
  - *What can you do to prevent a fire in your home?*
  - *Where are the risks of fires breaking out in your home/community?*
  - *What to do in case of a fire?*
  - *What key messages can you share with your family/community?*
2. Provide paper and pens if they want to write it down. Refer to the key messages to make sure adolescents are aware.
3. Ask each group to share their ideas to the group.
4. Ensure to share these key messages:

### Preventing a fire:

1. Explain:
  - *Never play with electric wires, sockets or electric tools (e.g. generator, electric fan).*
  - *Make sure you know a safe place to meet your friends or family in case of a big fire.*
  - *Never leave fire, like a candle or a fire for cooking, unattended anywhere in your home or camp.*
5. Explain to the group there are 3 key things adolescents can do to keep themselves safe.

- *If your clothes catch fire, you should STOP, DROP and ROLL to put out the fire*
  - *When escaping from smoke and fire and going outside to safety, you should STAY LOW, CRAWL and CALL for help*
  - *If you have a burn, you can help by COOLING your burn with clean water and CALLING for help.*
6. Practice: Demonstrate each drill and say we will practise each drill. Ask adolescents to get up and walk around the space, when you shout each drill, the adolescents should practise the drill:
- *STOP, DROP and ROLL: stop, drop to the floor, cover your face, and roll*
  - *CRAWL and CALL for help: drop low and crawl under the smoke*
  - *COOL and CALL: pretend to put water on your arm*
7. Bring the group back together and reiterate these key messages:

### What to do in case of a fire:

1. Explain:
  - If you see and/or smell smoke or fire in your home or learning space, go outside right away.
  - Stay LOW and CRAWL under the smoke towards a safe exit and CALL for help. Shout 'FIRE' several times.
  - Never try to hide from fire, leave all your things where they are! Once you are outside, go to your meeting place and call for help.
  - If a fire starts in your home or learning space, go outside right away and shout 'Fire!' several times. Never try to hide from fire. Leave all your things where they are.
  - If your clothes catch fire, don't panic! Stop, drop and roll. Stop what you are doing, drop to the ground, cover your face and roll over and over until the flames go out. Running will only make the fire worse.
  - If you have a burn, cool a burn with clean water. Call for help from an adult!
2. **Emphasise that** Fires can happen, but it's important to remember that most people never experience one. Even if there is a fire, there are lots of ways to stay safe. That's why we practice things like Stop, Drop, and Roll or Get Low and Go—to make sure we know exactly what to do. And remember, there are always adults, like parents, teachers, or firefighters, who are there to help keep us safe. By learning these safety steps, you can keep yourselves and others safe.

## Body stress buster

10 MIN

6. Use a calm, soothing voice to take participants through this exercise.
7. Ask participants to stand comfortably or find a space on the floor and breathe deeply.
8. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
9. Begin with the facial muscles and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds and then release them.
10. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

**FACILITATOR'S NOTES:**

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

**Closing****5 MIN**

5. Thank the group for their time and presence.
6. Review the session topic and check whether adolescents understood.
7. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
8. Provide the group feedback about their contributions that were positive and encourage this to be repeated in future sessions.



## ROADSIDE SAFETY - KEEPING YOUNGER CHILDREN SAFE

55-75 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Protect yourself from risks.</li> </ul>	Session # 6.5
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Chalk, sticks, or stones to create a makeshift road</li> <li>Flipchart paper and markers</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>Ahead of the session find a suitable space, either inside or outside, where you can create a 'road' using either chalk, stones, sticks, or some other way of demarcating</li> <li>Flipchart paper with Journey Planning Sheet template</li> </ul>	

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what to do to protect ourselves and others from dangers related to the road and vehicles.*

### Pass or roll the ball name game

5-10 MIN

- Ask the adolescents to sit or stand in a circle and explain that they are going to play a game to learn each other's names.
- Give one of the adolescents a ball and ask them to say their name and then gently pass the ball to another person.
- The next person says his or her name and passes the ball again.
- The exercise continues until everyone has had a chance to receive the ball and say their name.
- Now ask the adolescents to begin throwing the ball to one another. Explain that this time when an adolescent throws the ball, the whole group should call out the name of the adolescent catching the ball. If the group cannot remember that adolescent's name, they can call it out to remind the rest of the group. Instruct the adolescent to throw the ball randomly around the circle.
- Continue with the game until everyone who wishes to has taken part.

### FACILITATOR'S NOTES:

- Make sure all the adolescents who would like to participate get a chance to say their names. Some may be shy or withdrawn, depending upon their experiences. If an adolescent does not want to participate, do not force them. They can still be in the circle with the others if they like.

## Roadside Safety - Keeping Younger Children Safe

**30 MIN**

1. Ask adolescents to think about a road near where they live. What is this road like? What do you need to be careful of when walking near or crossing this road?
2. Say that today we are going to think about how to keep younger children safe near roads
3. Ask adolescents to talk to the person next to them and come up with one rule for road safety that they could teach to someone younger than them
4. Get the pairs to feedback to the wider group, and agree on up to four rules (depending on the context and types of roads, this might include Stop, Look, Listen, Think; don't play at the side of the road; always walk when crossing the road; don't just follow a friend across the road, make sure to Stop, Look, Listen, Think before you do)

### Role play

1. Ahead of time set up a 'road' using chalk, stones, or sticks
2. Divide the adolescents into groups of 4
3. Two of the adolescents will play people their own age, the other two will play younger children
4. Ask the groups to devise a role play in three parts: first we want to see the younger children not being aware about road safety; then we want to see the adolescents spotting this and showing them the safest way to behave; finally we want to see all four of them practicing road safety together.
5. Ensure the adolescents are clear about which of the rules they want to teach. For example, don't play near the road – they might role play two younger children kicking a football to each other across or by the side of the road
6. Allow each group a chance to perform. While each group performs, ask the adolescents watching to look out for what went well and if they have a suggestion to improve safety even further
7. Ask adolescents to think of one younger person in their life (a sibling, cousin, friend, neighbour) who they could share these road safety rules with after today's session.

### FACILITATOR'S NOTES:

- During the pair work, you can check that all adolescents are familiar with the Stop, Look, Listen, Think sequence:
  - o STOP before crossing a road
  - o LOOK both ways for cars, bikes, trucks, and other vehicles
  - o LISTEN for vehicles as you might be able to hear them before you can see them
  - o THINK about whether you have enough time and can cross the road safely, and continue checking as you cross the road

### Key Messages: (these can be generated and added to by the adolescents)

- Always look both ways before crossing
- Don't run across roads



- Don't chase a ball or friends into the road
- Be alert and aware of road users around them.
- Don't cross at bends / curves as drivers have limited visibility.

## Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.
3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

### FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## AIRSTRIKES/BOMBINGS PREPAREDNESS

70-90 MIN

### TOPICS:

- Protect yourself from risks.

Session # 6.6

### MATERIALS:

- A ball or other soft object to throw
- Four apples or small objects

### PREPARATION:

- **This session must be context specific.** It is important to share guidance that is consistent with local best practices on safety during airstrikes or bombings. The activities below provide some general guidance *and must be adapted for your context.*
- Identify any adolescents ahead of time for whom adaptations to this drill might be necessary, particularly adolescents with disabilities. Plan together with the adolescents and, if possible, their caregivers about how to adapt the drill to make it accessible for them.



The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

This session should be scheduled alongside the Lifesaving Learning sessions 'Evacuation Drills' and 'Emergency Contact'.

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

## Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what to do to protect ourselves in case of airstrikes or bombings.*

## Pass or roll the ball name game

5-10 MIN

1. Ask the adolescents to sit or stand in a circle and explain that they are going to play a game to learn each other's names.
2. Give one of the adolescents a ball and ask them to say their name and then gently pass the ball to another person.
3. The next person says his or her name and passes the ball again.
4. The exercise continues until everyone has had a chance to receive the ball and say their name.
5. Now ask the adolescents to begin throwing the ball to one another. Explain that this time when an adolescent throws the ball, the whole group should call out the name of the adolescent catching the

ball. If the group cannot remember that adolescent's name, they can call it out to remind the rest of the group. Instruct the adolescent to throw the ball randomly around the circle.

6. Continue with the game until everyone who wishes to has taken part.

#### FACILITATOR'S NOTES:

- Make sure all the adolescents who would like to participate get a chance to say their names. Some may be shy or withdrawn, depending upon their experiences. If an adolescent does not want to participate, do not force them. They can still be in the circle with the others if they like.

## Airstrikes and bombings

**30-45 MIN**

1. Say: *Today we are going to talk about how to stay safe if there is an airstrike. Airstrikes can be very frightening but there are things we can do to keep ourselves safe.*
2. Say: *We are going to explore some actions we can take to protect ourselves. It is also important that if there might be an airstrike we listen very carefully to adults and follow their instructions for staying safe.*
3. Note for facilitators: The below steps are an example only and assume that adolescents are inside a building when an airstrike happens. If you work in a camp setting or if there are specified bomb shelters in your context, share the relevant steps that people would take to get themselves to safety.

**REMEMBER THAT THIS GUIDANCE SHOULD BE CONTEXTUALIZED ACCORDING TO LOCAL KNOWLEDGE OF AIRSTRIKE PATTERNS.**

#### Activity: What can you prepare?

1. Where is the safest room where you live?  
‘Safe room’ - learn where the safest part of your where you live is (on a low level, away from windows, away from external walls).
2. What might we need if we are stuck inside for long periods of time?  
Prepare a hibernation kit with sufficient food, clean water, medicine and hygiene supplies.
3. If we must leave the place where we live very quickly, what do you think you need with you?  
Have an ‘grab-bag’ of basic supplies that you can take with you when you move to safe shelter (cash, first aid supplies, original legal documents, water, food, flashlight, charged phone).  
Keep names and numbers of family members written down.
4. Do you know where the emergency exits are?  
Learn where the emergency exit is in a building/transport.

#### Activity: What to do during and after an airstrike/bombing.

1. Divide into smaller groups to discuss what to do if you are near an airstrike/bombing this with adult facilitators available for each group ensuring all adolescents understand what to do:

#### During an airstrike:

- If in a building when an attack occurs, move away from windows, doors, or anything pinned to the walls.

- Take immediate cover under a sturdy piece of furniture, lie face-down, flat on the ground, covering eyes and ears, keeping mouth open to prevent internal damage from blast pressure
- Remain calm, practise breathing exercises while covering your nose and mouth (we will practise these together later)

#### After an airstrike:

- If you are somewhere safe (the building is not on fire or collapsing) wait until you are sure the airstrike has ended before moving.
- Check yourself for any injuries, call for an adult to help you!
- Don't touch unknown items or ruins after a strike! Tell an adult! (Facilitators – if you have already had a session on UXOs use this as an opportunity to repeat the related guidance about what not to touch)
- Once you have safely evacuated, stay away from the area where the airstrike has taken place.
- Bring the group back as a group to repeat key messages

#### Activity: Practice Drill: Drop low, lie, flat and cover

1. Say:
  - *Making a routine and having regular drills can significantly reduce stress and provide adolescents with a sense of control in active conflict.*
2. Tell adolescents you will practise a drill to make sure they know the key movements.
3. Explain you will clap your hands three times and adolescents should quickly:
  - Drop down and lie face down flat on the ground
  - Cover their eyes and ears
  - Keep mouth slightly open
4. Explain you will clap 1 time and they can come back up.
5. State DRILL OVER to ensure adolescents know the activity is finished.

#### Practice: self-regulation exercises

1. We are going to practise an exercise that can help our breath and calm our minds if we feel stressed. You can use them anytime you like, and you can share with your friends and family and practise together!
  - **Box breathing: Breathe in as you count 1, 2, 3, 4**
  - Hold as you count 1, 2, 3, 4
  - Breathe out as you count 1, 2, 3, 4
  - Hold as you count 1, 2, 3, 4
  - Keep your counting even and trace your finger along the 4 edges of an imaginary square
  - Repeat 3 times

#### FACILITATOR'S NOTES:

##### Key messages:

##### What to do prepare in case of strikes

- Learn where the safest part of the place where you live is (on a low level, away from windows, away from external walls).
- Prepare a hibernation kit with sufficient food, clean water, medicine and hygiene supplies.
- Have an “grab-bag” of basic supplies that you can take with you when you move to a safe shelter (cash, first aid supplies, original legal documents, water, food, flashlight, charged phone).
- Learn where the emergency exit is in a building/transport.
- Keep names and numbers of family members written down, or if you have a mobile phone keep it charged and with credit at all times

### What to do during a strike

- If in a building when an attack occurs, move away from windows, doors or anything pinned to the walls.
- Take immediate cover under a sturdy piece of furniture, lie face-down, flat on the ground, covering eyes and ears, keeping mouth open to prevent internal damage from blast pressure.
- If there is shelter available, practice running to the shelter. Stay as low as possible.
- Remain calm, practise the breathing exercises.
- Check on your friend/family. It’s ok to be scared and tell someone!

### What to do after a strike

- Check yourself for any injuries, call for an adult to help you!
- Help others with first aid if it’s safe to do so (only for older children).
- Don’t touch unknown items or ruins after a strike and avoid touching explosives! Tell an adult!

### Take care of yourself

- It is ok to feel worried and scared. Talk to a friend, family or trusted adult.
- Practise the breathing exercises when you feel distress. Practise at home with friends and family and show them how to do it.

## Apple pickers

15 MIN

1. Place an **apple (or another small object like a stone, pencil, stick or balloon)** in each of the corners of the room. If you are in the open air, place these objects about 10 metres from a central point, in the four directions of the compass.
2. Ask four people to stand in the middle of the room (or the central point, if in the open air) and face outwards, i.e. with their backs to each other. Ask them to link their arms together at the elbows.
3. Explain that the goal of the group is to pick up the four objects as quickly as possible, without letting go of the other participants in the team.
4. The other participants act as observers. Give the group a few minutes to pick up all the objects. Then, thank the volunteers and ask the other participants:
  - *How long did it take the four volunteers to get their object?*
  - *Did they start working as a team or individually?*
  - *Was there a conflict in the process of getting the objects?*

- *If so, how did they solve it?*
  - *If not, what prevented a conflict?*
5. Do a second round with another group of participants and see if they change their approach.
  6. Wrap up the activity using the following: In this game we saw that when we worked together, we were able to gather more objects when we worked together as a team. When we work on our own it is harder to achieve our goals.
  7. Say:
    - *Situations like this can lead to a conflict. But if the group cooperates, they can solve the problem without any difficulties.*

#### FACILITATOR'S NOTES:

- This activity involves physical contact. If it is inappropriate for girls and boys to touch each other, divide the groups into boys and girls.

## Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.
3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

#### FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

## Closing

5 MIN


1. Thank the group for their time and presence.

2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive and encourage this to be repeated in future sessions.



## MPOX SAFETY

**90-120  
MIN**

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Protect yourself from risks.</li> </ul>	Session # 6.7
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Water and soap for handwashing</li> <li>Chalk dust or ash</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li><b>Timing:</b> This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions.</li> <li>Check the latest information about mpox available from local authorities or health service providers and adapt the key messages below to reflect local guidance. If local guidance is not available in your location refer to SCI mpox SharePoint <a href="#">here</a></li> <li>It is a good idea to involve caregivers in this session so that the same messaging is shared.</li> <li>If you are conducting this session in an area that has already been affected by mpox, the content of this session may be sensitive. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it.</li> <li>This session also includes physical activities which may require adaptation for children and adolescents with reduced mobility. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all adolescents.</li> <li>This session could be repeated multiple times to ensure children and adolescents learn the key messages and remember them.</li> </ul>	
<div>  <p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p> </div>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

**5 MIN**

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn how to keep ourselves and our friends safe.*



## Who is the leader?

10 MIN

1. Participants sit in a circle.
2. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader'.
3. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group.
4. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions.
5. The group protects the leader by not looking at him/her.
6. The leader must change the actions at regular intervals, without getting caught.
7. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

### FACILITATOR'S NOTES:

- This activity can be done with a large group.

## Introduction to Mpox

15-30 MIN

1. Explain that today we will learn about viruses.
2. Ask, *has anyone here ever been sick with a fever or a cough?*
3. Explain that no matter who we are, everyone gets sick sometimes. Some sicknesses are caused by viruses which are tiny germs. These are so tiny we cannot see them – they are smaller than even a grain of sand! Because we cannot see viruses, we need to work together to stop them from spreading.
4. Say, *sometimes we must be more careful because there is a new or stronger virus. At the moment there is a virus called mpox which is spreading from animals to and between people. Today we are going to learn how to keep each other safe by working together.*

### What is mpox?

1. Explain that it is a virus which can spread between people, mainly through being in close contact with someone for a long time.
2. Mpox can also be spread by animals to people. At the moment it is best not to touch any animals, or if you must, wash your hands immediately afterwards.
3. Say that sometimes it can spread from objects and surfaces to people, if those things have been touched by someone with mpox. This includes sharing things like towels, clothes, or bed linen. If you have to share these things, make sure to wash them between use.
4. It is very important to keep surfaces and objects clean because mpox can survive for 15 days (about 2 weeks) outside the body.
5. If you have mpox you might have a sore head, a fever, feel achy and sore, and get a rash on your skin.
6. It is normal to feel scared about catching a virus – no one likes to be sick! - but we can learn how to keep ourselves safe.
7. Anyone can get mpox. Viruses don't know the difference between people – viruses are just trying to spread as far as possible!

8. After going through the key points, give adolescents some time to ask questions. It is important to uncover any misconceptions, especially ones that can cause stigma. When there is stigma or discrimination related to a medical condition, people may not seek care quickly, the quality of health care may suffer, and access to health services for the most vulnerable is reduced.

