



# Save the Children

The Youth Resilience Programme  
Psychosocial support in and out of school

FACILITATOR'S HANDBOOK:

Parents and caregivers meetings



**Save the Children**

Published by Save the Children on behalf of the Child Protection Initiative. First published December 2015. Permission to use, copy and distribute this document partly or entirely is granted, provided that due source of reference appears in all copies.

---

Editors-in-chief: Anne-Sophie Dybdal and Karin Tengnäs

Authors and editors: Sita Michael Bormann, Sarah Hildrew, Salma Kahale, Sara Marie Rasmussen, Karin Tengnäs, Kai Yamaguchi-Fasting, Juliane Strub, Wendy Ager

Contributors: Alessia Chiocchetti, Arline Apke, BITA Bangladesh, Christian Puck Madsen, Jon K. Lange, Zeudi Liew, Jonathan Morgan, Kuno Sørensen, Lise Bruun, Louise Vinther-Larsen, Mads Østergaard Andersen, Natalia Tapiés, Nayomi Kannangara, Osama Kanan, Regional Psychosocial Support Initiative (REPSSI), Reham Basheer, Soso Bagashvili, Vibeke Anesen, students in Krogerup Højskole, and youth, caregivers, facilitators and programme staff in South Sudan, Iraq, Yemen and Jordan

Coordination: Maria Martinsson, Charlotte Bøgh

Photo credits: Front cover: Charlotte Bøgh/Save the Children,  
Back cover: Hedinn Hallvorsson/Save the Children

Photo: Charlotte Bøgh/Save the Children

---

Design: Westring kbh  
Print: Toptryk Grafisk ApS  
ISBN: 978-87-91682-69-8  
Printed: 200 ex.

---

The Youth Resilience Programme resource kit comprises:  
Theory and Programmatic Guide  
Facilitator's handbook: Life skills Workshops for Youth  
Facilitator's handbook: Parents and Caregivers Meetings

The resource kit is available online from Save the Children's Resource Centre (<http://resourcecentre.savethechildren.se/>)

We would like to thank Danida for their financial contribution to this publication and the Youth Resilience Programme. We would also like to thank young people, parents, caregivers, facilitators and programme staff in Denmark, South Sudan, Iraq, Yemen and Jordan who have assisted us in developing, testing and reviewing the material. Our appreciation likewise goes to the Regional Psychosocial Support Initiative (REPSSI) as well as to Save the Children colleagues around the world, whose timely feedback to the material was most welcomed.

The photos used in the resource kit do not portray young people affected by the specific circumstances described in the workshops.

### **Save the Children Denmark**

Rosenørns Allé 12  
DK-1634 Copenhagen V  
Phone: +45 35 36 55 55  
Mail: [redbarnet@redbarnet.dk](mailto:redbarnet@redbarnet.dk)  
Web: [www.savethechildren.dk](http://www.savethechildren.dk)



# Save the Children

The Youth Resilience Programme

Psychosocial support in and out of school

FACILITATOR'S HANDBOOK:

Parents and caregivers meetings



**Save the Children**



Charlotte Begh/Save the Children

# Contents

Foreword .....	7	Handout: Ten tips for building resilience in children and adolescents .....	62
Introduction .....	8	Handout: Ten tips for parents and caregivers of adolescents in a time of crisis .....	64
The Youth Resilience Programme resource Kit .....	9		
<b>1. STRENGTHENING YOUTH RESILIENCE .....</b>	<b>10</b>	<b>PARENTS MEETING 4: POSITIVE DISCIPLINE .....</b>	<b>67</b>
Goals of psychosocial interventions .....	10	4.1. Welcome .....	68
Holistic approach to youth resilience .....	11	4.2. What is positive discipline? .....	69
Involving parents and caregivers .....	12	4.3. Identifying our long-term goals .....	72
		4.4. Providing warmth and structure .....	73
<b>2. FACILITATING SESSIONS WITH PARENTS AND CAREGIVERS .....</b>	<b>13</b>	4.5. Question and answer session .....	76
A fun, safe and inclusive learning environment .....	13	4.6. Closing .....	77
Facilitation techniques .....	15	Handout: What is positive discipline? .....	78
Dealing with difficult emotions .....	15	<b>PARENTS MEETING 5: GENDER NORMS .....</b>	<b>81</b>
Caring for staff and volunteers .....	16	5.1. Welcome .....	81
		5.2. Gender in a box .....	82
<b>3. PARENTS AND CAREGIVERS' MEETINGS .....</b>	<b>17</b>	5.3. Game: The Napkin .....	86
<b>PARENTS MEETING 1: INTRODUCING THE YOUTH RESILIENCE PROGRAMME .....</b>	<b>21</b>	5.4. What is gender-based violence? .....	87
1.1. Welcome .....	22	5.5. Question and answer session .....	89
1.2. Getting to know each other .....	23	5.6. Closing .....	90
1.3. Introducing the Youth Resilience Programme .....	24	Note to facilitators before implementing meeting 6: Protecting young people from violence and harm .....	93
1.4. Consent forms .....	27	<b>PARENTS MEETING 6: PROTECTING YOUNG PEOPLE FROM VIOLENCE AND HARM .....</b>	<b>94</b>
1.5. Selecting topics for parents and caregivers meetings .....	29	6.1. Welcome .....	95
1.6. Question and answer session .....	30	6.2. Introduction to child protection .....	96
1.7. Closing .....	31	6.3. Effects of violence on children and youth .....	100
<b>PARENTS MEETING 2: YOUNG PEOPLE'S REACTIONS TO PROBLEMS AND WAYS TO SUPPORT THEM .....</b>	<b>33</b>	6.4. Circles of responsibility .....	102
2.1. Welcome .....	34	6.5. Question and answer session .....	104
2.2. The problems that young people face .....	34	6.6. Closing .....	106
2.3. The weight of problems .....	35	Handout: Effects of violence on children and youth .....	108
2.4. Young people's reactions to problems .....	37	Handout: Responsibilities for protecting children from violence .....	110
2.5. Question and answer session .....	39	Handout: List of local resources .....	111
2.6. Closing .....	40	<b>PARENTS MEETING 7: PROTECTING YOUNG PEOPLE FROM SEXUAL ABUSE AND EARLY MARRIAGE .....</b>	<b>113</b>
Handout: Tips for parents and caregivers on how to support young people in distress .....	41	7.1. Welcome .....	114
		7.2. The egg game .....	115
<b>PARENTS MEETING 3: UNDERSTANDING THE YOUNG ADULT .....</b>	<b>49</b>	7.3. Sexual abuse .....	116
3.1. Welcome .....	50	7.4. Early marriage .....	120
3.2. The growing plant .....	51	7.5. Question and answer session .....	122
3.3. The physical, cognitive, social and emotional development of young people .....	52	7.6. Closing .....	123
Handout: Stages of child growth and development .....	54	Handout – What can parents and caregivers do to protect young people from violence? .....	124
3.4. Risk and protective factors in young people's lives .....	56	Glossary .....	126
3.5. Role of parents and caregivers in supporting the young adult .....	59	Bibliography .....	128
3.6. Question and answer session .....	60	Organisations and other contributors .....	130
3.7. Closing .....	60		



# Foreword

It is with great pleasure that we present the Youth Resilience Programme: Psychosocial support in and out of school. The Youth Resilience Programme has been developed by Save the Children as an independent continuation of the Children's Resilience Programme<sup>1</sup> and builds upon years of best practice and learning gained during the implementation. The Youth Resilience Programme is also informed by our experiences with psychosocial support and child protection in emergencies more generally, and draws on lessons learnt from different child and youth centred organisations, local and international partners and UN agencies.