### Keeping safe against mpox

1. Ask, *now we know what mpox is, what do you think we can do to stop the virus from spreading?* Take suggestions and gently correct any misunderstandings.
2. Say, *viruses need people, animals, or objects to help them travel. Thinking about viruses might make us feel scared, and that's normal, but there are lots of actions we can take to stop viruses spreading. These include:*
  - Wash your hands with soap and water, or with hand sanitizer
  - Do not touch your eyes, nose or mouth if your hands are not clean
  - Check for any scratches, tear or broken skin and cover them up
  - Avoid touching animals, if you do wash your hands after
  - Open windows to let in fresh air
  - Use separate cups, bowls, or plates
  - Tell an adult if you are feeling unwell
3. If you know you have mpox, here are some things you can do to look after yourself and others:
  - Drink lots of water
  - Rest as much as possible
  - Try not to scratch your rash
  - Avoid going to crowded places
4. Explain that most people experience mild to moderate symptoms that usually last two to four weeks, followed by a full recovery. Some people can be infected without developing any symptoms.

### Teamwork against viruses

**20-30 MIN**

1. We are going to play a game now to practice working together to stop viruses from spreading.
2. Say *first let's create an action for each of the steps.* Ask the adolescents to help you devise actions for washing hands, opening windows, using separate cups, using separate towels, checking for scratches, etc. Keep the actions very simple and clear. They should just act as a reminder, so for 'using separate cups' adolescents can pretend to drink from a cup.
3. Next ask the adolescents to walk around the space. Say that you (the facilitator) will have the virus.
4. You are going to say some adolescents' names. When they hear their names they need to freeze – they have come into contact with the virus!
5. Tell the rest of the group – we need your help! Let's do the actions so we can unfreeze our friends.
6. Call on adolescents to remind you of the actions we need to take – once an action has been stated, everyone must do the action together.
7. Ask the adolescents who have been frozen how they look after themselves while they are sick. They can list one or all of the steps – drink lots of water, rest, don't scratch.
8. Repeat this until all adolescents have been frozen and unfrozen. Make sure all adolescents have been frozen so that you can emphasize that anyone can catch a virus.

## Optional: Mpox – True or false

20 MIN

1. Say: Now we are going to check what we know about how germs spread.
2. Tell adolescents you are going to say some statements about mpox and you want to know if they think the statements are true or false.
3. If they think the statement is true, they should go to one corner of the room. If they think the statement is false, they should go to the opposite corner of the room.
4. If they are unsure, they can stay in the middle of the room. It's ok not to know! We are going to remind each other.
5. Read out the statements below and let adolescents decide if they are true or false.
6. Once adolescents have moved, ask them to explain their choice – why do you agree or disagree? Provide the correct response along with the explanation.
  - Anyone can get mpox (**true – viruses just want to spread, they don't know the difference between people**)
  - If I have a new rash, I shouldn't tell anyone (**false – you should always tell adult if you have a rash**)
  - Mpox can only survive for 15 minutes outside the body (**false! Mpox can survive for 15 days (about 2 weeks) outside the body. This is why we must keep surfaces, objects, and clothing, towels and bed linen clean**)
  - We should avoid touching our eyes, nose, or mouth if our hands are not clean (**true – the virus can enter our bodies through eyes, nose, or mouth so we need to wash our hands first before touching our faces**)
  - Mpox can only spread from humans to humans (**false – mpox can spread from animals to humans, so for the time being we should avoid touching animals.**)
  - We should wash our hands many times throughout the day, especially after using the toilet (**true – one of the most effective ways to stop viruses from spreading is to keep our hands clean**)
7. Thank adolescents for their participation and for keeping each other and themselves safe.

## Activity: Washing our hands

20-30 MIN

1. Washing hands with soap keeps us safe. It's one of the ways we can help stop Mpox spreading.
2. Say: *First let's talk about **when** we should wash our hands.* Ask adolescents when they think it is important to wash hands.
3. Say: *We should wash our hands regularly and especially after using the latrine, before touching food or eating, after blowing your nose, coughing or sneezing, before touching your mouth, nose or mouth, after touching waste, after coming into contact with animals. Washing hands often is important to stay healthy.*
4. Next move to a handwashing station – either a tap or bucket outside. Ensure there is soap.
5. Say: *we should wash our hands with soap for at least 20 seconds using 5 steps. Show how to wash hands:*
  - Step 1: Wet hands with running water
  - Step 2: Apply enough soap to cover wet hands

- Step 3: Scrub all surfaces of the hands – including back of hands, between fingers and under nails – for at least 20 seconds
  - Step 4: Rinse thoroughly with running water
  - Step 5: Dry hands with a clean cloth or single-use towel – if those are not available air-dry your hands
6. If there is a local song known to adolescents that lasts around 20-30 seconds, sing this song as adolescents practice taking turns washing their hands so they know how long to wash. Or use this song (to the tune of row, row, row your boat):
- Wash, Wash, Wash your hands
  - Wash them nice and clean.
  - Scrub them here (with hand motion scrubbing together)
  - Scrub them there (with hand motion scrubbing tops of hands)
  - And scrub them in between (with hand motion scrubbing between fingers).

## Optional Activity: Spread the Word

30-60 MIN

1. Split the adolescents into groups of 4-5. If there are mixed ages and abilities in the group, try to ensure that each group has a mix of skills and development level.
2. Explain that each group needs to share 1 of the key Mpox messages with the rest of the community using whatever method they like (and depending on resources available): it could be a poster, a radio advert, a theatre skit, a song, or any other way of spreading the word.
3. Give the groups time to select which key message – remind them of the key information using the text below.
4. Groups develop their messages and then perform to the rest of the class when the session is over. Consider inviting lower classes or parents, carers and community members to a performance.

## Key Messages

5 MIN

1. After the activity, come back together as a group and reiterate some key messages.
2. Remind adolescents that viruses can infect anyone. They don't know our age, our gender, where we live, or who we are. What matters is the actions we take.
3. If we think someone might be sick, we can practice these actions and give them plenty of space until they are feeling better.
4. If you are feeling sick, tell an adult who can help you. Specifically, if you have a fever, chills, are feeling weak, have a new rash, back pain, or achy muscles.

## Flower and candle

5 MIN

1. Pretend you have a nice smelling flower in one hand and a slow burning candle in the other:
  - Breathe in slowly through your nose as you smell the flower.
  - Breathe out slowly through your mouth as you blow out the candle.
  - Repeat a few times.



## Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive and encourage this to be repeated in future sessions.



## CHOLERA SAFETY

**110-145  
MIN**

TOPICS:	<ul style="list-style-type: none"><li>● Protect yourself from risks.</li></ul>	Session # 6.8
MATERIALS:	<ul style="list-style-type: none"><li>● Water and soap for handwashing</li><li>● Pens and paper for poster making</li></ul>	
PREPARATION:	<ul style="list-style-type: none"><li>● <b>Timing:</b> This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions.</li><li>● Check the latest information about cholera available from local authorities, health service providers, health and WASH teams and adapt the key messages below to reflect local guidance. If local guidance is not available in your location refer to the WHO Guidance <a href="#">here</a>.</li><li>● Ahead of the session, ensure you have information about where families can receive medical attention and share this with children and adolescents. This includes where families can get oral rehydration solution (ORS) or how they can make their own.</li><li>● It is a good idea to involve caregivers in this session so that the same messaging is shared.</li><li>● If you are conducting this session in an area that has already been affected by cholera, the content of this session may be sensitive. Ensure that the adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it.</li><li>● Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children and adolescents, including those with disabilities.</li><li>● This session could be repeated multiple times to ensure children and adolescents learn the key messages and remember them.</li></ul>	
<div><p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p></div>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

**5 MIN**

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.

- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what to do to protect ourselves during a cholera outbreak.*

## Who is the leader?

10 MIN

1. Participants sit in a circle.
2. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader'.
3. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group.
4. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions.
5. The group protects the leader by not looking at him/her.
6. The leader must change the actions at regular intervals, without getting caught.
7. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

### FACILITATOR'S NOTES:

- This activity can be done with a large group.

## What is cholera?

15-30 MIN

1. Cholera is a disease caused by drinking water or eating food which has been contaminated by a certain type of bacteria.
2. Cholera bacteria live in poo so they can also easily be spread from person to person. If someone doesn't wash their hands well or at all after using the bathroom, the bacteria can be spread from a person's hands to food or anything else they touch.
3. Cholera is easily treated but it is important to act quickly if you think you or someone you know has it.
4. The most common symptoms of cholera are:
  - Vomiting
  - Diarrhea
  - Stomach pain
5. If you are vomiting and have diarrhea it is really important to tell a trusted adult who can help you to seek medical attention. The sooner you tell them the better!
6. Cholera causes people to become dehydrated. This means our body does not have enough water. We need to drink more water when we are sick, but we must be sure that it is safe otherwise we can become sicker.
7. When there is a cholera outbreak, make sure you only drink or cook with water that is from a safe source (for example, bottled water, water water protected springs, boreholes, piped water) or water that has been treated with chlorine.
8. Use safe water to wash fruits or vegetables before eating them. If you cannot do this then avoid eating raw fruit or vegetables during the outbreak.

9. How does cholera spread?
  - Through drinking contaminated water
  - Through eating contaminated food – cholera bacteria can spread in the preparation of food
  - From person to person – cholera bacteria are present in the poo of an infected person, even if they don't have any symptoms.
10. As well as spreading through contaminated water and food, cholera bacteria is present in the poo of an infected person,
11. How can we protect ourselves from cholera?
  - Drinking only boiled (and cooled) or treated water
  - Washing our hands regularly (see below)
  - Cleaning our food preparation utensils well – such as chopping boards, knives, plates, bowls
  - Receiving the cholera vaccine [check about available vaccination programs before sharing this information]
12. It is very important to wash our hands with soap and clean water regularly but especially:
  - After using the toilet
  - If you are helping a younger family member to use the toilet
  - If you come in contact with someone who might be sick
  - Before eating or preparing food
13. Anyone can get cholera. Diseases don't know the difference between people – they are just living things trying to spread as far as possible! What matters is what actions we take to keep ourselves safe.
14. After going through the key points, give adolescents some time to ask questions. It is important to uncover any misconceptions, especially ones that can cause stigma. When there is stigma or discrimination related to a medical condition, people may not seek care quickly, the quality of health care may suffer, and access to health services for the most vulnerable is reduced.

## Cholera – true or false

20 MIN

1. Say Now we are going to check what we know about cholera and how to keep safe.
2. Tell the group you are going to say some statements about cholera and you want to know if they think the statements are true or false.
3. If they think the statement is true, they should go to one corner of the room. If they think the statement is false, they should go to the opposite corner of the room.
4. If they are unsure, they can stay in the middle of the room. It's ok not to know! We are going to remind each other.
5. Read out the statements below and let adolescents decide if they are true or false.
6. Once adolescents have moved, ask them to explain their choice – why do you agree or disagree? Provide the correct response along with the explanation.
  - Anyone can get cholera (**true – anyone who comes into contact with the cholera-causing bacteria can get it**)
  - If I am vomiting and have diarrhea, I shouldn't tell anyone (**false – it's really important to tell an adult whenever you feel unwell, and especially if you are vomiting or have diarrhea**)



- We should wash our hands many times throughout the day, especially after using the toilet (**true – one of the most effective ways to stop bacteria from spreading is to keep our hands clean**)
  - Cholera is spread through contaminated water or food (**true – people can get cholera by drinking water or eating food which is contaminated with the cholera causing bacteria**)
  - Only adults can get cholera (**false – people of any age can get cholera, even babies**)
  - I can stop the spread of cholera by washing my hands after using the latrine (**true – washing our hands is one of the most important ways we can stop the spread of cholera**)
  - During a cholera outbreak I should eat fruits and vegetables with the skin on (**false – cholera spreads through contaminated food and water, so remember to peel or cook food, otherwise don't eat it**)
  - **Add other statements to address any context-specific stigma**
7. Thank the adolescents for their participation and for keeping each other and themselves safe.

## Washing our hands

20-30 MIN

1. Washing hands with soap keeps us safe. It's one of the ways we can help stop Mpox spreading.
2. Say: *First let's talk about **when** we should wash our hands.* Ask adolescents when they think it is important to wash hands.
3. Say: *We should wash our hands regularly and especially after using the latrine, before touching food or eating, after blowing your nose, coughing or sneezing, before touching your mouth, nose or mouth, after touching waste, after coming into contact with animals. Washing hands often is important to stay healthy.*
4. Next move to a handwashing station – either a tap or bucket outside. Ensure there is soap.
5. Say: *we should wash our hands with soap for at least 20 seconds using 5 steps. Show how to wash hands:*
  - Step 1: Wet hands with running water
  - Step 2: Apply enough soap to cover wet hands
  - Step 3: Scrub all surfaces of the hands – including back of hands, between fingers and under nails – for at least 20 seconds
  - Step 4: Rinse thoroughly with running water
  - Step 5: Dry hands with a clean cloth or single-use towel – if those are not available air-dry your hands
6. If there is a local song known to adolescents that lasts around 20-30 seconds, you could sing this song as adolescents practice taking turns washing their hands so they know how long to wash.
  - Wash, Wash, Wash your hands
  - Wash them nice and clean.
  - Scrub them here (with hand motion scrubbing together)
  - Scrub them there (with hand motion scrubbing tops of hands)
  - And scrub them in between (with hand motion scrubbing between fingers).

## Optional: Spread the Word About Cholera

30-60 MIN

1. Split the adolescents into groups of 4-5. If there are mixed ages and abilities in the group, try to ensure that each group has a mix of skills and development level.

2. Explain that each group needs to share 1 of the key cholera messages with the rest of the community using whatever method they like (and depending on resources available): it could be a poster, a radio advert, a theatre skit, a song, or any other way of spreading the word.
3. Give the groups time to select which key message – remind them of the key information using the text below.
4. Groups develop their messages and then perform to the rest of the class when the session is over. Consider inviting lower classes or parents, carers and community members to a performance.

### FACILITATOR'S NOTES:

#### Key messages

- Cholera is a disease caused by eating food or drinking water which has been contaminated by a certain type of bacteria.
- Cholera spreads through contaminated food, water, or the stool of an infected person.
- The symptoms of cholera include vomiting, watery diarrhea, stomach pain, thirst, and leg cramps.
- If you have these symptoms you should tell an adult who can help you.

### Flower and candle

5 MIN

1. Pretend you have a nice smelling flower in one hand and a slow burning candle in the other:
  - Breathe in slowly through your nose as you smell the flower.
  - Breathe out slowly through your mouth as you blow out the candle.
  - Repeat a few times.



### Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive and encourage this to be repeated in future sessions.



## COLD WAVE PREPAREDNESS

100 MIN

TOPICS:	<ul style="list-style-type: none"><li>● Protect yourself from risks.</li></ul>	Session # 6.10
MATERIALS:	<ul style="list-style-type: none"><li>● Flipchart paper</li><li>● Pens</li></ul>	
PREPARATION:	<ul style="list-style-type: none"><li>● <b>Timing:</b> This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions.</li><li>● Check the latest information about cold weather warnings from local authorities or health service providers and adapt the key messages below to reflect local guidance.</li><li>● Share information with adolescents, children and caregivers about any winter kit distributions or winterization activities.</li><li>● This session also includes physical activities which may require adaptation for adolescents with disabilities. Consult with adolescents and their caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all who are participating.</li></ul>	
<div>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</div>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:  
*Today, we will be learning about how to prepare for very cold weather.*

### Connecting eyes

5 MIN

- Participants stand in a circle. Each person makes eye contact with another person across the circle. The two walk across the circle and exchange positions, while maintaining eye contact. Many pairs can exchange at the same time, and the group should try to make sure that everyone in the circle is included in the exchange.
- Begin by trying this in silence and then exchange greetings in the middle of the circle.

## It's cold outside

15 MIN

1. Say, today we are going to plan for how to be prepared for when the weather is very cold.
2. Ask, what do you like about the cold weather? What do you dislike about the cold weather?
3. Ask, what do you differently when the weather gets colder. Give adolescents a minute or two to discuss with the person sitting next to them and then take some responses.
4. As adolescents respond, make a note of whether they are talking about clothing and layering up; food and hydration; keeping living spaces warm; or maybe about being safe and looking out for each other.
5. Say, there are lots of ways we can keep warm even when the weather is very cold. Today you are going to come up with as many creative ways to stay as warm as possible.

## Cold weather warriors

60 MIN

1. Divide the adolescents into small groups and assign them a topic related to cold weather:
  - Clothing and layering up
  - Food and hydration
  - Keeping living spaces warm
  - Physical activity
2. Give each group 10 minutes to discuss all the possible advice they have for their given topic. For example, if it is clothing and layering up, what do we mean by layering and how should we layer our clothes?
3. Give each group a piece of flipchart paper and some pens and ask them to design a poster which clearly communicates their advice. The poster can contain words and pictures, or just pictures depending on literacy levels.
4. Go round each group and offer up some additional information for their topic if needed (see the list below).

*This list will require contextualisation.*

### Clothing and layering up

- Layering clothes traps more effectively than wearing one big thick layer. Start with thinner layers underneath, like a t-shirt or a long-sleeved shirt, add a middle layer, then an outer layer.
- Keep hands, feet, and heads warm. When we are cold our bodies prioritise keeping our vital organs (heart, brain, lungs, stomach) warm and our hands and feet can lose heat quickly. Wear gloves, mittens, socks, and hats to keep the heat in. If you don't have these items of clothing, improvise with other clothing or fabrics you might have around.
- If you don't have specific winter clothing, you can use blankets or even newspaper to keep yourself covered and keep the heat in. Newspaper inside shoes is particularly effective!
- If your clothes get wet you will cool down very quickly, so always change into dry clothes as soon as possible.

### Food and hydration

- Try to eat warm foods when possible. Hot meals and drinks, like soups or stews, help maintain body temperature.
- Staying hydrated is always important, even when it's cold. Our bodies are using up lots of energy to keep us warm, and this requires fluids. When possible, try to drink warm beverages.
- Staying hydrated also strengthens your immune system to help fight infection so we don't get sick.

#### **Keeping living spaces warm**

- Get rid of drafts. Use blankets or towels to cover windows and doors to reduce drafts. Again, newspapers can be very useful as a makeshift window cover.
- Cover the floors with rugs, towels, or blankets to keep out drafts and keep your feet warmer.
- Stay together in one room. We can keep each other warm by sharing body heat, and we will be warmer if there are more of us together in one room – preferably the smallest one!
- If using a portable heater, always keep them far away from clothes, curtains, or furniture, and never use them to dry clothes. Always ask an adult to help you use one.
- Move furniture like beds, sofas, or chairs away from external walls which are always colder.

#### **Physical activity**

- Don't stay still for too long or your body will cool down – even if you are wearing lots of layers.
- Move around frequently, doing gentle exercises like jogging on the spot, star jumps, shoulder rolls, or anything else you can think of.
- Warm up your hands by blowing on them and rubbing them together to create friction.

5. Ask each group to prepare a presentation of their poster. Encourage groups to include physical demonstrations where possible e.g. for the physical activity group, or even for the clothing group.
6. Give each group an opportunity to present to the larger group. Allow time for questions and answers.
7. If possible, display the posters on the walls to refer to in future sessions and with younger age groups.

## **Mindful breathing**

**5 MIN**

1. Get the adolescents to sit in a comfortable position.
2. Next, ask how their breath feels as they draw it into themselves, and then as it leaves.
3. Ask them to put a hand on their own belly, so that they will be able to feel the rise and the fall of their breath.
4. Do this about five times – five inhales, five exhales.
5. After five breaths, guide them to any thoughts and feelings they might be aware of, then invite them to let go of those thoughts and feelings.

6. Ask them to imagine that the thoughts and feelings are bubbles, floating away, as they return to their breathing.
7. Repeat the five breaths – five in, five out – and do this as many times as feels right.

## Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive and encourage this to be repeated in future sessions.



## HEAT WAVE PREPAREDNESS

**80 MIN**

TOPICS:	<ul style="list-style-type: none"><li>● Protect yourself from risks.</li></ul>	Session # 6.10
MATERIALS:	<ul style="list-style-type: none"><li>● Flipchart paper</li><li>● Pens</li></ul>	
PREPARATION:	<ul style="list-style-type: none"><li>● Check the latest information about extreme heat warnings from local authorities or health service providers and adapt the key messages below to reflect local guidance.</li><li>● This session talks about climate change which may cause some adolescents to worry. Ahead of the session, research a good news story about positive climate action to share with the group.</li><li>● It is a good idea to involve caregivers in this session so that the same messaging is shared.</li><li>● This session also includes physical activities which may require adaptation for adolescents with disabilities. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children and adolescents.</li></ul>	
<div>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</div>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

**5 MIN**

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will be learning about how to prepare for very hot weather.*

### Connecting eyes

**5 MIN**

- Participants stand in a circle. Each person makes eye contact with another person across the circle. The two walk across the circle and exchange positions, while maintaining eye contact. Many pairs can exchange at the same time, and the group should try to make sure that everyone in the circle is included in the exchange.
- Begin by trying this in silence and then exchange greetings in the middle of the circle.

## It's hot outside

15 MIN

1. Ask the group if they know the difference between the weather and the climate.
3. Give adolescents a minute or two to discuss with the person next to them and take some responses.
4. Say: *When we talk about the **weather**, we are talking about the conditions outside right now in a specific place. For example, today it is cloudy. When we talk about **climate**, we mean what weather conditions we can expect in a place at a particular time of year. For example, in the spring it is generally very wet.*
5. *The planet is experiencing climate change meaning we experience more extreme weather. This is caused by human activities like burning fuel to power factories, cars, buses. It can be worrying to think about what is happening to the climate, but there are many people who are working hard to protect the planet.*
6. It can be worrying to think about what is happening to the climate, but there are many people who are working hard to protect the planet, and you can play a role in this too! It is our joint responsibility.
7. If you have researched a good news story about climate action, share this with the group.
8. Today we will discuss different ways to keep cool and stay safe during a heatwave.

## Heatwave heroes

45 MIN

1. Divide the adolescents into small groups and assign them a topic related to hot weather:
  - Clothing
  - Food and hydration
  - Keeping living spaces cool
  - Physical activity
  - Keeping each other safe
2. Give each group 10 minutes to discuss all the possible advice they have for their given topic. For example, for clothing – what should you wear or not wear when it's hot?
3. Give each group a piece of flipchart paper and some pens and ask them to design a poster which clearly communicates their advice.
4. Go round each group and offer up some additional information for their topic if needed (see the list below). Spend extra time with the group working on 'keeping each other safe' to discuss key messaging around where to get help.

*This list will require contextualisation.*

### Clothing

- Wear loose clothes which allow air movement
- Wear clothes made of light material
- Wear white clothes or clothes which are light in colour as this reflects the sun
- [If appropriate] Put on and reapply sun creams with SPF.

### Food and hydration

- Stay hydrated by regularly drinking clean water, eating fruit, drinking soups – don't wait until you feel thirsty. If you get dehydrated, take Oral Rehydration Solution (ORS).
- Avoid drinks with too much sugar such as [give an example from your context].



- Eat smaller meals and eat more often.
- Eat fruits and vegetables as these contain water to help keep you hydrated.

#### **Keeping living spaces cool**

- Keep the sun out during the hottest part of the day by closing curtains or shutters.
- Turn off lights or electrical devices that create additional heat
- If it is safe to do so, open windows during the night or early in the morning when the air is cooler.
- Hang wet towels to cool down the air temperature.

#### **Physical activity**

- Try to stay indoors during the hottest times of the day, generally between 11am and 4pm.
- Avoid lots of physical activity when it's hot such as football or running outside
- Choose calmer and less physical activities like reading, drawing, telling stories, board games, playing cards.

#### **Keeping each other safe**

- If people get too hot, they can get sick.
- Young children are especially at risk of getting too hot.
- If someone is dizzy, help them to get to a cooler or shady place and give them some water.
- Tell an adult if you see someone who seems dizzy, weak, or generally unwell.

5. Ask each group to prepare a presentation of their poster. Encourage groups to include physical demonstrations where possible – this could be a role play
6. Give each group an opportunity to present to the larger group. Allow time for questions and answers.
7. If possible, display the posters on the walls to refer to in future sessions and with younger age groups.

## **Mindful breathing**

**5 MIN**

1. Get the adolescents to sit in a comfortable position.
2. Next, ask how their breath feels as they draw it into themselves, and then as it leaves.
3. Ask them to put a hand on their own belly, so that they will be able to feel the rise and the fall of their breath.
4. Do this about five times – five inhales, five exhales.
5. After five breaths, guide them to any thoughts and feelings they might be aware of, then invite them to let go of those thoughts and feelings.
6. Ask them to imagine that the thoughts and feelings are bubbles, floating away, as they return to their breathing.
7. Repeat the five breaths – five in, five out – and do this as many times as feels right.

## Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive and encourage this to be repeated in future sessions.



## FLOOD PREPAREDNESS

**55-75 MIN**

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>• Protect yourself from risks.</li> </ul>	Session # 6.11
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>• A ball or other soft object to throw</li> <li>• Four apples or small objects</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>• Key messaging for this session should be contextualised to ensure that it is specific to your geographical area – for example where are the areas that adolescents and their families could evacuate to in case of a flood; what are some items they might have prepared in case of evacuation.</li> <li>• Identify any adolescents ahead of time for whom adaptations to this drill might be necessary, particularly adolescents with disabilities. Plan together with the adolescents and, if possible, their caregivers about how to adapt the drill to make it accessible for them.</li> </ul>	
 <p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

**5 MIN**

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what to do to protect ourselves in case of a flood.*

### Pass or roll the ball name game

**5-10 MIN**

1. Ask the adolescents to sit or stand in a circle and explain that they are going to play a game to learn each other's names.
2. Give one of the adolescents a ball and ask them to say their name and then gently pass the ball to another person.
3. The next person says his or her name and passes the ball again.
4. The exercise continues until everyone has had a chance to receive the ball and say their name.
5. Now ask the adolescents to begin throwing the ball to one another. Explain that this time when an adolescent throws the ball, the whole group should call out the name of the adolescent catching the ball. If the group cannot remember that adolescent's name, they can call it out to remind the rest of the group. Instruct the adolescent to throw the ball randomly around the circle.

- Continue with the game until everyone who wishes to have taken part.

#### FACILITATOR'S NOTES:

- Make sure all the adolescents who would like to participate get a chance to say their names. Some may be shy or withdrawn, depending upon their experiences. If an adolescent does not want to participate, do not force them. They can still be in the circle with the others if they like.

## Flood preparedness

15-30 MIN

- Have adolescents split up into small groups and answer the questions:
  - What can we do if we see it is raining a lot, and the water is rising?*
  - Where in your areas does water gather when it rains?*
  - How can you help your family, friends, and community to be aware of dangers caused by flooding?*
  - Give each group an opportunity to share back their discussions.
  - Capture their key points on flipchart paper.
- If these points have not come up already, make sure to mention the following:
  - Climb to higher ground and urge others to do the same.
  - Stay away from flooded areas. Even if it seems safe, the water may still be rising.
  - Stay away from areas where water is collecting. If you come close to flood waters, stop. Turn around and go another way.
  - Avoid walking through water. It might be deeper than you think, and it may also be contaminated.
  - Never try to walk, swim, and/or dive into the water because it may be moving very fast and be shallow/deeper than you anticipate. (Less than 15 centimetres/six inches of fast-moving flood water can knock people off their feet)
  - Watch out for snakes in areas that were flooded.
  - Never play around deep water, ditches, steep hills or big pipes.
  - Throw away food that has come into contact with flood waters. Eating it could make you very sick.
  - Drink boiled or chlorinated water and avoid using water from the tube wells at the flooded area.
  - Old flood water collects fungi and algae very fast and is extremely unsafe to use or walk in.

#### Optional – Role Play

- Divide adolescents into groups of 3 or 4
- Ask each group to devise a role play to show how they would help keep younger children safe in case of a flood
- Give each group one key message or risk to focus on – for example, don't drink water from sources in flooded areas
- Tell groups to be creative with their role plays – for example, some adolescents could play younger children who might be about to do something that would put them at risk, and the older adolescents need to intervene.

5. A challenge for the groups is how they can make the key messaging fun and easy to understand for younger children.

### FACILITATOR'S NOTES:

#### Key messages

- See the preparation notes in the session information for this activity and ensure that the discussions below are supported with verified key messaging from community members and staff with experience in flood response.

### Apple pickers

15 MIN

1. Place an apple (or another small object like a stone, pencil, stick or balloon) in each of the corners of the room. If you are in the open air, place these objects about 10 metres from a central point, in the four directions of the compass.
2. Ask four people to stand in the middle of the room (or the central point, if in the open air) and face outwards, i.e. with their backs to each other. Ask them to link their arms together at the elbows.
3. Explain that the goal of the group is to pick up the four objects as quickly as possible, without letting go of the other participants in the team.
4. The other participants act as observers. Give the group a few minutes to pick up all the objects. Then, thank the volunteers and ask the other participants:
  - *How long did it take the four volunteers to get their object?*
  - *Did they start working as a team or individually?*
  - *Was there a conflict in the process of getting the objects?*
  - *If so, how did they solve it?*
  - *If not, what prevented a conflict?*
5. Do a second round with another group of participants and see if they change their approach.
6. Wrap up the activity using the following: In this game we saw that when we worked together, we were able to gather more objects when we worked together as a team. When we work on our own it is harder to achieve our goals.
7. Say:
  - *Situations like this can lead to a conflict. But if the group cooperates, they can solve the problem without any difficulties.*

### FACILITATOR'S NOTES:

- This activity involves physical contact. If it is inappropriate for girls and boys to touch each other, divide the groups into boys and girls.

### Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.

3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

#### FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

## Closing

5 MIN


1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## THUNDER AND LIGHTNING STORMS

### PREPAREDNESS

**90-115  
MIN**

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Protect yourself from risks.</li> </ul>	Session # 6.12
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>A ball or other soft object to throw</li> <li>Bottles</li> <li>Colouring pencils, markers, or crayons (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Pictures or drawings of a building; a body of water (like a lake, river or the sea); a hill; a tree;</li> </ul>
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None.</li> <li><b>Timing:</b> This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions.</li> </ul>	
 <p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

**5 MIN**

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what to do to protect ourselves in case of thunder and lightning storms.*

### Pass or roll the ball name game

**5-10 MIN**

- Ask the adolescents to sit or stand in a circle and explain that they are going to play a game to learn each other's names.
- Give one of the adolescents a ball and ask them to say their name and then gently pass the ball to another person.
- The next person says his or her name and passes the ball again.
- The exercise continues until everyone has had a chance to receive the ball and say their name.
- Now ask the adolescents to begin throwing the ball to one another. Explain that this time when an adolescent throws the ball, the whole group should call out the name of the adolescent catching the ball. If the group cannot remember that adolescent's name, they can call it out to remind the rest of the group. Instruct the adolescent to throw the ball randomly around the circle.

6. Continue with the game until everyone who wishes to has taken part.

#### FACILITATOR'S NOTES:

- Make sure all the adolescents who would like to participate get a chance to say their names. Some may be shy or withdrawn, depending upon their experiences. If an adolescent does not want to participate, do not force them. They can still be in the circle with the others if they like.

## Thunder and lightning storm preparedness

**30-40 MINS**

1. Ask:
  - *What are lightning and thunder? Can someone describe what lightning looks like? Can someone make a sound like thunder?*
2. Make sure to mention the following:
  - Lightning is a natural electrical charge and high voltage between a cloud and the ground or within a cloud, accompanied by a bright flash. (make an arm motion to signal lightning).
  - Thunder is a loud rumbling or crashing noise heard after a lightning flash due to the expansion of rapidly heated air (make a loud rumbling noise to signal thunder).
  - Lightning and thunder always go together and counting can help us know how far away the risk of lightning is. If we see lightning and then within 30 seconds thunder is heard – the lightning is very close and we need to go inside. If we see lightning and then 30 seconds passed without hearing thunder – the lightning is further away.
3. Ask:
  - *Can everyone count to 30 together?*
4. Say:
  - *Great work! Now we are going to practise counting to see if the lightning is near.*
  - *We are going to count the seconds between seeing lightning and hearing thunder. If this time is less than 30 seconds, lightning is still a potential threat. And we need to go inside.*
  - *To practise I will make a big arm motion and a loud crack sound to signal lightning. Then you will all start counting to 30. If you hear thunder before you finish counting to 30 you need to run inside (or over to a certain corner of the space where there is a picture of a building). If the thunder comes after 30 seconds you can stay seated.*
5. Practise a few times, varying if thunder comes before 30 seconds or after. Make sure all adolescents understand the game. You can also have select adolescents act as the lightning and thunder.
6. Tell the group that sometimes we might be outside and have nowhere to shelter during a thunderstorm. Lightning will strike the tallest structures and points, so to keep safe:
  - Don't stand on the very top of a hill or a peak
  - Stay away from isolated trees or poles in the ground – if you are in a forest, take shelter near lower trees
  - Don't touch anything metal
  - Stay away from bodies of water – if you are out on the water when a thunderstorm begins, return to the shore as quickly as possible
  - In case you cannot get inside, you can do something called the 'lightning crouch'.
7. Practise the lightning crouch:



Demonstrate to adolescents how to squat down, balance on your toes, touch your heels together, cover your ears. Have all adolescents practise this position. For further practice, ask the adolescents to walk around the space – when you make the lightning symbol or sound, they must do the lightning crouch



## Lightning and Thunder Storm Scenario

20-30 MIN

1. Ask adolescents to sit or stand around the middle of the space
2. Place pictures of the tree, building, hill, and body of water in random places in the middle of the floor
3. Ask for two or three adolescents to start walking around the space. Explain that they are out for a walk and they need to react to what you are going to tell them.
4. Say:
  - “You are out for a walk when the sky starts getting very dark and cloudy” (encourage adolescents to imagine the scenario – perhaps looking up at the clouds)
  - “Suddenly, you see a flash of lightning (make the lightning signal) and you know that a storm is coming. What do you do to know how close it is?” (They should start counting to 30!)
  - (Don’t let them reach 30 before making the noise of thunder) “Uh oh! You’ve heard thunder. What should you do?”
  - “Time to find shelter! Look for the building.” (Give adolescents time to stand by the picture of the building)
  - “Oh no! The building is locked, and you can’t go inside. Where should you go? What about that tree?” (Make sure adolescents understand they should not shelter under the tree)
  - “There’s a hill over there. Should you climb it?” (Make sure adolescents tell you that they need to stay low to the ground)
  - (Make another sign of lightning) “How can you get close to the ground and be as safe as possible?”
  - “Do the lightning crouch!”
5. Congratulate the group for being as safe as possible when caught outside in a lightning storm.
6. Let another group of adolescents come up, and one volunteer creates a new scenario. They can move the pictures around and change the story.

### FACILITATOR’S NOTES:

#### Key messages:

- When thunder roars, go indoors. Stay off telephones. Unplug anything electrical. Stay away from and out of water. Listen to weather advisories on battery-powered radio.