The programme has two fundamental features: the active participation of youth and the development of key life skills promoting positive coping and resilience in youth. The resource kit with all the material needed to design and implement the Youth Resilience Programme is our contribution to the ongoing efforts to deliver quality psychosocial programmes for and with young people. We sincerely hope to create lasting change and improve the lives of children, youth and their parents and caregivers.

We acknowledge the tremendous assistance we have received in developing, testing and reviewing this programme, including from youth themselves in Denmark, South Sudan, Iraq, Yemen and Jordan. We hope it will be a useful resource in strengthening youth wellbeing and resilience worldwide.



Jonas Keiding Lindholm, CEO  
Save the Children Denmark

---

<sup>1</sup> IFRC Reference Centre for Psychosocial Support and Save the Children (2012)

# Introduction

Over the past twenty years, the increased focus on psychosocial support and responses in the aftermath of crisis has led to the development of many innovative psychosocial interventions. Save the Children regularly implements psychosocial support and protection programmes in crisis and post-crisis situations to enhance the wellbeing of children and youth. This resource kit builds upon the Children's Resilience Programme: psychosocial support in and out of school.<sup>2</sup> Both programmes combine approaches, intervention strategies and expertise developed by Save the Children and other organisations with worldwide experience in engaging and supporting children and youth. The activities have been carefully selected and tested by Save the Children Denmark and partners and essential feedback has been sought from young people themselves.

The Youth Resilience Programme builds skills linked to behaviour and social interaction that are essential for sustaining the resilience, protection and wellbeing of youth. This is done through a series of structured life skills workshops, framed within the concept of "I AM", "I CAN" and "I HAVE." The workshops are complemented by sessions for parents and caregivers, to promote their understanding of the challenges that their children are facing and provide them with skills to support young individuals as they transition from childhood to adulthood. The Youth Resilience Programme as a whole involves working with the entire community to identify ways to improve the environment of young people and especially to improve child protection systems.

The Youth Resilience Programme constitutes a flexible tool that can be used in both humanitarian and development contexts and as part of broader youth programmes in different locations and contexts. It is applicable to young people in all life situations, though it can be particularly useful in situations where youth have experienced various forms of hardship and distressing events, including family violence, poverty, community unrest, natural calamities, technological disasters or conflict emergencies.

---

<sup>2</sup> IFRC Reference Centre for Psychosocial Support and Save the Children (2012)



## The Youth Resilience Programme resource kit

The Youth Resilience Programme is designed for boys and girls between the ages of 14 and 20 (and their parents and caregivers), but may also benefit individuals above this age. A resource kit has been developed for the Youth Resilience Programme. It comprises three manuals and online annexes. The materials provide guidance and tools for designing and implementing the Youth Resilience Programme, as well as broader youth programming promoting positive coping and resilience of young persons. The resource kit includes:

- **The Theory and Programmatic Guide** provides an overview of key concepts and the theoretical background of the Youth Resilience Programme. It reviews approaches and methodologies for implementing the programme, including systematic guidance on the participatory process of designing the series of thematic workshops. It also suggests ways of promoting sustainability and community involvement. The guide helps facilitators to establish a fun, safe and inclusive environment that is conducive for building youth resilience and provides guidance in dealing with difficult emotions which may arise in the course of a workshop.
- **Facilitator's handbook: Life Skills Workshops for Youth** presents the various types of workshops included in the programme. The Youth Resilience Programme contains eight workshop themes and four introductory and two closing workshops. Each theme comprises of between two to five thematic workshops focusing on life skills linked to personal and social skills that the facilitator and participants can choose to address in depth. This handbook has detailed instructions for facilitators for each workshop, including the objective of the session, the timing for activities and the materials required.
- **Facilitator's handbook: Parents and Caregivers Meetings** is an essential component of the Youth Resilience Programme. This handbook features seven meetings for parents and caregivers of young people attending the Youth Resilience Programme. The meetings aim to inform parents and caregivers about the programme and provide them with regular updates on the topics that their children are tackling and any issues that arise during the workshops. The meetings also aim to enhance parents and caregivers' understanding and skills on issues related to their children's wellbeing and protection. These sessions are intended to enhance the impact of the life skills workshops, highlighting issues that may be relevant to the young people and communities in which the programme is being implemented. This handbook can be used for the Children's and Youth Resilience Programmes (but, please note that some adaptation will be needed depending on the age group) or as a stand-alone tool, for example, for training foster parents or for awareness-raising sessions for parents and caregivers.

The Youth Resilience Programme has been developed for practitioners and programme managers with limited experience of working with youth, as well as for those who are seeking to incorporate life skills and psychosocial support into their programmes. With adequate capacity building of staff, careful selection of target group and adaptation of the material to the context, the resource kit can assist staff and facilitators around the world in implementing programmes that addresses the challenges that young people and their communities are facing, building on internal resources of youth themselves and of their social protective networks.

# I. Strengthening youth resilience

The Youth Resilience Programme is an independent continuation of 'The Children's Resilience Programme: Psychosocial support in and out of schools.' It offers ideas and direction for programmes that target boys and girls around the ages of 14 to 20 and their parents and caregivers. The programme aims to promote positive coping and resilience in youth, to sustain their protection, psychosocial wellbeing and healthy development.

The heart of the programme is a series of structured life skills workshops that promote positive coping and resilience in youth, complemented by a series of parents and caregivers meetings. The workshops are intended for use with young people with a variety of needs and in different contexts. This applies to the parents and caregivers' meetings too. The programme is based on the principle that people have the ability to overcome difficulties and to learn new competencies to cope with future adversities, using their own internal resources and with the care and support by their families and communities.<sup>3</sup> The programme is embedded in a systems approach and takes into account the protective social network of young people at family and community level.<sup>4</sup> Ultimately, the programme seeks to promote internal and external protective factors and reduce risk factors in young people's lives at an individual, family and community level.