- Never try to shelter under a tree in a lightning storm - even if the rain is heavy. Trees can be dangerous in lightning storms.
- Stay away from the highest outdoor areas, such as hilltops or rooftops, during a lightning storm.

#### The 30/30 rule:

- Count the seconds between seeing lightning and hearing thunder. If this time is less than 30 seconds, lightning is still a potential threat. Seek shelter immediately.
- After the last lightning flash, wait 30 minutes before leaving shelter. Half of all lightning deaths occur after a storm passes. Stay in a safe area until you are sure the threat has passed.
- If you see or feel lightning, do the lightning crouch: squat down, balance on your toes, touch your heels together, cover your ears.

### Apple pickers

15 MIN

1. Place an **apple (or another small object like a stone, pencil, stick or balloon)** in each of the corners of the room. If you are in the open air, place these objects about 10 metres from a central point, in the four directions of the compass.
2. Ask four people to stand in the middle of the room (or the central point, if in the open air) and face outwards, i.e. with their backs to each other. Ask them to link their arms together at the elbows.
3. Explain that the goal of the group is to pick up the four objects as quickly as possible, without letting go of the other participants in the team.
4. The other participants act as observers. Give the group a few minutes to pick up all the objects. Then, thank the volunteers and ask the other participants:
  - *How long did it take the four volunteers to get their object?*
  - *Did they start working as a team or individually?*
  - *Was there a conflict in the process of getting the objects?*
  - *If so, how did they solve it?*
  - *If not, what prevented a conflict?*
5. Do a second round with another group of participants and see if they change their approach.
6. Wrap up the activity using the following: In this game we saw that when we worked together, we were able to gather more objects when we worked together as a team. When we work on our own it is harder to achieve our goals.
7. Say:
  - *Situations like this can lead to a conflict. But if the group cooperates, they can solve the problem without any difficulties.*

#### FACILITATOR'S NOTES:

- This activity involves physical contact. If it is inappropriate for girls and boys to touch each other, divide the groups into boys and girls.

### Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.

2. Ask participants to stand comfortably or find a space on the floor and take a deep breath. Instruct participants to breathe in for 5 seconds, then breathe out for 5 seconds. Count from 1 to 5 out loud. Repeat this 3-5 times.
3. Explain that the exercise will focus on different groups of muscles one by one, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them. Count out loud, 3 to 5 seconds, asking participants to tense the specific muscle group, then instruct them to relax, counting again 3-5 seconds. Repeat this 2-to-3 times for each muscle group.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

#### FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

## Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## CYCLONE PREPAREDNESS

55-90 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Protect yourself from risks.</li> </ul>	Session # 6.13
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>A ball or other soft object to throw</li> <li>Bottles</li> <li>Water</li> <li>Masking tape</li> <li>Paper for all adolescents (optional)</li> <li>Colouring pencils, markers, or crayons (optional)</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>It is a good idea to do the 'Thunder and Lightning Preparedness' session before this session.</li> </ul>	
 <p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what to do to protect ourselves in case of cyclones.*

### Pass or roll the ball name game

5-10 MIN

- Ask the adolescents to sit or stand in a circle and explain that they are going to play a game to learn each other's names.
- Give one of the adolescents a ball and ask them to say their name and then gently pass the ball to another person.
- The next person says his or her name and passes the ball again.
- The exercise continues until everyone has had a chance to receive the ball and say their name.
- Now ask the adolescents to begin throwing the ball to one another. Explain that this time when an adolescent throws the ball, the whole group should call out the name of the adolescent catching the ball. If the group cannot remember that adolescent's name, they can call it out to remind the rest of the group. Instruct the adolescent to throw the ball randomly around the circle.
- Continue with the game until everyone who wishes to has taken part.

### FACILITATOR'S NOTES:

- Make sure all the adolescents who would like to participate get a chance to say their names. Some may be shy or withdrawn, depending upon their experiences. If an adolescent does not want to participate, do not force them. They can still be in the circle with the others if they like.

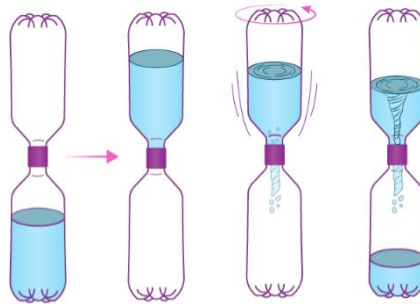
## Cyclone preparedness

30-60 MINS

1. Ask, Does anyone know what a cyclone is? Has anyone ever experienced one?
  - What did you see? What did you hear? How did you feel?
2. Explain that a cyclone (or hurricane, or typhoon) is a big spinning storm with strong winds and heavy rain. Sometimes there can also be thunder and lightning.
3. Recap briefly – what do we do during thunderstorms?

### Optional: Cyclone demonstration

1. Pour the water into one of the bottles



2. Stand the water-filled bottle up and place the empty bottle on top of it.
3. Tape the two bottles together by wrapping tape around the necks of the bottles. You will need someone to hold the bottles in place while you do this
4. Flip the bottles over (so the water-filled bottle is on top) and swirl them in a circle
5. Use the clock or stopwatch on your phone to time your cyclone.
6. As the water from the top bottle flows into the bottom bottle it will create a liquid cyclone. Watch the water fall to the bottom bottle, creating a liquid cyclone.
7. Ask the adolescents the following questions:
  - *What happened?*
  - *How long did it take for the water to drain from the top to the bottom bottle?*

### Preparing and staying safe in a cyclone

1. Have adolescents split up into small groups and answer the questions:
  - *How do you keep safe from a cyclone?*
  - *How can you help your family, friends, and community to be aware of dangers caused by cyclones?*
  - *What are the effects of heavy rain and strong winds? E.g. flooding, power cuts, internet and phone signal outages, lamp post or trees being uprooted*
  - *What else could you experience? E.g. heavy rains, thunder, lightning etc.*
2. Divide the group into 3 groups to discuss what to do before a cyclone (prepare), what to do during a cyclone (protect) and what to do after a cyclone strikes (assist).

3. Ask each group to present 1-3 key messages they came up with.
4. Refer to the Facilitator's Notes on key messages and ask adolescents to add some of these to their lists
5. Give out more paper (if needed) and ask each group to create a poster with their key messages for before, during and after a cyclone.

### **FACILITATOR'S NOTES:**

- This activity involves physical contact. If it is inappropriate for girls and boys to touch each other, divide the groups into boys and girls.

### **Key messages:**

#### **Prepare: What to do before a cyclone:**

- Identify the strongest available shelters or houses, in the safest locations nearby, where you can take cover when the cyclone comes. It may be your own house. To find the strongest houses:
  - Look for solid walls and roofs that are strongly tied down to the ground with rope.
  - Are in better wind-protected areas - not on the tops of hills.
  - Away from steep slopes and areas which might become flooded if there is also rain.
- Find out if there is an evacuation site for your community, where it is and how to get there in case you need to evacuate.
- Ask you parents or caregivers to check your home and make sure everything is tied down as strongly as possible!
- Ask your parents to show you how to protect windows or turn off utilities like a gas stove, electric heater or a generator.
- With your parents or caregivers, start to design an "emergency kit". Try to make sure you have enough essential items, such as drinking water, food, candles and matches and necessary medicines, at home always in case of a cyclone.
- Wrap your important personal belongings in plastic and keep them safe and dry.
- Plan with your family on where to meet in case you are separated during a cyclone and write down contact names and numbers in case you are separated.
- Write down emergency contact numbers in your community. Learn how to call authorities for help (e.g. police/firemen).
- Prepare a 'go bag' in case of evacuation.

### **What goes in a 'go bag'?**

- A go bag should contain essential items for survival during a period of evacuation. What you put in a go bag will depend on the context, what is available in your setting, and individual needs but usually includes:
  - Water
  - Food (ready-to-eat, not something that requires cooking)
  - Whistle – particularly in earthquake zones, in case you are trapped and need to get attention
  - Flashlight

- Personal medication
- Emergency contact information
- A 'go bag' is for the individual – so it should be light enough that it can be carried by the person it belongs to. This means that people can evacuate quicker and more easily.

#### **Protect: What to do during a cyclone:**

- Stay informed of cyclone tracking by listening to the radio and follow any early warning advisories or instructions.
- If your home doesn't have shutters, help an adult to close and board up windows as soon as possible. Tape does not protect windows from smashing!
- Help store drinking water in clean jugs and bottles.
- Cover supplies of food, water and fuel with plastic, tie it down and weigh it down with sandbags.
- When there are heavy rains or thunder roars, stay indoors. Stay off telephones. Unplug anything electrical. Stay away from and out of water. Listen to weather advisories on battery-powered radio.
- Get away from low-lying beaches or other locations which may be swept by high tides or storm waves.
- Avoid taking cover near the very top of hills, very steep slopes or in areas that may flood if a cyclone brings heavy rain.
- Stay away from windows. If your home starts to break up, protect yourself with a mattress, rugs, blankets or tarpaulin. Stay low to the ground and take cover under something solid, like bamboo weighted down with sandbags. If you are exposed in the rain and wind, cover yourself with plastic sheets.
- Stay away from dangling or loose wires and electrical sockets.
- Remind your parents to store important documents in waterproof packages, such as plastic bags.
- Stay indoors until the cyclone has passed. Remember, there is a short period of calm in the middle of a cyclone, before the cyclone continues. Don't be fooled! Stay indoors until official notice is given that it is safe to move.
- If you are scared it is ok, try to speak to an adult about it.

#### **What to do after a cyclone strikes:**

- Do not go outdoors until you are sure that is all clear.
- Support the search and rescue efforts and getting medical attention for persons injured.

## **Body stress buster**

**10 MIN**

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and take a deep breath. Instruct participants to breathe in for 5 seconds, then breathe out for 5 seconds. Count from 1 to 5 out loud. Repeat this 3-5 times
3. Explain that the exercise will focus on different groups of muscles one by one, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.

4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them. Count out loud, 3 to 5 seconds, asking participants to tense the specific muscle group, then instruct them to relax, counting again 3-5 seconds. Repeat this 2 to 3 times.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

#### FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

## Closing

5 MIN


1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.





## LANDSLIDE/MUDSLIDE PREPAREDNESS

**55-90 MIN**

<b>TOPICS:</b>	<ul style="list-style-type: none"><li>● Protect yourself from risks.</li></ul>	Session # 6.14
<b>MATERIALS:</b>	<ul style="list-style-type: none"><li>● Dirt</li><li>● Water</li></ul>	<ul style="list-style-type: none"><li>● Sticks</li><li>● Rocks</li></ul>
<b>PREPARATION:</b>	<ul style="list-style-type: none"><li>● This session should be reviewed and contextualized with members of the community to ensure that the messaging aligns with local best practices.</li></ul>	
	The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.	

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

**5 MIN**

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what to do to protect ourselves in case of landslides/mudslides.*

### Pass the action

**5-10 MIN**

- Participants sit in a circle. One person (A) stands in the centre.
- A moves towards another person (B) using a specific action, such as jumping.
- When s/he reaches B, s/he takes B's place and B then moves to the centre of the circle using A's action or movement.
- When B reaches the centre, s/he walks towards C, using a new action or movement. The game continues in this way until everyone has taken part.
- Continue with the game until everyone who wishes to have taken part.

### What is a landslide/mudslide?

**15-30 MIN**

- Explain that we are going to learn how to stay safe and keep others safe during a land or mudslide. Ask if anyone knows what a landslide is or if they have experienced one before.

### Mudslide/landslide challenge

2. If possible, take the adolescents outside to do this activity. If being outside isn't an option, you can collect sand or dirt in buckets or small containers and do the challenge inside.
  - Divide adolescents into small groups (around 4 per group)
  - Give each group some dirt and small rocks or pebbles (in a container if doing this indoors) and ask them to create a small "hill"
  - Give each group a small watering can (or cup or other container) with water
  - Challenge each group to pour water onto their hill and see what they notice – what technique created the most dramatic slide?
  - Give adolescents time to try different pouring techniques, and construct their hills in different ways
3. Ask:
  - Why do you think the dirt started to slide when water was added?
  - What happened to the small rocks?
  - How could heavy rain or human activity cause a landslide to happen?
4. Say, *A landslide is when a large amount of dirt, rocks, and mud suddenly slides down a hill or mountain. This can happen when the ground gets too wet from rain or melting snow, when there's an earthquake, volcanic eruption, wildfire or when people remove too many trees from a slope. Landslides can be dangerous because they move fast and can destroy everything in their path, like houses, roads, and trees. It's important to recognize the warning signs, like cracking trees, slanted ground, or strange rumbling sounds, so you can stay safe.*

## FACILITATOR NOTES

These details are to support the facilitator's knowledge and may be used to answer further questions adolescents have about landslides.

- A **landslide** is the movement of rock, soil, or debris down a slope. This movement happens when the force of gravity becomes stronger than the materials holding the slope in place. Landslides can happen suddenly or develop over time.

## Causes of Landslides

- Landslides occur due to **natural** and **human-made** factors:
- **Natural Causes:**
  - **Heavy Rainfall & Flooding** – Too much water weakens the soil, making it slide.
  - **Earthquakes & Tremors** – Shaking loosens the ground, causing it to collapse.
  - **Volcanic Eruptions** – Ash and lava can destabilize slopes.
  - **Erosion** – Water or wind gradually removes soil, making slopes unstable.
- **Human-Made Causes:**
  - **Deforestation** – Tree roots help hold soil in place; cutting trees weakens slopes.
  - **Construction & Excavation** – Digging or building on slopes can disturb stability.
  - **Poor Drainage** – Water buildup can weaken the ground, increasing landslide risk.

### Effects of Landslides

- Damage to homes, roads, and buildings
- Blocked rivers, leading to floods
- Loss of lives and disruption to communities

### How to Prevent Landslides

- Plant trees to hold soil in place
- Build retaining walls on slopes
- Improve drainage systems to control water flow
- Avoid construction in high-risk areas

## Landslide/mudslide preparedness

**15-30 MIN**

1. Have adolescents split up into small groups and answer the questions:
  - *What do you do if you see a landslide happening? Remember that landslides can happen very suddenly.*
  - *Where in your areas would a landslide or mudslide happen?*
  - *How can you help your family, friends, and community to be aware of dangers caused by landslides?*
2. Have the groups present their ideas and facilitate a discussion.
3. Make sure to mention the following:
  - Listen for unusual sounds like trees cracking or large rocks knocking together. If you hear something, tell an adult immediately!
  - Tilted trees, lots of mud and debris drifting in rivers and odd cracks, small or wide, can be a sign of an oncoming landslide. If you see anything, tell an adult immediately!
  - Landslides and mudslides happen very fast and there may be very little time to act. Move away quickly from the path of the mudflow or landslide to another location as fast as you can.
  - If you find any sign of a landslide near your home, move quickly to a safe location.
  - Stay away from the landslide area. There may be additional landslides.
  - If you see dangling or loose wires, stay away and tell an adult.
  - If you can't escape, go under a strong piece of furniture, like a table or bench if indoors, or curl into a tight ball, face downhill, and cover your head and neck with your arms to protect yourself.
4. During the discussion make sure to talk about:
  - Where in the local area there is the greatest risk of landslides or mudslides and sharing this information with others.

## Body stress buster

**10 MIN**

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.

3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

#### FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

## Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## EARTHQUAKE PREPAREDNESS

**60-80 MIN**

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Protect yourself from risks.</li> </ul>	Session # 6.15
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>A poster with the drill: drop, cover, and hold</li> <li>Flipchart paper and pens</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>Identify any adolescents with special needs or who may require special attention during a drill – the practice drills will help you better identify these adolescents.</li> </ul>	
 <p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

**5 MIN**

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what to do to protect ourselves in case of an earthquake.*

### Pass or roll the ball name game

**5-10 MIN**

- Ask the adolescents to sit or stand in a circle and explain that they are going to play a game to learn each other's names.
- Give one of the adolescents a ball and ask them to say their name and then gently pass the ball to another person.
- The next person says his or her name and passes the ball again.
- The exercise continues until everyone has had a chance to receive the ball and say their name.
- Now ask the adolescents to begin throwing the ball to one another. Explain that this time when an adolescent throws the ball, the whole group should call out the name of the adolescent catching the ball. If the group cannot remember that adolescent's name, they can call it out to remind the rest of the group. Instruct the adolescent to throw the ball randomly around the circle.
- Continue with the game until everyone who wishes to has taken part.

### FACILITATOR'S NOTES:

- Make sure all the adolescents who would like to participate get a chance to say their names. Some may be shy or withdrawn, depending upon their experiences. If an adolescent does not want to participate, do not force them. They can still be in the circle with the others if they like.

## Earthquake Preparedness

35-50 MIN

1. Say that today we will learn how to keep ourselves safe if there is an earthquake.
2. Ask, does anyone know what an earthquake is? What causes the earth the shake?
3. Explain: An earthquake is caused by a vibration of the Earth's crust. Some earthquakes are barely detected while others cause great damage and loss of life. Earthquakes happen without warning.
4. When an earthquake happens there is also a lot of noise. This is because buildings and rocks are moving as well as the earth itself.
5. When an earthquake happens, we need to act very quickly. Does anyone know what to do?
6. Demonstrate the three steps: Drop, Cover, and Hold On



And explain the variation:



7. As a group, we will pretend we are in different locations where we may experience an earthquake and practise different ways to stay safe. When I stomp my feet and clap my hands, everyone should Drop, Cover and Hold on:
  - **We are in the safe space:** Drop, Cover, and Hold On
  - **We are in a busy market:** find an open spot away from buildings, trees, and power lines. Drop, cover, and hold on.
  - **Pretend you are in a car or bus:** Go low, stay in the car until the shaking stops.

### Activity: Preparing, surviving and recovering

1. Divide adolescents into groups of four. Give each group one of the following questions to discuss. If possible, have one person in each group take notes on flipchart paper:
  - *How can you prepare for an earthquake? (Prepare)*
  - *What do you do in an earthquake to stay safe? (Survive)*
  - *What can you do after an earthquake? (Recover)*

2. Ask each group to share 1-2 points from their discussion. If not already covered, include the following key messages:
  - Prepare: Some preparedness activities could include:
    - i. Making sure your space (the classroom or your home) is secure by identifying hazards and moveable items that could cause a lot of damage
    - ii. Creating an emergency plan including identifying the safest spaces in your home and school to take cover. These should be identified with the support of adults who know which structures are most at risk of falling.
    - iii. Discuss putting together a 'go bag' with essential items in case of evacuation
  - Protect:
    - iv. Stop, Drop, Cover
    - v. Stay until the shaking stops
    - vi. Stay away from windows and heavy furniture
    - vii. If outdoors, stay away from buildings, power lines, or other hazards
  - Recover:
    - viii. Check for injuries and get help
    - ix. If you are separated from your family, who to ask for help. Link this to the 'Emergency Contact' session.
    - x. Talk to trusted adults about how you feel
3. Say that we might feel stressed or worried when talking about earthquakes. It's normal to feel this way. We can help to manage our worries by being prepared and understanding how to stay safe.

#### FACILITATOR NOTES:

##### What goes in a 'go bag'?

- A go bag should contain essential items for survival during a period of evacuation. What you put in a go bag will depend on the context, what is available in your setting, and individual needs but usually includes:
  - Water
  - Food (ready-to-eat, not something that requires cooking)
  - Whistle – particularly in earthquake zones, in case you are trapped and need to get attention
  - Flashlight
  - Personal medication
  - Emergency contact information
- A 'go bag' is for the individual – so it should be light enough that it can be carried by the person it belongs to. This means that people can evacuate quicker and more easily.

## Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.

3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

#### FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



# SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS



## OUR BODIES

90 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Have body awareness and set body boundaries.</li> </ul>	Session # 7.1
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Large pieces of paper</li> <li>Pens/pencils</li> <li>Paper (A4)</li> <li>Coloured markers</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	



The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about our bodies and how to set boundaries.*

### Body Mirror

10 MIN

- Ask adolescents to get into pairs (groups of 2) and stand anywhere in the room (or have them line up in parallel lines with the partners facing each other and a few feet of space between each neighbouring person). The pairs should face each other so that one person is the leader, and the other is the mirror (the follower).
- One adolescent begins as the leader by making movements (in silence) and the partner follows (mirrors back) the movements. The facilitator can provide instructions during this process (such as do fast movements or do slow movements). The process goes on for about 2 minutes.
- The adolescents switch roles (leader and follower) and the process repeats.
- The facilitator invites the adolescents to share how they felt doing this activity.

### Our Bodies

30 MIN

- Ask the participants to sit in a circle and discuss the following questions. Make sure every participant has the opportunity to contribute to the discussion. Remind the participants that there are no right or wrong answers:
  - What do we use our bodies for?*

- Which are, for you, the most important parts of your body? Why?
  - Can we express feelings with our bodies? How do we do this?
  - Can we experience problems with our bodies? What kinds of problems?
  - How can we express joy with our bodies?
2. Now give each participant a piece of paper and something to draw with.
  3. Ask the participants to do a drawing of something they can do with their bodies e.g. sport, dancing, cooking, etc. Give them about 10 minutes to do this.
  4. When they have all finished, ask them to show the picture to the person they are sitting next to, and share what they have drawn.
  5. Explain how we all have a responsibility to protect each other.

#### FACILITATOR'S NOTES:

- By discussing the human body and what the human body is capable of doing, the participants will learn from each other about how they see and experience their bodies.
- These activities aim to broaden the participants' perspectives and to encourage empathy for others.
- Talking about the body can be a very sensitive topic and care must be taken to ensure that this workshop is culturally sensitive. If needed, divide girls and boys in two separate groups.

## Body Drawing

30 MIN

1. Tell participants that we will be drawing the outlines of our bodies. We should remember our group rules and expectations and be respectful of each other's bodies and drawings.
2. Explain that each participant should draw the outline of their body on the large pieces of paper. You can also ask the participants to work in small groups (boys and girls separately) rather than in pairs if this is less sensitive.
3. When everyone has finished, say the following:
  - *Take a look at your drawings. They show the boundaries of your bodies. You were given this body when you were born. Your body is yours and yours alone. It is your right that your body is protected from harm and you have a responsibility for protecting your body. One of the ways you can protect your body is by deciding what good touches and bad touches are for you and by learning how to prevent bad touches which can harm you and hurt your feelings.*
4. Explain to the participants that now you are going to talk about what welcomed touches and unwelcomed touches are. Explain that welcomed touches can make you feel comfortable and appreciated, whereas unwelcomed touches can hurt you, make you feel embarrassed or uncomfortable.
5. Ask the participants to give some examples of welcomed touches first and then unwelcomed touches. If they do not understand what you mean, give them examples of what you feel are welcomed or unwelcomed touches. Some examples are given below:

**Examples of welcomed touches:** Hugs from friends or family and you feel fine with it.

**Examples of unwelcomed touches:** When someone hits you, or hurts you physically, or when someone touches private parts of your body without your agreement. An unwelcome touch can also be if someone gives you a hug or holds your hand, if you do not feel comfortable with it.

6. Ask the participants to return to their body drawings with their partners. Explain that you are going to continue to work on the topic of welcomed and unwelcomed touches. Ask them to choose two

coloured pencils or markers, where one colour will be used to show welcomed touches and the other colour will be used to show unwelcomed touches.

7. Now ask them to map out on their body maps where they think touch could be described as 'welcomed' and to mark this with the colour they have chosen for this type of touch.
8. When both participants in each pair are ready, ask them to do the same with 'unwelcomed touches.'
9. When everyone has finished mapping out welcomed and unwelcomed touches on their body maps, complete the exercise by saying the following:
  - *Sometimes other people touch us in ways that we do not like. Since you are the owner of your body, it is your right to say no to things you do not feel comfortable with. You ALWAYS have the right to say "NO" to someone if they touch you in a way that you do not like and you never have to explain your no – your body is yours.*

#### FACILITATOR'S NOTES:

- For this activity, it may be culturally appropriate to separate the group into girls and boys. The topic of mapping out what constitutes welcomed and unwelcomed touches can be a very sensitive one. Also be prepared that many participants may shy away from this activity and that they may need some extra encouragement.
- Be a role model as facilitator: Stay calm and take the activity seriously.

### Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.
3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

#### FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

## Closing

5 MIN


1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## PUBERTY - GIRLS ONLY

80-85 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Have body awareness and set body boundaries</li> </ul>	Session # 7.2.1
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Pieces of paper</li> <li>Markers</li> </ul>	<ul style="list-style-type: none"> <li>Pens</li> <li>Flipchart paper</li> </ul>
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	



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**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what puberty is and the changes that we experience in our bodies during this period.*

### Group balance

5-10 MIN

- Ask participants to get into pairs.
- Ask pairs to hold hands and sit down then stand up, without letting go of one another's hands.
- Repeat the same exercise in groups of four people.
- Form into groups of eight people holding hands in a circle. Ask members in each group to number off in even and odd numbers.
- At a signal, ask the even numbers to lean backwards while the odd numbers lean forwards, achieving a group balance.

### What is puberty? (girls only)

30 MIN

- ASK:
  - Has anyone heard the word, "puberty"? What do you think it means?
- EXPLAIN:

- Puberty is the name for the time when we experience physical, social, and emotional changes and developments as we move from being a child to an adult.
- Many of these changes are associated with the body's transition to sexual and reproductive maturity, when our bodies develop the capacity to have adolescents.
- It happens gradually between ages 10-19, but this can vary from person to person. Some go through puberty earlier than others.

3. ASK:

- *Why is it important to learn about physical changes (in our brains and bodies) and social and emotional changes during puberty?*

4. EXPLAIN: To know our body and understand the changes happening in it. To understand what is normal and what is not. To know how to take care of our physical and mental health. To be able to deal with the expectations that our society/community has of us as we transition into adulthood.

5. DO:

- Divide the girls into groups of 3 or 4 and hand out flipchart paper and pens to each group.
- Ask the groups to draw an adolescent girl who is around their age.
- Ask girls to mark on the drawing where changes are happening to girls during puberty, specifically where we can visibly observe the changes on or in our bodies. They can circle the area or draw an arrow.
- After 5 minutes, ask the small groups to share their drawings with the rest of the girls and highlight the changes they have noted.
- Each group should take no more than 1-2 minutes to present. Ask girls not to repeat what other groups have already mentioned.

When the girls have explained their drawings, add the items on the list below if they have been missed:

- Girls' breasts grow and girls may gain weight.
- Breasts may be painful as they grow. The pain can be a mild ache or a sharp or burning pain. This may be different for each girl, which is normal and nothing to worry about.
- Girls will start to menstruate/have their periods.
- Girls will notice that they sweat more. The skin becomes greasy and they may get acne.
- Their pelvic bones and hips will grow.
- Growth of hair on face, genital region, underarms, legs, and around nipples.
- Girls will experience some secretions from the vagina that are clear, white, or off-white in colour. This is normal and helps to keep the vagina healthy.
- Possible interest or engagement in sex and sexual activities. There may be new physical sensations to someone you are attracted to, such as increased vaginal discharge.

6. SAY:

- *Aside from physical changes, let's also think about changes in emotions during puberty.*
- *To help us, we can think back to the discussions we had about our emotions and about our own experiences.*

7. DO: Ask the girls to turn to the person sitting next to them to discuss this question for a couple of minutes.

8. ASK:

- *What social and emotional changes can happen during this time in a girl's life? (Take an idea from each pair if possible, to check understanding).*

If not mentioned and if relevant in your context, share these examples:

- Girls may develop different interests or hobbies.
- Girls may have changing moods, feel easily annoyed, angry, or sad.
- Girls may feel shy or embarrassed easily.
- Girls may want to spend less time with family and more time with friends.
- Girls may worry about their bodies and the way they look.
- Girls may feel curious about love.
- Girls may want to be alone more or be more independent.
- Girls may feel pressure from their friends to behave in a certain way.

9. ASK:

- *Has anyone heard the word, "hormones"? Can you tell us what they are?*

10. EXPLAIN:

- *During puberty, your body releases something called, "hormones," which are chemical messengers. They make your body grow from a girl's body into a woman's body.*
- *Hormones come from our brain. They are natural and lead to all the physical and emotional changes we have discussed.*

#### KEY MESSAGES:

- All of these physical and emotional changes are normal.
- Everyone grows at their own pace, some earlier, some later.
- It is important not to tease others who may grow earlier or later.
- Young people often feel uncomfortable or self-conscious because of the changes in their bodies.
- Sometimes these changes may be new and interesting, but other times they may be hard and confusing.
- Sometimes it can help to know other girls who are going through many of the same things.

#### FACILITATOR'S NOTES:

- Be aware that younger girls may be uncomfortable talking about some of the topics, such as developing interest in sexual activities or intimate physical development.
- Be prepared for questions during these discussions.
- If you do not feel confident or comfortable explaining it, tell the girls that you will find out the answer and get back to them. The question(s) can then be discussed with your supervisor, who may consult a healthcare professional.



## Puberty for boys (girls only)

15 MIN

1. SAY:

- *Now, let's take a moment to think about some of the physical and emotional changes that boys around your age experience in puberty.*

2. DO:

- Ask the girls to discuss in their small groups for a few minutes and think of examples of physical and emotional changes that boys experience during puberty.
- If appropriate, draw a simple outline of a boy on flipchart paper.
- Ask for feedback from the small groups of physical and emotional changes.
- If using a picture, mark the changes they mention on the outline with a circle or an arrow.
- If the changes are emotional, either write the change or if the group has low literacy, draw a simple image or symbol to represent the change.

If not mentioned and if relevant in your context, share these examples:

- **Physical** – Boys get taller and gain weight; they grow hair in their genital region and underarms, face, chest, legs, etc.; their voices get deeper; they get acne; they may become interested in masturbation, sexual intercourse, and sexual activities; and they have new physical responses to someone they are attracted to, such as erections.
- **Social and Emotional** – Boys may experience changes in mood or disposition; they may want to be more independent; they may want to spend less time with family and more time with friends; they may worry about their bodies and the way they look; and they may feel shy or easily embarrassed.

### FACILITATOR'S NOTES:

- It may not be appropriate to draw an outline of a boy in relation to puberty. It depends upon the cultural context in which you are delivering this session.
- But it is important to include a discussion about the changes and developments that boys experience during puberty, so the connection to their physical role can be made during the discussions about reproduction in the following sessions.
- Decide in advance with your supervisor and colleagues if you will use a picture or just have a discussion.

## Different experiences of puberty (girls only)

15 MIN

1. ASK:

- *At what age do these changes start to happen for girls and boys? How long do they last?*

2. EXPLAIN:

- Puberty can start as early as age 8 and last into the early 20s for girls and boys.
- Girls often experience changes related to puberty earlier than boys do.
- It is important to remember that puberty is a gradual process and happens at different times for every person.

## 3. ASK:

- *Does everyone experience the same things?*

## 4. EXPLAIN:

- Changes occur in each girl or boy at a different time; some start earlier and some start later. This is completely normal.
- Girls will have breasts of different shapes and sizes, as well as more or less hair on their bodies, and so on. This is all normal. Every body shape is different and beautiful in its own way.
- Some changes are associated with the body's transition to sexual and reproductive maturity, meaning that our bodies have the capacity to have children. Other changes are associated with our mood, feelings, emotions, behaviour, and how people treat us.

## 5. ASK:

- *What are the expectations that our society (parents, friends, teachers, leaders, neighbours, etc.) has of girls and boys around your age? Can you think of some examples of expectations?*

If they do not understand the question, explain that we are looking for examples of what people expect in terms of the way they should act, the activities that they participate in, their appearance, their responsibilities and duties, etc.

## 6. DO:

- Ask them to gather in groups of 2 or 3 to discuss this question for a couple of minutes.
- Take some ideas from each group and write them on flipchart paper. Read them aloud to include those who cannot read.

## 7. ASK:

- *Which of these examples apply to just girls or just boys?*

## 8. DO:

- Underline or circle the girls' and boys' examples using two different colours.
- Tell the girls which colour is for boys and which is for girls, so even if they cannot read, they can see that there are many differences.
- Explain that the examples that are not underlined or circled can apply to both girls and boys.

## 9. ASK:

- *Do you have other examples of ways in which girls and boys are treated differently during puberty?*

## 10. DO: Add them to the list.

If not mentioned, ask if any of these examples are relevant to girls and other girls and boys their age, and discuss which apply more to girls, more to boys, or both:

- More or less freedom to move about in public spaces
- More responsibilities in the home, such as household chores or childcare
- More responsibility to start earning money
- More pressure to dress in a way that covers the body or in a way that displays the body
- More or less social mixing between girls and boys
- Increasing pressure to experiment with alcohol, drugs, and other substances
- Coming-of-age rituals, including harmful and non-harmful practices

- Increasing social pressure to gain sexual experience
- Increasing social pressure to prepare for marriage
- More opportunities for leadership at school and in the community
- Social pressure to succeed in sports
- Greater likelihood of being removed from school by parents
- Exposure to sexual harassment
- Increased likelihood of sexual exploitation (for example, when men pressure or force girls to have sex by offering gifts, money to cover school fees, etc.)

## 11. SAY:

- *While there are some similarities, girls and boys experience puberty differently. Aside from the biological differences, there are many different social expectations and rules for girls and boys of this age. You may be facing more barriers to participation in social life and have fewer choices than boys do. This is because of gender and gender inequality.*

## 12. ASK:

- *Thinking back to our session on gender, how is gender inequality linked to puberty?*

Because of gender inequality between girls and boys, the experience of puberty results in different choices, expectations and pressures on girls than boys.

## Belly breathing

5 MIN

1. Ask all participants to sit with their backs straight but in a comfortable position. They can look at the top of the facilitator's head and let their eyes rest.
2. Ask them to place their hands gently on their lower belly.
3. As they sit quietly for a moment, using a quiet and calm voice, ask them to listen to their breath. Are they breathing from their nose or mouth? Are their breaths fast or slow? Is their belly moving or their chest?
4. Ask them to take a breath with their belly – inhale for one, two, three. Feel the belly go out. Hold their breath for one, two and exhale for one, two, three. Feel their belly go back in.
5. Inhale one, two, three, four, five. Hold for one, two, three and exhale for one, two, three, four, five.
6. Repeat two more times. In the last round, ask the participants to say “Hah!” on their last breath!

## Closing

5 MIN


1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## PUBERTY - BOYS ONLY

80-85 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Have body awareness and set body boundaries.</li> </ul>	Session # 7.2.2
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Pieces of paper</li> <li>Markers</li> <li>Pens</li> <li>Flipchart paper</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	



The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will learn about what puberty is and the changes that we experience in our bodies during this period.*

### Group balance

5-10 MIN

- Ask participants to get into pairs.
- Ask pairs to hold hands and sit down then stand up, without letting go of one another's hands.
- Repeat the same exercise in groups of four people.
- Form into groups of eight people holding hands in a circle. Ask members in each group to number off in even and odd numbers.
- At a signal, ask the even numbers to lean backwards while the odd numbers lean forwards, achieving a group balance.

### Puberty for boys (boys only)

30 MIN

- ASK:
  - Has anyone heard the word, "puberty"? What do you think it means?
- EXPLAIN:
  - Puberty is the name for the time when we experience physical, social, and emotional changes and developments as we move from being a child to an adult.