Using carefully designed activities, the Youth Resilience Programme builds life skills of young people, linked to cognitive, emotional and social functions that are essential for sustaining their protection and wellbeing. The programme moves away from traditional interventions that generally aim at enhancing emotional control and coping with difficulties, by also focusing extensively on social functioning and interaction, protection and positive engagement in societies.

The right to participation is a fundamental component of the programme. **It encourages the youth themselves to take the lead in mapping issues within their communities and lives and in identifying specific skills and qualities to be strengthened through the workshops.** It also encourages the parents and caregivers to influence the selection of topics to be covered through their meetings. The programme is appropriate for young people and their caregivers in all life situations, though it can be particularly useful in situations where youth have experienced various forms of hardship and distressing events, including family violence, poverty, community unrest or natural disasters. The programme uses techniques which have been shown to be effective in building resilience of young people and assumes a fun, safe and inclusive environment conducive for this purpose.

## Goals of psychosocial interventions

It is important to keep the overall goals of a resilience-based intervention in mind, when planning and implementing life skills workshops for youth. Programmes must strengthen protective factors at all levels in order to build resilience in young people and provide the support and opportunities that promote positive adaptation. In addition, they must work to eliminate risk factors, which undermine resilience. These factors at individual, family, community and society level are all linked to "I AM", "I CAN" and "I HAVE" (see the **Theory and Programmatic Guide** of the Youth Resilience Programme). In short:

- The "I AM" dimension is focused on a young person's perception of him or herself as well as inner motivation and beliefs.
- The "I CAN" dimension is broad and involves practical skills, capacities and knowledge – including knowing and managing oneself and relationships with others.
- The "I HAVE" dimension is focused on the protective network/system, which plays an essential role in providing protection and supporting young people to develop to their full potential.

---

<sup>3</sup> Henley, R. (2010), p. 295-301

<sup>4</sup> IASC Guidelines (2007), p. 102.

The concept of “I AM”, “I CAN” and “I HAVE” has been incorporated into the Youth Resilience Programme to capture the complex interaction of individual and social factors that facilitates resilience. For a young person to show resilient behaviour, he or she needs to have a combination of skills and resources across the three dimensions. For example, if a person has high self-esteem (“I AM”), but lacks anyone who he or she can turn to for support, or awareness about such support (“I HAVE”) and does not have a very strong capacity to solve problems (“I CAN”), he or she may not cope very well with difficulties in life.

**Facilitator’s handbook: Parents and Caregivers Meetings** aims at strengthening the social support from parents and caregivers to promote their children’s psychosocial wellbeing and protection. It is centred around the “I HAVE” dimension of youth resilience. For example, “I HAVE...”

- ...people around me I trust and who love me no matter what
- ...people who set limits for me so I know when to stop before there is danger or trouble
- ...people who show me how to do things right by the way they do things
- ...people who want me to learn to do things on my own
- ...people who help me when I am sick, in danger or need to learn
- ...a stable and nurturing environment
- ...a strong sense of cultural belonging.

The process of resilience depends on the availability of social support and on a young person’s capacity to manage such support. Skills like communication, empathy, problem solving and managing emotions are essential for a network to be truly available and supportive. This means that many of the life skills presented under the dimension of “I CAN” strongly influences this domain of resilience.

Within the context of the Youth Resilience Programme, Save the Children defines the “I HAVE” dimension more broadly than the availability of supportive social networks at family and community level. Access to services, a fully functioning and dependable national and community-based child protection system, child and youth-friendly health services, an education system and a job market are essential components of the “I HAVE” dimension. A wider community engagement strategy is therefore important in bringing some of these components together, creating a more effective programme.

## Holistic approach to youth resilience

A vital strategy in building resilience is strengthening young people’s life skills. The Youth Resilience Programme includes workshops offered in life skills-based education that deal with emotional and interpersonal capacities. Life skills workshops should, however, not be the sole component of a Youth Resilience Programme. It should be accompanied by other activities that address other areas of life and functioning, such as vocational and technical skills building, health and socio-economic development.

A well-balanced, empowered personal development is never based on knowledge alone. All life skills programmes should be based on a holistic approach to youth development and adapted to the local context.

Evidence also suggests that multi-layered approaches which address the individual as well as their environment are most effective in building youth resilience. The resilience of a young person is inextricably linked to their interaction with the household, community and society. In this interactive process, stronger family, community, services and governance structures protect and support youth. In turn, young people can become positive contributors to their societies: they benefit from structure, stability and identification with a larger group

and opportunities to receive from and give back to the community.<sup>5</sup> **The Youth Resilience Programme therefore needs to be embedded in a systems approach, recognising the wide range of mechanisms at multiple levels that support young people's development and protection.** Adequate referral systems to basic services and specialised mental health services are important to ensure that adequate responsive measures are taken for youth in need of such support. State institutions and mechanisms for the implementation and monitoring of children's rights are also necessary to make rights a reality.

As resilience interventions often include very vulnerable young people, great care and high ethical standards need to be applied. Any child who has been victim of violence or abuse, or who experiences severe psychosocial distress should be referred to the relevant part of the child protection system. Life skills education cannot substitute the skilled case management and the care, protection and follow-up by services mandated to undertake these tasks.

## Involving parents and caregivers

Research has shown that the presence of at least one unconditionally supportive, parent or caregiver is an important protective and enabling factor.<sup>6,7</sup> Parent and caregiver engagement and support in youth programmes help build their children's resilience, facilitate young people's access to supportive services, empower them and help strengthen their capacities.

Parent and caregiver involvement is also necessary in terms of giving consent for participation. Youth below 18 years old are legally under the guardianship of their parents or caregivers. Young people above this age from traditional societies may also need permission from their parents or caregivers to engage in programmes.

Youth programmes may engage and support parents and caregivers in different ways in order to positively impact young people's development and resilience. Examples include:

- Informing parents and caregivers about the benefits of the programme to their children and to the family in general
- Seeking parents and caregivers' consent and active engagement in the programme
- Integrating the youth programme into other interventions, such as positive parenting training, psychosocial support activities and livelihoods support.

Engaging parents and caregivers is also important in reaching programme objectives and deepening the impact of the Youth Resilience Programme. For example, working on young women's protection not only requires the individual woman to gain life skills, livelihoods opportunities and education. It also depends on an environment in which she can be heard and supported in engaging with the community around her. Discussion groups with parents and caregivers, for example, on gender, violence against women and delaying marriage are one way of improving the efficacy of youth programmes.

A first step in building parent and caregiver networks is seeking the cooperation of the most positive and empathetic community members. These caregivers can help to gradually influence those who are more difficult to reach. In some contexts, this has proven to be an effective way of mobilising men and fathers into child and youth programming<sup>8</sup>.

<sup>5</sup> Henley, R. (2010), p. 295-301

<sup>6</sup> NCH (2007) p. 9

<sup>7</sup> Being 'unconditionally supportive' does not mean accepting all behaviours (for example, criminal activity). However, it means the adult is always there to love and support the young person through the good and the difficult times.

<sup>8</sup> Hallands Centerparti and Centerkvinnor with financial support from Forum Syd/Sida, Sweden, (2004-2013)

## 2. Facilitating sessions with parents and caregivers<sup>9</sup>

Being a facilitator is both a very rewarding and quite complex task. It is a process of mutual learning and exchange. Facilitators who are trained in implementing the meetings for parents and caregivers presented in this handbook (either as part of the Youth Resilience Programme or as a stand-alone intervention), are responsible for planning and running the sessions at regular times, suitable to the given context.

Facilitators should be people who appreciate parents and caregivers' experiences and help them share their knowledge and expertise. This means being a non-judgmental person who encourages parents and caregivers to share their opinions and ideas, and who is able to facilitate inclusive discussions in the group and share information in a non-intrusive manner.

The facilitation process should focus both on what is to be achieved and how the group participates in the learning process. This includes taking into account that adult learning differs from the way that children learn. So meetings should cater for the different needs of parents and caregivers to achieve a real change. It is crucial therefore that facilitators have adequate support from programme coordinators and managers so that they are able to carry out their role successfully.

### A fun, safe and inclusive learning environment

Creating a fun, safe and inclusive environment is essential when implementing meetings with parents and caregivers. It is the foundation for developing trust and empathy between participants and provides the basis for empowering parents and caregivers in their role as protectors of young people. The facilitator is a role model and is responsible for the atmosphere and communication in the group. This chapter is based on the manual *Fun, Safe, Inclusive* – a half-day training module on facilitation skills published by Save the Children (2015).

Charlotte Bogh/Save the Children



<sup>9</sup> For more information about the role of the facilitator and tips and ideas on facilitation skills, please see the [Theory and Programmatic Guide](#).

## Fun

Laughter and fun have a series of benefits that support learning. They ease anxiety and fear, relieve stress and improves the mood of the participants. Laughter lowers stress hormones, relaxes muscles and can elevate levels of serotonin and dopamine in the nervous system. It also has social benefits for the group, as it strengthens relationships, enhances teamwork, helps defuse conflict and promotes group bonding.

Mix the emotional, social, or cognitive challenge with fun. The more you encourage creativity and tap into the participants' sense of fun, the easier it will be to introduce even greater challenges. Some people think of play and fun as the opposite of work. People in all ages learn best when having fun. A good facilitator balances playfulness, creativity and seriousness at the same time.

## Safe

The facilitator should be aware of safety issues including:

- **Physical safety:** This includes the safety of the building being used, the location and the route that participants will have to take to get to the meetings.
- **Moral safety:** Make sure that all activities are appropriate and that participants are not involved in activities that embarrass them.
- **Social/emotional safety:** Never allow mocking or bullying. Set clear rules and apply them. React if someone is excluded. Do not encourage caregivers to speak negatively about other parents and caregivers, nor about children and youth. If you are concerned about a young person, seek to refer to the appropriate services. Behave in a well-balanced, kind and respectful manner and validate all opinions. Handle strong emotions in the group accordingly. Avoid unexpected events and keep participants well informed about activities. For example, if it is not possible for everyone to share, inform the participants about this in advance. Keep a clear structure, be well prepared and keep time, as this enhances participant's feeling of safety.

**It is essential that the facilitators are fully aware of the organisation's child safeguarding policy and code of conduct and work actively towards implementing it throughout the Youth Resilience Programme.**

## Inclusive

The facilitator should model inclusive behaviour, for example, by making sure that all opinions are respected and no one is intimidated. There are various methods to make sure that all participants have the chance to express themselves and not just those that are the most outspoken:

- Demonstrate exercises in front of the group, so that everyone has a chance to understand.
- Energizers help young people and adults who do not have a long attention-span.
- Different methods benefit different participants – take adults' learning styles into account.
- Use brainstorming or buzz-groups if there are shy participants in the group.
- Let participants take turns. This will allow shyer participants to speak. But do not pressure people to speak.
- Check on participants when they are doing group work. Encourage them to take turns presenting. Encourage them to help each other to solve the task.
- Invite participants who have not said much to participate.
- Work with participants' input and adapt sessions to their everyday life.
- Make sure that everyone understands. Ask: "Any questions?"
- Explain the process to participants before every activity.
- Use participatory methods in doing re-caps.
- Use a suggestion box, for example, you can have a cardboard box in the room for ideas and feedback.

## Facilitation techniques

Working with emotional and social issues can lead to unpredictable outcomes. Sometimes, activities can provoke unexpected reactions from some participants, or activities do not engage the participants as expected. This applies to young people as well as parents and caregivers. Facilitators of parents and caregivers sessions needs to be attentive and responsive to the reactions of the participants, and they need to be flexible and adapt the meeting according to the participants' reactions. This requires flexibility when planning and during the actual implementation of the meeting. This ensures that parents and caregivers are neither rushed nor left with difficult emotions that are not attended to. It is better to do one activity well than to do many activities poorly.

Flexibility enables facilitators to make adjustments so that parents and caregivers who are struggling with difficult emotions are given the necessary care and support to cope with these feelings.

One of the most demanding tasks for a facilitator is to know how best to deal with a situation when things are not going according to plan. One way of dealing with unforeseen problems in a workshop is to use the approach that if "what you are now doing is not working, try doing the opposite."<sup>10</sup> Think about different ways of facilitating activities to get back on track. This enables the facilitator to re-assert a measure of control, and may enable the participants to express their own difficulties in a legitimate way within a group.

For example:

- If a plenary session is not working, break into smaller groups.
- If a practical exercise is not working, change it to a demonstration.
- If a thinking session is not working, move on to a practical activity.
- If a facilitator's example is not appropriate, seek out a participant's example.

Another way of dealing with the unexpected is to be ready to switch to alternative exercises or activities, which can help when the current method used does not seem to work.

## Dealing with difficult emotions

This handbook is designed for working with parents and caregivers of young people whose psychosocial wellbeing is threatened because they are living in difficult circumstances. These kinds of life experiences are likely to result in a mixture of intense and difficult emotions. The activities are designed to be sensitive to the experiences and expression of these kinds of emotions. Sensitivity does not mean that these emotions are ignored or discouraged. There is indeed a high probability that emotions such as anger, grief, sadness, confusion, guilt, etc. will be experienced and expressed during the course of the workshops. The facilitator needs to be prepared and be able to adapt the activities to respond appropriately. Here are some guidelines in facilitating the parents and caregivers' meetings in this context:

- **Give choices**

Be sure everyone in the group knows ahead of time what will be discussed and that some people may choose to share personal stories. Let the parents and caregivers decide for themselves if they want to speak during the activities. Explain that if anyone becomes upset when talking about or hearing about people's experiences, they may ask permission to leave the group for a few minutes and be alone. However, stress that you would prefer that participants stay together as a group as much as possible, as they can provide support to each other.