- Many of these changes are associated with the body's transition to sexual and reproductive maturity.
  - It happens gradually between ages 10-19, but this can vary from person to person. Some go through puberty earlier than others.
3. ASK:
- *Why is it important to learn about physical changes (in our brains and bodies) and social and emotional changes during puberty?*
4. EXPLAIN: To know our body and understand the changes happening in it. To understand what is normal and what is not. To know how to take care of our physical and mental health. To be able to deal with the expectations that our society/community has of us as we transition into adulthood.
5. DO:
- Divide the boys into groups of 3 or 4 and hand out flipchart paper and pens to each group.
  - Ask the groups to draw an adolescent boy who is around their age.
  - Ask boys to mark on the drawing where changes are happening to boys during puberty, specifically where we can visibly observe the changes on or in our bodies. They can circle the area or draw an arrow.
  - After 5 minutes, ask the small groups to share their drawings with the rest of the boys and highlight the changes they have noted.
  - Each group should take no more than 1-2 minutes to present. Ask boys not to repeat what other groups have already mentioned.

When the boys have explained their drawings, add the items on the list below if they have been missed:

- Boys get taller and gain weight.
- Boys grow hair in their genital region, underarms, face, chest, legs, etc.
- Boys' voices get deeper.
- Boys' skin can get oilier and develop pimples or acne.
- Boys may become interested in masturbation, sex, and sexual activities, and have new physical responses to someone they are attracted to, such as erections.

6. SAY:
- *Aside from physical changes, let's also think about changes in emotions during puberty. To help us, we can think back to the discussions we had about our emotions and about our own experiences.*
7. DO: Ask the boys to turn to the person sitting next to them to discuss this question for a couple of minutes.
8. ASK:
- *What social and emotional changes can happen during this time in a boy's life? (Take an idea from each pair if possible, to check understanding).*

If not mentioned and if relevant for your context, share these examples:

- Boys may develop different interests or hobbies.
- Boys may develop different interests or hobbies.
- Boys may have changing moods, feel easily annoyed, angry, or sad.

- Boys may feel shy or embarrassed easily.
- Boys may want to spend less time with family and more time with friends.
- Boys may worry about their bodies and the way they look.
- Boys may feel curious about love.
- Boys may want to be alone more or be more independent.
- Boys may feel pressure from their friends to behave in a certain way.

9. ASK:

- *Has anyone heard the word, “hormones”? Can you tell us what they are?*

10. EXPLAIN:

- During puberty, your body releases something called, “hormones,” which are chemical messengers. They make your body grow from a boy’s body into a man’s body.
- Hormones come from our brain. They are natural and lead to all the physical and emotional changes we have discussed.

**KEY MESSAGES:**

- All of these physical and emotional changes are normal.
- Everyone grows at their own pace, some earlier, some later.
- It is important not to tease others who may grow earlier or later.
- Young people often feel uncomfortable or self-conscious because of the changes in their bodies.
- Sometimes these changes may be new and interesting, but other times they may be hard and confusing.
- Sometimes it can help to know other boys who are going through many of the same things.

**FACILITATOR’S NOTES:**

- Be aware that younger boys may be uncomfortable talking about some of the examples, particularly in relation to developing interest in sexual activities or intimate physical development.
- Group younger ages together and older together for these sessions For example place 12 years olds alone and 13 and 14 years olds together.
- Be prepared for questions during these discussions.
- If you do not feel confident or comfortable explaining it, tell the boys that you will find out the answer and get back to them. The question(s) can then be discussed with your supervisor, who may consult a healthcare professional

## Puberty for girls (boys only)

**15 MIN**

1. SAY:

- *Now, let’s take a moment to think about some of the physical and emotional changes that girls around your age experience in puberty.*

2. DO:

- Ask the boys to discuss in their small groups for a few minutes and think of examples of physical and emotional changes that girls experience during puberty.
- If appropriate, draw a simple outline of a girl on flipchart paper.
- Ask for feedback from the small groups of physical and emotional changes.
- If using a picture, mark the changes they mention on the outline with a circle or an arrow.
- If the changes are emotional, either write the change or if the group has low literacy, draw a simple image or symbol to represent the change.

If not mentioned, share some examples of physical and emotional changes that girls experience during puberty:

- **Physical** – Girls will start to menstruate/have their period; their breasts grow and they may gain weight; their pelvic bones and hips will grow; they grow hair in their genital region, underarms, and legs; they may get acne; they may become interested in masturbation, sex, and sexual activities; and they may have new physical responses to someone they are attracted to.
- **Social and Emotional** – Girls may experience changes in mood or disposition; they may want to be more independent; they may want to spend less time with family and more time with friends; they may worry about their bodies and the way they look; and they may feel shy or easily embarrassed.

#### FACILITATOR'S NOTES:

- It may not be appropriate to draw an outline of a girl in relation to puberty. It depends upon the cultural context in which you are delivering this session.
- But it is important to include a discussion about the changes and developments that girls experience during puberty, so the connection to their physical role can be made during the discussions about reproduction in the following sessions.
- Decide in advance with your supervisor and colleagues if you will use a picture or just have a discussion.

### Different experiences of puberty (boys only)

15 MIN

1. ASK:
  - *At what age do these changes start to happen for boys and girls? How long do they last?*
2. EXPLAIN:
  - Puberty can start as early as age 8 and last into the early 20s for boys and girls.
  - Girls often experience changes related to puberty earlier than boys do.
  - It is important to remember that puberty is a gradual process and happens at different times for every person.
3. ASK:
  - *Does everyone experience the same things?*
4. EXPLAIN:
  - Changes occur in each boy and girl at a different time; some start earlier and some start later. This is normal.

- Boys will have genitals of different shapes and sizes, as well as more or less hair on their face and bodies, and so on. This is all normal.
- Some changes are associated with the body's transition to sexual and reproductive maturity. Other changes are associated with our mood, feelings, emotions, behaviour, and how people treat us.

## 5. ASK:

- *What about the expectations that our society (parents, friends, teachers, leaders, neighbours, etc.) has of boys and girls around your age? Can you think of some examples of expectations?*

If they do not understand the question, explain that we are looking for examples of what people expect in terms of the way they should act, the activities that they participate in, their appearance, their responsibilities and duties, etc.

## 6. DO:

- Ask them to gather in groups of 2 or 3 to discuss this question for a couple of minutes.
- Take some ideas from each group and write them on flipchart paper. Read them aloud to include those who cannot read.

## 7. ASK:

- *Which of these examples apply to just boys or just girls?*

## 8. DO:

- Underline or circle the girls' and boys' examples using two different colours.
- Tell the boys which colour is for boys and which is for girls, so even if they cannot read, they can see that there are many differences.
- Explain that the examples that are not underlined or circled can apply to both girls and boys.

## 9. ASK:

- *Do you have other examples of ways in which boys and girls are treated differently during puberty?*

## 10. DO: Add them to the list.

If not mentioned, ask if any of these examples are relevant to the boys and other girls and boys their age, and discuss which apply more to girls, more to boys, or both:

- More or less freedom to move about in public spaces
- More responsibility to start earning money
- More responsibilities in the home, such as household chores or childcare
- More pressure to dress in a way that covers or displays the body
- More or less social mixing between girls and boys
- Increasing pressure to experiment with alcohol, drugs, and other substances
- Coming-of-age rituals, including harmful and non-harmful practices
- Increasing social pressure to gain sexual experience
- Increasing social pressure to prepare for marriage
- More opportunities for leadership at school and in the community
- Social pressure to succeed in sports
- Greater likelihood of being removed from school by parents
- Exposure to sexual harassment



- Increased likelihood of sexual exploitation (for example, when men pressure girls to have sex by offering gifts, money to cover school fees, etc.)

11. SAY:

- *While there are some similarities, girls and boys experience puberty differently. Aside from the biological differences, there are many different social expectations and rules for girls and boys of this age. Girls may face more barriers to participation in social life and have fewer choices than you as boys do. This is because of gender and gender inequality.*

12. ASK:

- *Thinking back to our session on gender, how is gender inequality linked to puberty?*

Because of gender inequality, the experience of puberty results in different choices, expectations, and pressures on girls than boys.

## Belly breathing

5 MIN

1. Ask all participants to sit with their backs straight but in a comfortable position. They can look at the top of the facilitator's head and let their eyes rest.
2. Ask them to place their hands gently on their lower belly.
3. As they sit quietly for a moment, using a quiet and calm voice, ask them to listen to their breath. Are they breathing from their nose or mouth? Are their breaths fast or slow? Is their belly moving or their chest?
4. Ask them to take a breath with their belly – inhale for one, two, three. Feel the belly go out. Hold their breath for one, two and exhale for one, two, three. Feel their belly go back in.
5. Inhale one, two, three, four, five. Hold for one, two, three and exhale for one, two, three, four, five.
6. Repeat two more times. In the last round, ask the participants to say "Hah!" on their last breath!

## Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## PROTECTING MYSELF AND KEEPING SAFE 2: STIs - GIRLS ONLY

75 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Protect your body, including refusal and negotiation skills.</li> </ul>	Session # 7.1
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Flipchart paper, markers, pens</li> <li>Optional: condoms to show to the adolescents</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>A template with relevant information and specific numbers of relevant services, helplines, etc. (as described in the note to facilitators below) to share with girls during the session. (This template can be updated based on girls' suggestions and re-shared during a later session.)</li> </ul>	
 <p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will discuss identifying signs and symptoms of sexually transmitted diseases.*

### Pass the action

10 MIN

- Participants sit in a circle. One person (A) stands in the centre. A moves towards another person (B) using a specific action, such as jumping. When s/he reaches B, s/he takes B's place and B then moves to the centre of the circle using A's action or movement. When B reaches the centre, s/he walks towards C, using a new action or movement. The game continues in this way until everyone has taken part.

### Identifying and preventing STIs

45 MIN

- SAY:** Now we are going to learn about sexually transmitted infections. Sexually transmitted infections (STIs) are infections passed from person to person through sexual intercourse or genital contact. **Genital contact** means when private parts (penis, vagina, vulva, etc.) touch each other, either skin-to-skin or during sexual activity. This can happen even without intercourse (penetration) and still spread infections. Many of these diseases are treatable but, if left untreated, they can infect

the sexual and reproductive organs, cause infertility, miscarriage, and stillbirths and they greatly increase the chance of getting HIV, which causes AIDS.

2. ASK:
  - a. Do you know how and between who STIs can be transmitted?
3. Take some answers and clarify:
  - a. STIs can be transmitted from person to person through sexual intercourse and the sharing of sexual fluids like semen or vaginal fluids
  - b. STIs can be transmitted through skin-to-skin contact, from touching a person's genitals even if there is no penetration
  - c. STIs can also be transmitted through blood – this can happen through sharing needles (such as for ear piercing; or medical syringes) or razor blades. When coming in contact with blood don't touch it directly but rather use gloves or plastic to clean a wound or when in contact with blood.
4. ASK:
  - a. Do you know the names of any STIs?
5. Take some answers and share:
  - a. The most common STIs are HIV/AIDS, gonorrhoea, syphilis, genital herpes, genital warts, trichomonas vaginalis and chlamydia.) Girls might use locally used names or slang for some of these diseases – ensure you know what local terms are used.
6. What are some symptoms of STIs that you are aware of?
  - a. EXPLAIN: You can have an STI with no signs or symptoms. Sometimes the symptoms go away on their own. Whether you have symptoms or not, you still have the STI until you get treated.
  - b. If you notice any unusual discharge, sores, redness, or growths on the genitals, or if you suspect that you have been exposed to an STI, go to a health professional. If you see the same signs on your sexual partner, it is highly possible that you are also infected. It is important that both you and your partner seek health care immediately. When contextualizing be sure to identify the health facilities that offer services to adolescents and share that information with the adolescents.
7. EXPLAIN: Latex condoms are an effective barrier to prevent STIs. They can, however, break or leak, especially when used incorrectly. It is important for adolescents to understand how to use a condom correctly, what to do if it breaks and that they must be used for every act of sexual intercourse to protect against HIV infection. Condoms offer the best protection against the spread of HIV during sexual intercourse with a partner whose HIV status is unknown.

#### Identifying signs and symptoms:

8. SAY: We are going to talk about infections that are passed from one person to another. We will learn about signs and symptoms of common STIs.
9. SAY: Sometimes a person with an infection might not see or feel anything different. But sometimes there are changes that you can see or feel.
10. ASK: What are some of the things a person could see or feel that will alert them to visit a doctor, health professional or clinic/facility?  
Make sure the group covers the following ideas:

Seeing	Feeling / Sensation
<ul style="list-style-type: none"> <li>• A sore vagina, or a wound in/around the vagina</li> <li>• Heavy and smelly discharge on a girl's underwear</li> <li>• Small cauliflower-like growths on or near the genitals (known as warts)</li> <li>• Seeing brown insects moving around and small white eggs on pubic hair</li> </ul>	<ul style="list-style-type: none"> <li>• Itchiness inside the vagina or itchy pubic hair</li> <li>• Burning pain when passing urine, feeling like you have to urinate frequently</li> <li>• Pain in the womb and fever</li> <li>• Pain during sex</li> </ul>

11. ASK: How can someone reduce the risk of passing on these infections?

- a. Abstinence or using a condom during sexual activity. Explain that condoms do not protect against all STIs but are the most effective method after abstinence.

12. ASK: When should someone go to a doctor or health facility for treatment for an STI?

- a. As soon as they think they have an STI, if a partner tells them that they have an STI or they suspect the person they were intimate with might have one (they can think about the symptoms that were discussed earlier)]. **Where can someone go if they think they might have an STI? (Be prepared with information on nearby services).**

13. EXPLAIN: If someone thinks they have an STI, they should first go to **a health centre or hospital for treatment**. It is not possible to treat themselves at home. It is also important to take all of the medication given by the health provider. If they got the STI from their partner, they should try to encourage their partner to also get treated so that they don't catch the STI again later from their partner or give it to someone else.

14. DO: discuss and share information about available sexual and reproductive health services and how to access them.

#### FACILITATOR'S NOTES:

- Familiarise yourself with locally used concepts and words in the girls' local language/s.
- Provide details of local health clinics or services that provide treatment for STIs

## Relaxation technique

10 MIN

1. Introduce the relaxation technique to participants:

- *When you feel stressed or overwhelmed by thoughts and emotions, a relaxation exercise may help you feel calmer and less overwhelmed.*
- *Relaxation and 'grounding' is about turning your attention and thoughts from the inner feeling of being stressed or anxious, to the outside world. It is about using your different senses (sight, smell, taste, hearing and touch) to bring your brain's attention to the present and regain a sense of control.*

- *There are many types of relaxation and grounding techniques. In this activity, you are going to practise one of them that can help to relax and feel more connected to reality.*
2. Ask participants to find a place to sit in a comfortable, relaxed position. Guide them through the exercise as follows:
    - *Let your arms rest on your legs, or if you are sitting on a chair, place your arms on the armrests.*
    - *Keep your upper body and head in an upright position. The backrest of the chair is only for support.*
    - *Let go of tension in your neck and shoulders.*
    - *Breathe slowly and deeply in and out. Be aware of your breath just as it is, without doing anything special. Feel your belly moving in and out as you breathe.*
    - Options - pick one or more:
      - *Look around and name silently to yourself five non-distressing objects that you can see.*
      - *Name silently to yourself five non-distressing sounds you can hear. If you lose your attention for a moment, then slowly turn back to the five sounds, and describe them quietly to yourself.*
      - *Now name silently to yourself five non-distressing things you can feel. If you lose your attention for a moment, then slowly turn back to the five things you can feel.*
    - *Mention them to yourself without any judgement. If you lose your attention for a moment, then slowly turn back to the five things. You may also pay attention to colours in the surrounding space.*
  3. Keep a moment of silence before wrapping up the activity. Then, ask a few participants what they thought about this exercise and whether it would be a technique they could use in their everyday life.

#### FACILITATOR'S NOTES:

- Familiarise yourself with the relaxation exercise so that you can guide the participants calmly and confidently.
- Sight examples: "I see the floor," "I see my shoe," "I see a table," "I see a chair," and "I see a person sitting next to me." Keep your attention on these five objects for a moment.
- Sound examples: "I hear a man talking," "I hear myself breathing," "I hear some children playing," "I hear someone walking in the next room," and "I hear someone typing on a computer."
- Touch examples: "I can feel this wooden chair with my hands," "I can feel my toes inside my shoes," "I can feel my feet pressing against the floor," "I can feel a toy in my hands," and "I can feel my lips press together around my tongue."

## Closing

5 MIN


1. Thank the group for their time and presence.
2. Review the session topic and check whether children/adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*

Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## PROTECTING MYSELF AND KEEPING SAFE 3: INTIMATE PARTNER VIOLENCE - GIRLS ONLY

65 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Protect your body, including refusal and negotiation skills.</li> </ul>	Session # 7.2
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Flipchart paper, markers, pens</li> <li>Print-out of two stories</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>A template with relevant information and specific numbers of relevant services, helplines, etc. (as described in the note to facilitators below) to share with girls during the session. (This template can be updated based on girls' suggestions and re-shared during a later session.)</li> </ul>	
 <p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will discuss forms of intimate partner violence.*

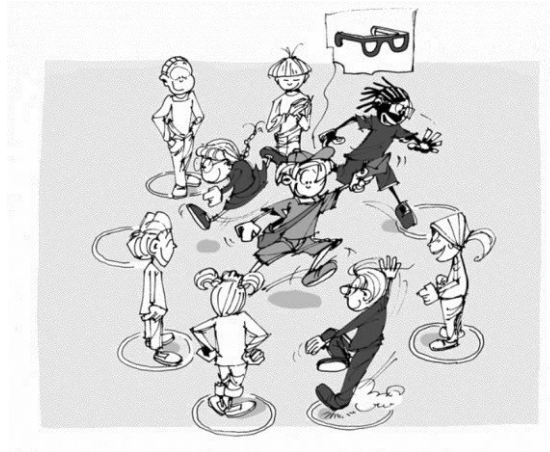
### The postman

5 MIN

- The players are seated or standing in a big circle. The facilitator, the first postman, is standing in the centre.
- The postman says out loud: "The post has arrived..." The other players ask: "For whom?" The postman answers: "For all those who..." and makes something up: e.g. "... those who have a brother, those who have travelled to a certain place, those who are near-sighted, those who are wearing green", etc.
- Those concerned by the 'post' must get up and change places as quickly as possible. During this time, the postman tries to find a place. Whoever is left without a chair becomes the postman and brings the next post, for "The post has arrived...", ["For whom"], "...all those who..."