<sup>10</sup> Pickles (1995) p. 26.

- **Respect each other's private information**

Let the parents and caregivers know from the beginning that these workshops are a safe space, and that private information they share will be respected through the rule of confidentiality.

- **Respond to personal stories**

Do not force anyone to share personal experiences if they do not want to. This can feel like an intrusion on personal boundaries and make the person very uncomfortable. When parents or caregivers choose to share, respect what they have to say and let them know that you appreciate what they have told the group. If they express strong emotions, just try to reflect those back. For example, "I can see that this has been a very difficult experience for you."

Some facilitators worry that if parents and caregivers talk about their experiences, the participants will feel angry or sad. This may happen, but sometimes it also helps them feel stronger. For some, it is a relief to share. They can get support from the group.

Due to the sensitive nature of experiences of abuse and/or exploitation, for example, if any participants do share stories of their personal experiences, do not ask probing questions and do not ask for details in front of the big group of participants. Instead, follow up with a private conversation with the participant at an appropriate time. Also, remember and respect that in some cultures it is inappropriate to encourage the display of painful emotions in public. Use your judgement if you feel a participant is sharing something in the heat of the moment, which they may regret later. Consider whether to intervene in these circumstances.

- **Acknowledge other participants' feelings**

Some participants will feel sad when they hear other participants' stories. Remember, it is normal to feel sad, or even cry, when you hear these stories. Reflect back these feelings in a way that does not make the person feel ashamed. For example, "Hearing that story has touched you very deeply; I'm sure there are others in the room who are feeling the same way."

- **Change the mood**

After talking about difficult experiences, it is a good idea to do an activity that facilitates a change of mood in the group. After each activity on a sensitive issue, there are suggestions for energizers and activities to get the participants moving and laughing. Taking a break or playing some music that participants can move to may also facilitate a process where they release strong feelings.

- **Offer support**

Experiencing a crisis is distressing for young people as well as their parents or caregivers. Youth look to the close adults in their life for how to react and behave. It is important to acknowledge and understand that in these circumstances, parents and caregivers need support.

## Caring for staff and volunteers

The needs of staff and volunteers are often similar to the needs of those they are supporting. Managers should monitor the wellbeing of all staff involved in the Youth Resilience Programme and offer support in the form of supervision or mentoring, for example, if needs arise. It is important to acknowledge the stress that can occur. This helps prevent strong feelings and reactions from affecting the work negatively which might otherwise lead to staff neglecting their own safety or their social and physical needs. A supportive environment is crucial to minimise stress. An environment where staff and volunteers are able to share and openly express themselves can relieve symptoms of stress. An environment where talking about emotional reactions and limitations is strongly encouraged, as this will ensure the quality and effectiveness of activities and the wellbeing of staff and volunteers.





### 3. Parents and caregivers' meetings

A workshop cycle of the Youth Resilience Programme includes four introductory workshops, a series of thematic workshops and a closing workshop. This is combined with a series of parents and caregivers meetings.

This handbook has detailed instructions for seven parents or caregivers' meetings, drawing from best practice within Save the Children and other organisations and settings. The meetings are designed to provide guidance and support to programme managers and facilitators in their interactions with those most important adults to young people's development and protection. The meetings aim to inform and engage parents and caregivers about activities in the youth workshops, as well as raising awareness more generally about the wellbeing and protection of young people.

The seven meetings are as follows:

- Introducing the Youth Resilience Programme
- Young people's reactions to problems and ways to support them
- Understanding the young adult
- Positive discipline
- Gender norms
- Protecting young people from violence and harm
- Protecting young people from sexual abuse and early marriage

The first meeting is about providing the parents and caregivers with information about the Youth Resilience Programme and seeking their consent for their children's participation. This meeting should therefore be held once the participants for the youth workshops have been chosen but before the introductory workshops with the youth have started. Once the parents and caregivers are on-board and informed about the process, the first introductory workshop with the youth should be held. Once the introductory workshops have been held and a selection of thematic workshops has been made, it is generally time for the second meeting with the parents and caregivers.

Programme managers are free to choose whichever meetings seem most relevant to the populations they are targeting. However they should always begin with meeting 1: 'Introducing the Youth Resilience Programme.' **Parents and caregivers are encouraged to influence the selection of topics to be covered through their meetings in an activity in the first meeting.** When selecting topics for the parents and caregivers' meetings, it is also important to take into account the topics for the youth workshops and other child protection concerns in the community. Workshops on violence and protection can, for example, be matched with one or two of the parents and caregivers' meetings on the same topic.

One of the most important protective factors of young people is the availability and support of parents and caregivers. It is therefore important not to compromise on the parents and caregivers' meetings. **It is recommended that no less than three meetings are selected, creating a series of at least a total of four parents and caregivers' meetings.**

Throughout the programme, managers and facilitators should update parents and caregivers on the progress of the Youth Resilience Programme. Parents and caregivers should always be consulted on issues they feel should be tackled in relation to their children. The format of this consultation may vary depending on context and resources.

The contents of the parents and caregivers' meetings are briefly described below, with an indication of when these meetings should be held. Meeting one should always be held before the youth workshops starts. Meetings 2 to 6 are then arranged at times corresponding to the youth workshops being held on a similar topic.

### **Meeting 1: Introducing the Youth Resilience Programme**

This meeting presents information about the aim of the Youth Resilience Programme and the life skills workshops, together with details about when and where the workshops will be held. Parents and caregivers are consulted about the selection of topics to be covered in their meetings. They are also asked to sign a consent form giving permission for their child to participate in the workshops. It is therefore very important that this meeting is held before the first life skills workshop.

### **Meeting 2: Young people's reactions to problems and ways to support them**

This session aims to raise collective awareness about problems faced by youth in the community. The challenges facing young people are identified and an exercise illustrates how multiple problems in a youth's life can weigh the individual down and interfere with positive and healthy development. This meeting outlines youth's reactions to problems and encourages discussion with the parents and caregivers on how best to provide support.

**Important:** This meeting can provide important input for the selection of thematic workshops for the youth (see the **Theory and Programmatic Guide:** 'Step-by-step guide in designing a series of youth workshops' for more details). Programme managers may therefore consider holding this meeting before introductory workshop 4 so that parents and caregivers are able to contribute to theme selection.

### **Meeting 3: Understanding the young adult**

This meeting aims to raise awareness of young people's developmental stages, focusing on girls' and boys' physical, cognitive, social and emotional development. It also explains how protective and risk factors influence young people's wellbeing and resilience. The meeting seeks to strengthen the role of parents and caregivers in nurturing the positive transition from childhood to adulthood. This session fits best before the positive disciplining session (meeting 4), as it provides a good overview of the developmental stages of children and young people.