#### FACILITATOR'S NOTES:

- Players cannot change chairs with their neighbours.



## Identifying Intimate Partner Violence

45 MIN

1. SAY: We are now going to talk about violence in a partnership. It can often be difficult for girls and young women to talk about sexually transmitted infections and family planning with their partner, and sometimes it causes conflicts and problems. Some women fear violence or have experienced violence when they try to talk to their partner about sexual and reproductive health or family planning.
2. ASK: the questions below, one at a time, and give the girls time to respond and discuss, ensuring all girls are responding:
  - Have you heard of gender-based violence?
  - What is gender-based violence?
3. EXPLAIN: Gender-based violence is any harm to a person that hurts the health of the body or mind and is based on their gender. This violence usually occurs because of the difference in power between men and women. When someone abuses or misuses their power, it results in violence. Violence can be using harmful words, hitting or kicking, forcing sex, and many other things. Although women are often the victims, gender-based violence also occurs with boys and men.

Violence is associated with how men and women are educated in society. Men are usually taught to suppress emotions and have not learned to use dialogue to resolve conflicts. As a result, they express anger through violence. Many men and boys also believe that they have the right to be violent if girls and women do not fulfil their 'obligations', such as having sex when their partners wish, taking care of the house, and obeying their partners' wishes. In some contexts, refusing to have sex with the husband would be controversial ensure adaptation to the context.

Women may find it difficult to report violence from their partner or husband. If someone experiences violence, they can report it to the nearest police station or seek help at a health centre.

4. SAY: We are now going to read two stories about couples your age from similar communities (ensure contextualisation).
5. DO: Divide the girls into two groups. Assign a story (see below) for each group.
6. ASK: The girls discuss how the characters can solve their problems without using violence.
7. GIRL TALK: They have ten minutes to discuss this.
8. DO: After ten minutes, ask the girls to form a circle, and share their ideas about how to solve the problems without using violence. Facilitate a discussion that stresses the peer-support role of other girls. Make sure to follow up any reference to reporting violence, with information on how to report it in your context.



**FACILITATOR'S NOTES:**

- Ensure you have up-to-date information on referral mechanisms for survivors of violence available.
- Familiarise yourself with the stories and adapt them to the local context.
- Explain the available services including Medical, legal and psychosocial support.
- Ensure girls know that : No form of abuse happens by accident, Abuse is not the fault of the person abused. One of the reasons one person abuses another is to control them
- Some girls in the session may have experienced abuse or know someone that has. You should pay close attention to the behaviours and comments from the girls. Notice who seems quiet, disengaged or visibly upset and/or aggressive. Make sure you follow up with those girls after the session.

**Story 1**

Sibusiso and Iminathi have been together for six months. They met in the border town where they are both saving money to continue their migration journey. Lately, Sibusiso has gone to the bar to drink with his friends instead of going to work. He often comes home drunk without any money left, and screams at Iminathi because he wants to have sex with her. She shouts at him, too, because she does not want to have sex. They often spend the night arguing. Sometimes he hits her!

**Story 2**

Rosa and Habib live together in the house of Habib's parents. Rosa is pregnant with her first child and lately she is not feeling very strong. Living in the refugee camp, it is difficult for her to do the housework, go to the field to work, make dinner, and take care of her in-laws at the same time. When Habib arrives home from work, he hits her because dinner is not ready or the house is not clean. His parents also complain and say that Rosa is not a good wife to him because she is lazy.

**Sitting silently****5 MIN**

1. Tell adolescents before they begin this activity they will need to identify a daily intention or mantra. This can be a short saying that they repeat throughout the day for encouragement or motivation. Example: I am going to be joyful today, or Breathe in the peace, breathe out the stress.
2. Ask adolescents to sit tall in their seats and stretch their neck out above their shoulders.
3. Ask them to state their daily intention. Repeat the daily intention one or two more times.
4. Ask them to reflect quietly:
  - What does today's "Daily Intention" mean to you?
5. Now take one minute to sit silently.
6. Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute.

**Closing****5 MIN**

1. Thank the group for their time and presence.
2. Review the session topic and check whether children/adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:




- *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## PROTECTING MYSELF AND KEEPING SAFE 2: STIs - BOYS ONLY

75 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Protect your body, including refusal and negotiation skills.</li> </ul>	Session # 7.3
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Flipchart paper, markers, pens</li> <li>Optional: condoms to show to the adolescents</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>A template with relevant information and specific numbers of relevant services, helplines, etc. (as described in the note to facilitators below) to share with boys during the session. (This template can be updated based on boys' suggestions and re-shared during a later session.)</li> </ul>	
 <p>The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will discuss identifying signs and symptoms of sexually transmitted diseases.*

### Pass the action

10 MIN

- Participants sit in a circle. One person (A) stands in the centre. A moves towards another person (B) using a specific action, such as jumping. When s/he reaches B, s/he takes B's place and B then moves to the centre of the circle using A's action or movement. When B reaches the centre, s/he walks towards C, using a new action or movement. The game continues in this way until everyone has taken part.

### Identifying and preventing STIs

45 MIN

- SAY: Now we are going to learn about sexually transmitted infections. Sexually transmitted infections (STIs) are infections passed from person to person through sexual intercourse or genital contact. **Genital contact** means when private parts (penis, vagina, vulva, etc.) touch each other, either skin-to-skin or during sexual activity. This can happen even without intercourse (penetration) and still spread infections. Many of these diseases are treatable but, if left untreated, they can infect

the sexual and reproductive organs, cause infertility, miscarriage, and stillbirths and they greatly increase the chance of getting HIV, which causes AIDS.

16. ASK:

- a. Do you know how and between who STIs can be transmitted?

17. Take some answers and clarify:

- a. STIs can be transmitted from person to person through sexual intercourse and the sharing of sexual fluids like semen or vaginal fluids
- b. STIs can be transmitted through skin-to-skin contact, from touching a person's genitals even if there is no penetration
- c. STIs can also be transmitted through blood – this can happen through sharing needles (such as for ear piercing; or medical syringes) or razor blades. When coming in contact with blood don't touch it directly but rather use gloves or plastic to clean a wound or when in contact with blood.

18. ASK:

- a. Do you know the names of any STIs?

19. Take some answers and share:

- a. The most common STIs are HIV/AIDS, gonorrhoea, syphilis, genital herpes, genital warts, trichomonas vaginalis and chlamydia.) Boys might use locally used names or slang for some of these diseases – ensure you know what local terms are used.

20. What are some symptoms of STIs that you are aware of?

- a. EXPLAIN: You can have an STI with no signs or symptoms. Sometimes the symptoms go away on their own. Whether you have symptoms or not, you still have the STI until you get treated.
- b. If you notice any unusual discharge, sores, redness, or growths on the genitals, or if you suspect that you have been exposed to an STI, go to a health professional. If you see the same signs on your sexual partner, it is highly possible that you are also infected. It is important that both you and your partner seek health care immediately. When contextualizing be sure to identify the health facilities that offer services to adolescents and share that information with the adolescents.

21. EXPLAIN: Latex condoms are an effective barrier to prevent STIs. They can, however, break or leak, especially when used incorrectly. It is important for adolescents to understand how to use a condom correctly, what to do if it breaks and that they must be used for every act of sexual intercourse to protect against HIV infection. Condoms offer the best protection against the spread of HIV during sexual intercourse with a partner whose HIV status is unknown.

### Identifying signs and symptoms:

- 22. SAY: We are going to talk about infections that are passed from one person to another. We will learn about signs and symptoms of common STIs.
- 23. SAY: Sometimes a person with an infection might not see or feel anything different. But sometimes there are changes that you can see or feel.
- 24. ASK: What are some of the things a person could see or feel that will alert them to visit a doctor, health professional or clinic/facility?

Make sure the group covers the following ideas:

Seeing	Feeling / Sensation
<ul style="list-style-type: none"> <li>• Sores, bumps or blisters on the penis or anus</li> <li>• Abnormal discharge from the penis</li> <li>• Small cauliflower-like growths on or near the genitals (known as warts)</li> <li>• Seeing brown insects moving around and small white eggs on pubic hair</li> </ul>	<ul style="list-style-type: none"> <li>• Burning or itching in the penis</li> <li>• Burning and/or pain when passing urine or with bowel movements</li> <li>• Feeling the need to urinate frequently</li> <li>• Pain in pelvis or genital area</li> </ul>

25. ASK: How can someone reduce the risk of passing on these infections?

- a. Abstinence or using a condom during sexual activity. Explain that condoms do not protect against all STIs but are the most effective method after abstinence.

26. ASK: When should someone go to a doctor or health facility for treatment for an STI?

- a. As soon as they think they have an STI, if a partner tells them that they have an STI or they suspect the person they were intimate with might have one (they can think about the symptoms that were discussed earlier)]. **Where can someone go if they think they might have an STI? (Be prepared with information on nearby services).**

27. EXPLAIN: If someone thinks they have an STI, they should first go to **a health centre or hospital for treatment**. It is not possible to treat themselves at home. It is also important to take all of the medication given by the health provider. If they got the STI from their partner, they should try to encourage their partner to also get treated so that they don't catch the STI again later from their partner or give it to someone else.

28. DO: discuss and share information about available sexual and reproductive health services and how to access them.

#### FACILITATOR'S NOTES:

- Familiarise yourself with locally used concepts and words in the boys' local language/s.
- Provide details of local health clinics or services that provide treatment for STIs

## Relaxation technique

10 MIN

1. Introduce the relaxation technique to participants:

- *When you feel stressed or overwhelmed by thoughts and emotions, a relaxation exercise may help you feel calmer and less overwhelmed.*
- *Relaxation and 'grounding' is about turning your attention and thoughts from the inner feeling of being stressed or anxious, to the outside world. It is about using your different senses (sight, smell, taste, hearing and touch) to bring your brain's attention to the present and regain a sense of control.*

- *There are many types of relaxation and grounding techniques. In this activity, you are going to practise one of them that can help to relax and feel more connected to reality.*
2. Ask participants to find a place to sit in a comfortable, relaxed position. Guide them through the exercise as follows:
    - *Let your arms rest on your legs, or if you are sitting on a chair, place your arms on the armrests.*
    - *Keep your upper body and head in an upright position. The backrest of the chair is only for support.*
    - *Let go of tension in your neck and shoulders.*
    - *Breathe slowly and deeply in and out. Be aware of your breath just as it is, without doing anything special. Feel your belly moving in and out as you breathe.*
    - Options - pick one or more:
      - *Look around and name silently to yourself five non-distressing objects that you can see.*
      - *Name silently to yourself five non-distressing sounds you can hear. If you lose your attention for a moment, then slowly turn back to the five sounds, and describe them quietly to yourself.*
      - *Now name silently to yourself five non-distressing things you can feel. If you lose your attention for a moment, then slowly turn back to the five things you can feel.*
    - *Mention them to yourself without any judgement. If you lose your attention for a moment, then slowly turn back to the five things. You may also pay attention to colours in the surrounding space.*
  3. Keep a moment of silence before wrapping up the activity. Then, ask a few participants what they thought about this exercise and whether it would be a technique they could use in their everyday life.

#### FACILITATOR'S NOTES:

- Familiarise yourself with the relaxation exercise so that you can guide the participants calmly and confidently.
- Sight examples: "I see the floor," "I see my shoe," "I see a table," "I see a chair," and "I see a person sitting next to me." Keep your attention on these five objects for a moment.
- Sound examples: "I hear a man talking," "I hear myself breathing," "I hear some children playing," "I hear someone walking in the next room," and "I hear someone typing on a computer."
- Touch examples: "I can feel this wooden chair with my hands," "I can feel my toes inside my shoes," "I can feel my feet pressing against the floor," "I can feel a toy in my hands," and "I can feel my lips press together around my tongue."

## Closing

5 MIN


1. Thank the group for their time and presence.
2. Review the session topic and check whether children/adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## REPRODUCTION & MENSTRUAL HYGIENE - GIRLS ONLY

80 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Have body awareness and set body boundaries.</li> </ul>	Session # 7.4
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Print-outs of graphic showing female and male reproductive system</li> <li>Flipchart paper and markers</li> <li>Five of the same items per energiser team. For example: Five shoes, five scrunched up balls of paper, five small stones, five twigs</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	



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**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will discuss our reproductive organs and learn the difference between healthy and unhealthy relationships among friends and within partner relations.*

### Just borrowing

10 MIN

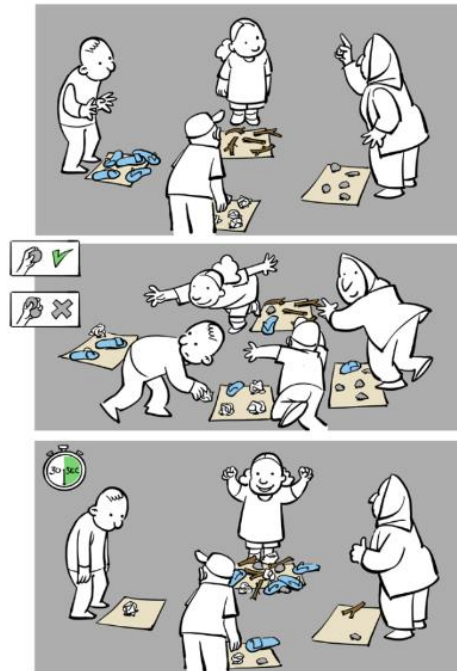
#### Get ready:

- Clear some space in the room or do this outside.
- Place each home base in a different corner of the room or area.
- Place the same five items on each home base.

#### Instructions:

- Everyone chooses a home base and goes and stands on it.
- The leader of the game counts: '1, 2, 3!'
- Run to a different home base to grab an item from it.
  - You must only take one item at a time!
  - Do not throw it.

- You are not allowed to guard your own home base.
- 2. Take the item you grabbed back to your home base.
- 3. One round lasts 30 seconds. The leader keeps time.
- 4. Who has the most items on his/her home base after 30 seconds?



#### FACILITATOR'S NOTES:

##### Tips:

- Sometimes players try to hide items. This is not allowed. Stay alert!

##### Can you...:

- Do you have lots or few items left? Can you give someone a compliment about his or her strategy?

#### ADAPTATIONS:

- Only move in one way. Such as hopping, sitting or crawling.
- Large group? Divide the group into pairs.
- Run hand-in-hand with your teammate.

## The Reproductive System

**30 MIN**

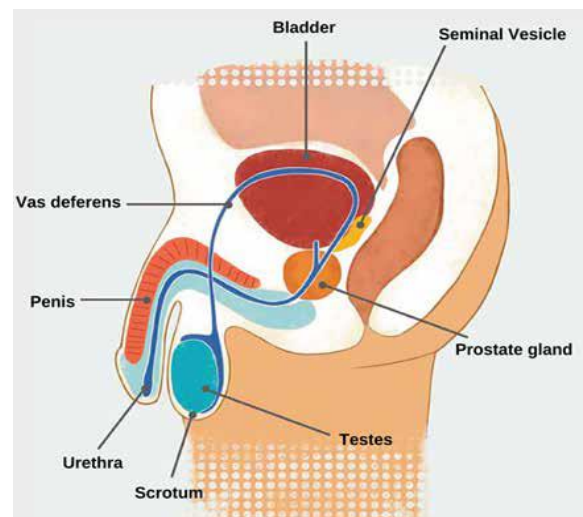
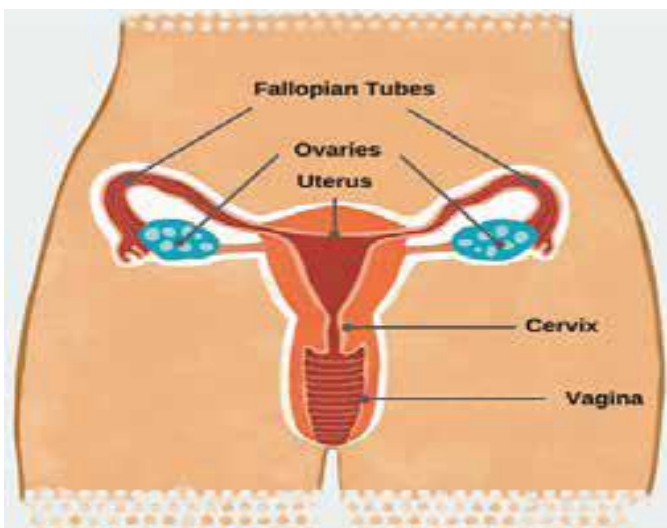
1. Explain: It is important to understand how female and male reproductive organs work.
2. Show: Illustrations of the female and male reproductive systems.

Explain the illustration, female reproductive organs, and briefly explain the purpose of each organ. Show the illustration of male organs and briefly explain how they work. Show the illustration of how pregnancy occurs and talk about sexual intercourse and fertilisation of the egg. Explain that it is the male sperm that determines whether the egg will become a male or female.