#### **Meeting 4: Positive discipline**

Parents and caregivers reflect on positive discipline strategies and skills during this meeting. This session provides an overview of the positive discipline approach.<sup>11</sup> If programme managers and facilitators feel that this issue is a priority in the community in which they are working, they may wish to conduct additional sessions on this issue, using for example the source materials on which this workshop is based.

#### **Meeting 5: Gender norms**

This session introduces the concept of gender to parents and caregivers, and raise awareness of the impact of gender stereotypes and inequality. The meeting would benefit from being implemented at the same time as youth do their life skills workshops on the same theme. It provides a good introduction to and links to gender-based violence. It is therefore recommended to hold this session before meetings 6 and/or 7 on protection from violence, sexual abuse and early marriage. The meeting can also be a good stand-alone session addressing gender inequality and discrimination.

#### **Meeting 6: Protecting young people from violence and harm**

During this meeting, parents and caregivers' awareness is raised on the various forms of violence that young people face, its effect on them and the role of parents and caregivers in protecting their children. This meeting can be a good opportunity to get parents and caregivers' opinions about protection issues being faced by young people in their community and the challenges that they face as caregivers in this regard.

#### **Meeting 7: Protecting young people from sexual abuse and early marriage**

This session promotes awareness of the role of parents and caregivers in caring and protecting their children, particularly from sexual abuse and early marriage. It is important to have a discussion with parents and caregivers on sexual abuse before tackling the youth workshop theme: 'My body is mine.' It is therefore recommended to do this session before doing the workshops with the youth on the same theme.

#### **When implementing the caregiver's session on violence and sexual abuse – important note**

The topic of violence and sexual abuse is sensitive and may trigger difficult emotions among parents and caregivers. Some may have been victims themselves as children or are still living in abusive relationships as adults. Some may even be perpetrators themselves. A guidance note is presented prior to these sessions. It is of outmost importance that the facilitators of these meetings prepare themselves carefully and have received adequate training and support from their programme manager to safely implement these meetings.

<sup>11</sup> Save the Children/ Joan E. Durrant (2013)





## PARENTS MEETING 1: Introducing the Youth Resilience Programme

AIM OF THE MEETING			
<ul style="list-style-type: none"> <li>To introduce the parents and caregivers to the Youth Resilience Programme.</li> <li>To answer questions and collect informed consent for the participation of young people in the youth workshops.</li> </ul>			
ACTIVITIES		MATERIALS	TIME
1.1	Welcome	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Markers</li> </ul>	10
1.2	Getting to know each other	<ul style="list-style-type: none"> <li>None</li> </ul>	30
1.3	Introducing the Youth Resilience Programme	<ul style="list-style-type: none"> <li>Handouts or flipchart</li> <li>Blank flipchart paper</li> <li>Markers</li> </ul>	30
1.4	Consent forms	<ul style="list-style-type: none"> <li>Blank consent forms</li> </ul>	15
1.5	Selecting topics for parents and caregivers meeting	<ul style="list-style-type: none"> <li>Markers/pens.</li> <li>Flipchart paper.</li> </ul>	15
1.6	Question and answer session	<ul style="list-style-type: none"> <li>None</li> </ul>	15
1.7	Closing	<ul style="list-style-type: none"> <li>Evaluation sheet if used.</li> </ul>	5
<b>Total</b>			<b>120 min</b>

## 1.1. Welcome



### AIM OF THE ACTIVITY

- To welcome parents and caregivers and introduce the Youth Resilience Programme.



### MATERIALS

- Flipchart.
- Markers.



### ACTIVITY SOURCE

- Adapted from the activity "Recap, feedback and introduction" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook I. Getting started.



### PREPARATION

- Prepare flipchart, listing today's activities: Getting to know one another; practical information; consent forms and next meeting.



**Note to facilitator:** Before starting the Youth Resilience Programme, facilitators and programme managers should be familiar with the legal requirements concerning age of consent in the particular setting in which you are working. Make sure that consent is collected in accordance with legal guidelines and in line with cultural expectations about parental and caregiver responsibilities.

#### Instructions:

1. Welcome the parents and caregivers and thank them for taking the time and making the effort to come to this meeting.
2. Start the meeting by introducing yourself and your colleagues.
3. If you work for an organisation, explain which organisation it is and the kind of work it does locally (and elsewhere, if this is the case).

If you are a teacher, explain which school you work at and what your role is at the school (whether you are a teacher, guidance counsellor, etc.).

4. Now explain:

*Today we have two hours together. In that time, we are going to talk about the Youth Resilience Programme that your children have been invited to participate in. We are going to talk about why we are running this programme and the kinds of activities your children will take part in. We are also going to talk about your roles as parents and caregivers, so that your children can get the most out of this programme.*

*Before we end the meeting today, we will ask you to give your informed consent/permission for your child and yourself to participate in the programme. This will be done through the signing of a consent form<sup>12</sup>. Therefore, it is important that you feel you have all the information that you need about the programme.*

*There will be many opportunities for questions throughout the meeting and you are encouraged to ask anything you do not understand, or need more information on.*

<sup>12</sup> Guidance given here is general and should be adapted as indicated above and in line with the information provided in section 1.4.

5. Now go through the list of planned activities on the flipchart:
  - Getting to know one another
  - Introducing the Youth Resilience Programme
  - Consent form (if needed)
  - Selecting topics for parents and caregivers meetings
  - Question and answer session
6. Clarify any questions about today's agenda before moving on to the next activity.

## 1.2. Getting to know each other



### AIM OF THE ACTIVITY

- For parents and caregivers to get to know one another.



### MATERIALS

- Space for participants to walk around or sit privately in pairs.



### ACTIVITY SOURCE

- Adapted from the activity "Recap, feedback and introduction" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook 1. Getting started.



**Note to facilitator:** Carefully consider beforehand if this activity is appropriate in the cultural context you are working in. If it is not, you can do a general round of introductions instead, where each participant introduces himself or herself.

#### Instructions:

1. Explain to the participants that you are going to start with a short activity that will give them an opportunity to get to know each other a little better.
2. Ask them to find a partner in the room – someone they do not know very well, or not at all.
3. Now explain that the pairs have 5 minutes to talk to each other. They can do this by either walking around or sitting somewhere where they can talk undisturbed. During this time they should introduce themselves and then do the following:
  - *Tell one another which child they have in the programme (name).*
  - *Tell one another a little about themselves.*
  - *Try to find three things that they have in common.*
4. If there is a person without a partner, the facilitator should also join in the activity.
5. Let the participants know when there is one minute left.
6. Once time is up, gather everyone together again and ask people to sit next to their partner.
7. Now ask the participants to introduce their partners, stating their name and the name(s) of their child or children attending the programme. When both partners have introduced each other, ask them to share one of the three things they discovered they had in common.
8. When everyone has shared, thank the participants for their participation.

### 1.3. Introducing the Youth Resilience Programme



#### AIM OF THE ACTIVITY

- To give an overview of the Youth Resilience Programme and provide practical information.



#### MATERIALS

- Handouts or flipchart with practical information about the programme.
- Blank flipchart paper.
- Markers.



#### ACTIVITY SOURCE

- Adapted from the activity "Introducing the Children's Resilience Programme" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook I. Getting started.



#### PREPARATION

- Handouts with all the practical information about the Youth Resilience Programme or write up the information on flipchart paper instead.

#### Instructions:

1. Start by referring to the last activity and highlight that the one thing they ALL have in common is that they are here today because they are the parent or caregiver of one or more young people. Like all parents and caregivers around the world, they want the best for their children.
2. Explain that they have been invited to this meeting because they and their children have been invited to participate in a programme for youth that is going to run over a number of weeks.
3. Give participants a background to the Youth Resilience Programme and how the community/school as well as participants have been selected. For example:

*Your children, like many other young people in the world, are living through both easy times and difficult times. Like the adults around them, young people have lots of strength and courage. The programme we are inviting you and your children to, aims to improve the wellbeing and enhance the strength of young people by focusing on:*

- *their emotional and social skills*
- *the contact and interactions they have with other people*
- *the environment they live in.*

*As parents and caregivers, you are the most important source of wellbeing and protection for your children as they go through adolescence and become young adults. We are therefore seeking to work closely with you in this programme.*

4. List the three main components of the programme on a flipchart or give out the handout you have prepared:
  - A: meetings with parents and caregivers,
  - B: life skills workshops with youth
  - C: training of facilitators.



Using the notes below, explain how these components work and how the programme fits with other programmes that the parents/caregivers or the youth may be participating in<sup>13</sup>.

### A. Meetings with parents and caregivers

These meetings aim to:

- Orient and update parents and caregivers on what is happening in the youth workshops and how the young people are doing.
- Learn about specific issues that commonly affect youth (each meeting has a certain theme).
- Enable parents and caregivers to share issues they think are important for young people's wellbeing. This will help parents and caregivers to support their children.

There are seven<sup>14</sup> meetings for parents and caregivers involved in the Youth Resilience Programme:

- Introducing the Youth Resilience Programme
- Young people's reactions to problems and ways to support them
- Understanding the young adult
- Positive discipline
- Gender norms
- Protecting young people from violence and harm
- Protecting young people from sexual abuse and early marriage.

Charlotte Bogn/Save the Children



<sup>13</sup> You can find guidance in the chapter 'Integrated youth programming', in the Theory and Programme Guide.

<sup>14</sup> Present all topics at this stage but explain that you will not do them all but rather a selection of four meetings (if this is the case).

The first meeting focuses on introducing the Youth Resilience Programme and prioritising the topics parents and caregivers feel are the most important and relevant to them. Explain that the input of parents and caregivers is very important. It will be used to help selecting topics for the coming meetings.

Explain that all the meetings will feature an update about the youth workshops and a chance to discuss what is going on.

Emphasise that everyone is strongly encouraged to participate in all the sessions.

## **B. Life skills workshops**

Explain that the Youth Resilience Programme contains a series of workshops for young people on different topics, linked to their personal and social development. The workshops provide youth with an opportunity to strengthen skills they feel are relevant to better deal with challenges in their lives.

The Youth Resilience Programme is organised as follows:

- The workshop series always begins with four introductory workshops, when the youth get to reflect about themselves, get to know one another and identify strengths and challenges in their communities. These workshops help participants to identify specific skills and qualities they would like to address in the thematic workshops.
- The selection of thematic workshops is done based on input from the youth in the four Introductory workshops and from parents and caregivers plus information drawn from facilitators' observations of the group.
- Once the workshop series has been decided, this is communicated to parents and caregivers in one of the next meetings.

Indicate to parents and caregivers how many workshops are to be included in your workshop series.

The Youth Resilience Programme has eight themes to choose workshops from:

- Theme 1: Decision-making
- Theme 2: Communication
- Theme 3: Emotions
- Theme 4: Identity
- Theme 5: Interpersonal relationships
- Theme 6: Equality and non-discrimination
- Theme 7: Conflict management
- Theme 8: My body is mine
- The workshop series ends with a closing workshop, when the youth can reflect on what they have done during the Youth Resilience Programme, as well as what they want to do for themselves and for their communities going forward.

Explain to the parents and caregivers that programmes like this have been held in other countries around the world. They have helped young people to cope better with everyday challenges, find constructive ways to solve problems, communicate better with their family and peers and enabled them to play a positive role in their communities.

### C. Training of facilitators

The facilitators have been trained in how to run the parents and caregivers meetings and the life skills workshops. The training also helps them to:

- Learn to identify what issues are challenging for the young people they are working with and how to help young people to cope.
  - Identify those that are at risk and need additional support.
  - Encourage young people to take initiative and promote their active and positive participation.
  - Encourage young people to support one another and their families.
5. Go through the practical information about the programme. Give the parents and caregivers the handouts or at the flipchart list you have prepared and talk about:
- The venue for the life skills workshops and parents/caregivers meetings
  - The timing of the workshops and meetings (dates and hour)
  - The list of young people who have been invited
  - The number of participants
  - The name(s) of facilitator(s) and other adults present at workshops
  - The person for parents and caregivers to contact if any issue arises.
6. Clarify any questions before moving on to the next activity.

#### 1.4. Consent forms



##### AIM OF THE ACTIVITY

- For parents and caregivers to give their informed consent/permission for their child (or children) and themselves to participate in the Youth Resilience Programme.



##### MATERIALS

- Blank consent forms.



##### ACTIVITY SOURCE

- Adapted from the activity "Consent forms" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook 1. Getting started.



**Note to facilitator:** Parental consent must be sought according to local practice.<sup>15</sup>

The guidance given in this session is general and should be adapted according to the requirements of your organisation and be in line with legal requirements and community expectations. There may be situations, for example in contexts of armed conflict, where parents and caregivers will be most reluctant to sign any document and such concerns need to be dealt with respectfully and sensitively. It is also extremely important that the parents and caregivers (as well as the youth themselves) have given their informed consent for photographs to be taken during the workshops or parents/caregivers meetings.

If a participant cannot read or write, help him or her to fill in the form and ask the person to make a mark instead of a signature. Make a note on the form that you assisted the parent or caregiver in completing it.

<sup>15</sup> Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources, 2005, page 41

If a parent or caregiver does not wish to sign the consent form and does not want their child to participate in the workshops, discuss this with them in private when the meeting is over. If possible, do not discuss the matter with them in front of the whole group.