- The female external genital organs are called the vulva. The vulva includes the clitoris, the vagina, and two folds of skin called the labia. The labia have two sets of rounded folds of skin

called the outer and inner lips. Near the top of the lips, inside the folds, is a small cylindrical body called the clitoris. Menstrual blood and babies come out of the vagina.

- Every female is born with thousands of eggs in her ovaries. Once a girl reaches puberty, a tiny egg matures in one of her ovaries and then travels down a fallopian tube on its way to the uterus. This release of the egg from the ovary is called ovulation.
- The male external genital organ is called the penis. Semen and urine are released from the penis. During puberty, the penis grows as does the rest of the body. Foreskin is the skin on the end of the penis that retracts during an erection. The scrotum is the sac that holds the testicles, the sex glands that produce sperm and testosterone. The penis is inserted into the vagina for reproduction to occur.
- Sperm production in male reproductive systems begins in puberty. Ejaculation, the release of sperm and reproductive fluid from the penis, can occur once sperm production begins.
- The uterus prepares for the egg's arrival by developing a thick and soft lining. If there is ejaculation, or the release of semen from the penis during sexual intercourse, sperm may unite with eggs that have arrived in the fallopian tube in the last few days before or the day after ovulation. Sperm can live inside the uterus and fallopian tubes for 3-5 days from the time of ejaculation.
- If the arriving egg is united with the sperm (called fertilisation) the fertilised egg travels to the uterus and attaches to the lining of the uterus (called implantation) and a pregnancy begins. If the egg is not fertilised there is no pregnancy, and the uterus discards the lining via menstruation.



3. **Ask:** Do the adolescents know when a woman is most fertile? [For most women this is around the midpoint of the menstrual cycle. For women who have cycles between 26 and 32 days this means that if we consider the first day of the period day number 1, sometime starting about day number 8 through day 19 are the fertile days. However, everyone's cycle is different, so this is an estimate only.]
4. **Explain:** Nocturnal emissions are ejaculations that occur while sleeping. It is normal to experience these or not to experience these.

#### FACILITATOR NOTE:



- *Take a short break after this session and encourage girls to stretch and move around before moving onto the second topic.*

## The Menstrual Cycle and Menstrual Hygiene (girls only)

30 Min

**SAY:** Let's talk about menstruation

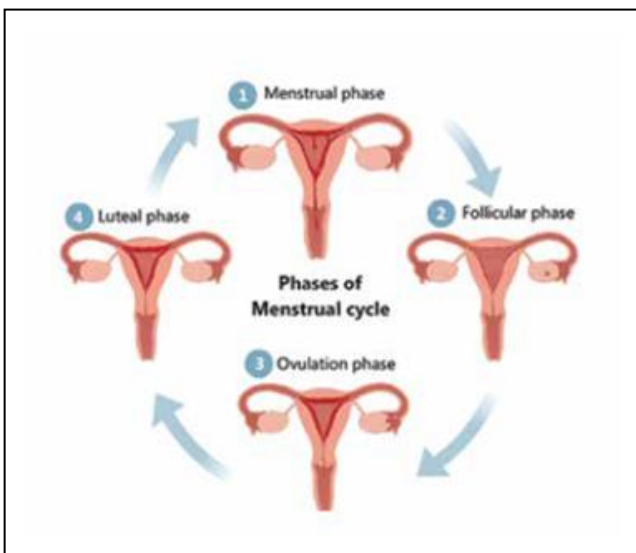
- Periods usually last 4-6 days.
- Periods often do not come on time at first, but they usually settle down to a regular pattern.
- Some girls have pain during menstruation as the muscles of the uterus push out the blood. This is normal. Exercises, resting and painkillers can help to stop the pain.
- Periods do not last your whole life. They stop somewhere between your mid-forties and early fifties.

**SHOW** the diagram of the menstrual phases.

**SAY:** The day count for menstrual cycle begins on the first day of menstruation when blood starts to come out of the vagina. The average length of the menstrual cycle is around 28 days but varies from person to person. If a girl's menstrual cycle is short, her periods will come again more quickly than if her cycle is long.

The menstrual cycle can be divided into four main phases:

- Menstrual phase (day 1–5): The uterus sheds its lining, causing bleeding.
- Follicular phase (day 1–13): An egg matures in the ovary, and the uterine lining begins to rebuild.
- Ovulation phase (day 14): The egg is released from the ovary.
- Luteal phase (day 15–28): The body prepares for pregnancy; if no pregnancy, the lining breaks down.



**ASK:** So after a girl starts getting her period and her body is capable of becoming pregnant, does this mean she is ready to have babies?

**EXPLAIN:** Even though girls who get their periods may be capable of becoming pregnant, it doesn't mean they are ready.

Even though the ovaries releasing the eggs can make girls capable of becoming pregnant, a girl's body is too young and not prepared to bear a baby yet. **It's better for girls to start thinking about this after they reach 20.** Until then, a girl's body is not fully developed, and it can be dangerous for a girl to get

pregnant. But girls should be happy that they started to get their periods, it's a good sign that their body is growing properly and is healthy.

**SAY:** Body hygiene is very important, and once a girl starts to have her period, it is even more important. When a girl's period begins, she might get a feeling of dampness in her underwear because of the blood coming out of the vagina. The flow of blood is usually heaviest on the first day and get less until it stops

**DO:** Assign one part of the room A and the other B. Tell the girls that you will read a number of statements and they can go and stand next to A or B, depending on what they think the correct answer is. **Correct answers in the table.**

After each answer, show them the card that corresponds with the question and clarify the details.

Statement A	Statement B	Clarify
When you have your period, you should:		
Wear a used cloth or reuse tissue	Wear a clean pad, clean cloth, cotton or tissue. <b>(CORRECT)</b>	You should wear something clean in your underwear to capture the blood to prevent infection. Do not insert these materials inside the vagina.  Keep unused cloths and pads clean (wrapped in tissue or plastic bag) so they are ready to be used.
<i>Bath every day (or as often as you can)</i> <b>(CORRECT)</b>	Bath 1 time per week	We shouldn't wait to take a bath until we feel dirty, it's important to take a shower once a day or as often as possible to stay clean and healthy.  We should clean our genitals from front to back in order to keep it clean and avoid the transfer of bacteria from the anus to the vagina.
Changing your underwear once a week	Changing your underwear every day (or as often as you can) <b>(CORRECT)</b>	It's necessary to change your underwear as often as you can, ideally every day
Change your feminine product every 2-3 hrs <b>(CORRECT)</b>	Change your feminine product every 7 hrs	We shouldn't wait until the feminine product (sanitary towel or clean cloth) is full of blood to change it; we should change it as often as we can.  Pat the area dry with a cloth, and put a fresh cloth, pad,

		cotton or tissue on your underwear.
Throw the used pad/cotton in the toilet	Throw the use pad/cotton in the bin (CORRECT)	When you change the pad, you should wrap it up to make a clean package and put it in the bin so it can be taken away with the other rubbish. You shouldn't put it in the toilet as it can block the toilet.



**SAY:** So now we have all of this useful information about periods, there is one thing left that we need to know. This is how to deal with some of the things that we feel when we have our period.

**SAY:** Menstruating is a very natural and normal part of a girl and woman's life. Sometimes it can cause us discomfort, but there are things we can do to try to manage this.

**ASK:** Do you have some ideas?

**DO:** Show them the resource on menstrual management.

It is normal for girls to feel pain in stomach during periods. This pain comes because the uterus is tightening to squeeze and remove the menstrual fluid.

Your stomach can feel heavy, breasts can feel sore, headaches, tiredness, or feeling moody or emotional.

#### Management strategies:

- Girls should be prepared and keep track of when their periods are- this will help them be better prepared and help prevent accidental leakage in their underwear.
- Girls can take painkillers on the most painful days but they should always get permission from a parent first and then get advice from a doctor or pharmacist.
- Take a long fast walk or do other exercise girls enjoy, this can help to relieve pain.
- Use a warm bottle or heated pad on the stomach, this can also help to reduce pain.
- Get a good sleep during the period, as girls may find themselves more tired than usual.

If a girl is over 16 years old and still has not got her first period, she should see a doctor to check that there are no issues.

#### FACILITATOR'S NOTES:

- Encourage the adolescents to ask questions or facilitate further discussion. If you are co-facilitating this session with a healthcare worker, use this as an opportunity for girls to ask more detailed questions.

- If you are facilitating this session without the support of a healthcare worker and there are questions you do not feel confident addressing, consider making a note of these to ask the health team and share the information in a future session.

## Relaxation technique

10 MIN

1. Introduce the relaxation technique to participants:
  - *When you feel stressed or overwhelmed by thoughts and emotions, a relaxation exercise may help you feel calmer and less overwhelmed.*
  - *Relaxation and 'grounding' is about turning your attention and thoughts from the inner feeling of being stressed or anxious, to the outside world. It is about using your different senses (sight, smell, taste, hearing and touch) to bring your brain's attention to the present and regain a sense of control.*
  - *There are many types of relaxation and grounding techniques. In this activity, you are going to practise one of them that can help to relax and feel more connected to reality.*
2. Ask participants to find a place to sit in a comfortable, relaxed position. Guide them through the exercise as follows:
  - *Let your arms rest on your legs, or if you are sitting on a chair, place your arms on the armrests.*
  - *Keep your upper body and head in an upright position. The backrest of the chair is only for support.*
  - *Let go of tension in your neck and shoulders.*
  - *Breathe slowly and deeply in and out. Be aware of your breath just as it is, without doing anything special. Feel your belly moving in and out as you breathe.*
  - Options - pick one or more:
    - *Look around and name silently to yourself five non-distressing objects that you can see.*
    - *Name silently to yourself five non-distressing sounds you can hear. If you lose your attention for a moment, then slowly turn back to the five sounds, and describe them quietly to yourself.*
    - *Now name silently to yourself five non-distressing things you can feel. If you lose your attention for a moment, then slowly turn back to the five things you can feel.*
  - *Mention them to yourself without any judgement. If you lose your attention for a moment, then slowly turn back to the five things. You may also pay attention to colours in the surrounding space.*
3. Keep a moment of silence before wrapping up the activity. Then, ask a few participants what they thought about this exercise and whether it would be a technique they could use in their everyday life.

### FACILITATOR'S NOTES:

- Familiarise yourself with the relaxation exercise so that you can guide the participants calmly and confidently.
- Sight examples: "I see the floor," "I see my shoe," "I see a table," "I see a chair," and "I see a person sitting next to me." Keep your attention on these five objects for a moment.
- Sound examples: "I hear a man talking," "I hear myself breathing," "I hear some children playing," "I hear someone walking in the next room," and "I hear someone typing on a computer."

- Touch examples: “I can feel this wooden chair with my hands,” “I can feel my toes inside my shoes,” “I can feel my feet pressing against the floor,” “I can feel a toy in my hands,” and “I can feel my lips press together around my tongue.”

## Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children/adolescents understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
  - *What was useful in the session?*
  - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



## REPRODUCTION & HEALTHY RELATIONSHIPS - BOYS ONLY

80 MIN

<b>TOPICS:</b>	<ul style="list-style-type: none"> <li>Have body awareness and set body boundaries.</li> </ul>	Session # 7.5
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>Print-outs of graphic showing female and male reproductive system</li> <li>Flipchart paper and markers</li> <li>Five of the same items per energiser team. For example: Five shoes, five scrunched up balls of paper, five small stones, five twigs</li> </ul>	
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	



The content of this session may be sensitive in nature. Ensure that the children and adolescents are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

**Schedule break times as needed.** These have not been scripted as you will know best when adolescents need time to relax, chat, or play between activities.

### Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

*Today, we will discuss our reproductive organs and learn the difference between healthy and unhealthy relationships among friends and within partner relations.*

### Just borrowing

10 MIN

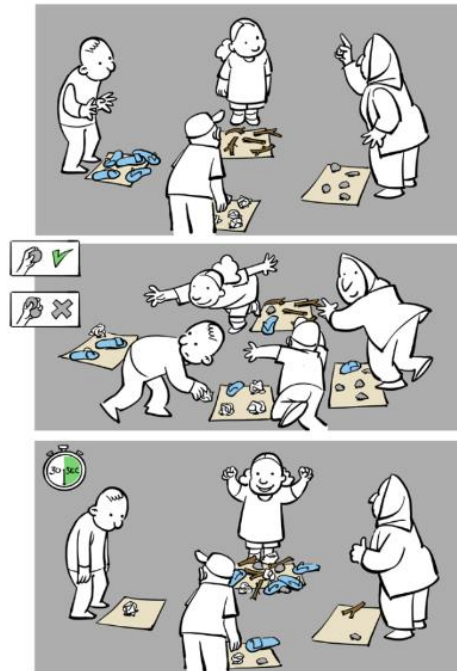
#### Get ready:

- Clear some space in the room or do this outside.
- Place each home base in a different corner of the room or area.
- Place the same five items on each home base.

#### Instructions:

- Everyone chooses a home base and goes and stands on it.
- The leader of the game counts: '1, 2, 3!'
- Run to a different home base to grab an item from it.
  - You must only take one item at a time!
  - Do not throw it.

- You are not allowed to guard your own home base.
- 4. Take the item you grabbed back to your home base.
- 5. One round lasts 30 seconds. The leader keeps time.
- 6. Who has the most items on his/her home base after 30 seconds?



#### FACILITATOR'S NOTES:

##### Tips:

- Sometimes players try to hide items. This is not allowed. Stay alert!

##### Can you...:

- Do you have lots or few items left? Can you give someone a compliment about his or her strategy?

#### ADAPTATIONS:

- Only move in one way. Such as hopping, sitting or crawling.
- Large group? Divide the group into pairs.
- Run hand-in-hand with your teammate.

## The Reproductive System

**30 MIN**

1. Explain: It is important to understand how female and male reproductive organs work.
2. Show: Illustrations of the female and male reproductive systems.
  - The female external genital organs are called the vulva. The vulva includes the clitoris, the vagina, and two folds of skin called the labia. The labia have two sets of rounded folds of skin called the outer and inner lips. Near the top of the lips, inside the folds, is a small cylindrical body called the clitoris. Menstrual blood and babies come out of the vagina.

- Every female is born with thousands of eggs in her ovaries. Once a girl reaches puberty, a tiny egg matures in one of her ovaries and then travels down a fallopian tube on its way to the uterus. This release of the egg from the ovary is called ovulation.
  - The male external genital organ is called the penis. Semen and urine are released from the penis. During puberty, the penis grows as does the rest of the body. Foreskin is the skin on the end of the penis that retracts during an erection. The scrotum is the sac that holds the testicles, the sex glands that produce sperm and testosterone. The penis is inserted into the vagina for reproduction to occur.
  - Sperm production in male reproductive systems begins in puberty. Ejaculation, the release of sperm and reproductive fluid from the penis, can occur once sperm production begins.
  - The uterus prepares for the egg's arrival by developing a thick and soft lining. If there is ejaculation, or the release of semen from the penis during sexual intercourse, sperm may unite with eggs that have arrived in the fallopian tube in the last few days before or the day after ovulation. Sperm can live inside the uterus and fallopian tubes for 3-5 days from the time of ejaculation.
  - If the arriving egg is united with the sperm (called fertilisation) the fertilised egg travels to the uterus and attaches to the lining of the uterus (called implantation) and a pregnancy begins. If the egg is not fertilised there is no pregnancy, and the uterus discards the lining via menstruation.
3. Ask: Do the adolescents know when a woman is most fertile? [For most women this is around the midpoint of the menstrual cycle. For women who have cycles between 26 and 32 days this means that if we consider the first day of the period day number 1, sometime starting about day number 8 through day 19 are the fertile days. However, everyone's cycle is different, so this is an estimate only.]
  4. Explain: Nocturnal emissions are ejaculations that occur while sleeping. It is normal to experience these or not to experience these.

#### FACILITATOR'S NOTES:

- Encourage the adolescents to ask questions, or facilitate conversations among them who are parents and those who are not. Generate a safe space for adolescents to share any additional experiences they might have.

## Healthy & Unhealthy Relationships

20 MIN

1. SAY: There are some important differences between relationships that make us feel good and ones that don't make us feel good.
2. ASK: The girls if they can think of any differences between these relationships. Ask girls to list the traits of healthy relationships and those of unhealthy relationships on a piece of flipchart paper:
3. SAY: Girls who are in difficult relationships might feel that they can't talk to anyone, but it's important that they can find a trusted person or place they can turn to for advice – such as in a safe space. Often other friends can help and support them.
4. DISCUSS: Facilitate discussions among the girls: How would you like to be supported in an unhealthy relationship? How can you support others?

#### FACILITATOR'S NOTES:



**Example of Healthy & Unhealthy Relationships list:**

EXAMPLES OF RELATIONSHIPS	
HEALTHY RELATIONSHIPS	UNHEALTHY RELATIONSHIPS
<ul style="list-style-type: none"> <li>• Respecting each other's opinions</li> <li>• Valuing each other as you are</li> <li>• Treating each other in good and respectful ways</li> <li>• Taking decisions together</li> <li>• Being honest with each other (but you can still choose to keep certain things private)</li> <li>• Trusting each other</li> <li>• Believing what your partner says</li> <li>• Talking openly about problems</li> <li>• Listening to one another</li> </ul>	<ul style="list-style-type: none"> <li>• Calling someone names</li> <li>• Physically hurting someone</li> <li>• Saying hurtful or insulting things</li> <li>• Not respecting the other person's boundaries, beliefs or opinions</li> <li>• Making decisions for the other person that they don't agree with</li> <li>• Forcing someone to do something they don't want to do</li> </ul>

**Relaxation technique****10 MIN**

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