Make sure all parents and caregivers have the information they need to make the right decision for their family. Try your best to address any concerns they have that might prevent them from wanting their child to participate.

**Instructions:**

1. Explain to the parents and caregivers that you would like to ask their permission for their child/children to take part in the Youth Resilience Programme. They also should agree to their own participation. Give out copies of the consent form and pens to each family represented in the group.
2. Go through the consent form, explaining what each line says. Make sure that the parents and caregivers in the group are able to give consent, having legal custody of the child.
3. Explain that participation is voluntarily and the consent can be taken back at any time. Also, make sure that everyone knows that the programme is free of charge and does not involve payment of any kind.
4. Tell everyone that the consent forms will be stored in a safe space. They will not be used for any other purpose than for the Youth Resilience Programme.



Charlotte Begly/Save the Children

5. Explain that if any photos or videos are taken of the young people, these will be used for the following purposes:

- To raise awareness of young people's wellbeing and protection.
- During training of facilitators and field coordinators.
- In organisational reports.
- To inform others and raise awareness of the programme.

All photos will be used with respect for the individual shown on the photo and will not be used out of context.

6. Explain that if a young person becomes ill or is injured, every effort will be made to contact the parent or caregiver immediately. However, if it is not possible to reach them, you request permission to access emergency medical treatment if needed.

7. Answer any questions, before asking the parents and caregivers to sign the forms.

8. When all consent forms have been completed and signed, collect them and keep them in a safe, secure place, as they contain personal information.

9. Explain that you will also ask the young participants for their consent to participate in the workshops. If any of the young people do not want to participate in the workshops, they will not be forced to do so.

### 1.5. Selecting topics for parents and caregivers meetings



#### AIM OF THE ACTIVITY

- To seek the parents and caregivers' input for the selection of topics for the coming meetings.



#### MATERIALS

- Markers/pens.
- Flipchart paper.



#### PREPARATION

- Write on a flipchart the topics of the meetings of the Youth Resilience Programme:
  - *Introducing the Youth Resilience Programme*
  - *Young people's reactions to problems and ways to support them*
  - *Understanding the young adult*
  - *Positive discipline*
  - *Gender norms*
  - *Protecting young people from violence and harm*
  - *Protecting young people from sexual abuse and early marriage*



#### ACTIVITY SOURCE

- Developed for this resource kit.

**Instructions:**

1. Show the list of topics for the parents and caregivers' meetings on the flipchart. Briefly go through each topic.
2. Explain that each person has three votes (e.g. three dots with a pen) for the topics on offer for the parents and caregivers meetings. Explain that some topics will also be selected by the programme team based on what fits with the themes for the youth workshops.
3. Give out markers/pens and ask the participants to make a dot on the three topics that are most appealing (if this is the method used).



**Note to facilitator:** Count the dots and list the topics from highest to lowest votes. Explain to the participants that this contributes to the final selection of topics for the meetings: Explain that you will take into account the topics for the youth workshops plus other child protection concerns in the community before settling on the final programme for the parents and caregivers meetings.

## 1.6. Question and answer session



### AIM OF THE ACTIVITY

- To address questions about the programme.
- To explore participants' expectations about the programme.



### MATERIALS

- None.



### ACTIVITY SOURCE

- Developed for this resource kit.

**Instructions:**

1. Respond to any questions parents and caregivers may have about the Youth Resilience Programme.
2. You can also use the time to explore the participants' expectations and hopes for the Youth Resilience Programme in relation to themselves and their children. Take care to address any expectations that go beyond the scope of the programme, so that no-one will become disappointed.

## 1.7. Closing



### AIM OF THE ACTIVITY

- To close the meeting well and encourage positive feelings.
- To answer any remaining questions.
- To evaluate the meeting.



### MATERIALS

- Evaluation sheet if used.



### ACTIVITY SOURCE

- Adapted from the activity "Question and answer session" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook 1. Getting started.

#### Instructions:

1. Explain that you have now reached the end of today's meeting. Summarise what you have discussed today.

*Today we have had a first meeting together to discuss the Youth Resilience Programme. We have informed you about the aim of the programme, discussed its different components and hopefully clarified all the questions that you had. If not, please come and talk to a facilitator after the session. In today's meeting, we also sought your consent to your own and your adolescent's participation in the programme. We will now gather the youth for a first workshop and explain the programme to them as well and ask for their consent. Then, we will meet you again for a second parents and caregivers meeting.*

2. If possible, agree on a time and date for the next meeting.
3. Ask the participants if there are any more questions or concerns that need to be addressed. Invite them to fill in the evaluation sheet, if you are using one.<sup>16</sup>
4. Thank the participants again for their time and the effort they have made to attend this meeting.
5. End the meeting and say goodbye to all participants.

<sup>16</sup> This could be the smiley faces evaluation method, see [Facilitator Handbook: Life skills Workshops for Youth](#), or a written evaluation.



2.





## PARENTS MEETING 2: Young people's reactions to problems and ways to support them

AIM OF THE MEETING			
<ul style="list-style-type: none"> <li>To raise collective awareness and encourage discussion of the problems faced by youth in the community.</li> <li>To demonstrate how multiple problems in a young individual's life can interfere with positive and healthy development.</li> <li>To help participants understand young people's reactions to problems and encourage discussion on how best to provide help.</li> </ul>			
ACTIVITIES	MATERIAL		TIME
2.1	Welcome	<ul style="list-style-type: none"> <li>None.</li> </ul>	10
2.2	The problems that young people face	<ul style="list-style-type: none"> <li>Flipchart and marker.</li> </ul>	20
2.3	The weight of problems	<ul style="list-style-type: none"> <li>A strong bag or basket.</li> <li>Some heavy stones (or other items) – enough to represent the list of children's problems identified in the previous activity.</li> </ul>	20
2.4	Young people's reactions to problems	<ul style="list-style-type: none"> <li>Space for group work.</li> <li>Papers and pens.</li> <li>Copies of the handout: <i>Tips for parents and caregivers on how to support young people in distress</i> (can be found at the end of this session).</li> </ul>	50
2.5	Question and answer session	<ul style="list-style-type: none"> <li>None.</li> </ul>	15
2.6	Closing	<ul style="list-style-type: none"> <li>Evaluation sheet, if used.</li> </ul>	5
	<b>Total</b>		<b>120 min</b>

## 2.1. Welcome



### AIM OF THE ACTIVITY

- To welcome the parents and caregivers, introduce today's programme and present an update on the youth workshops.



### MATERIALS

- None.



### ACTIVITY SOURCE

- Adapted from the activity "Welcome and update on children's workshops" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook I. Getting started.

#### Instructions:

1. Start the meeting by welcoming the parents and caregivers and thanking them for taking the time to come to this meeting.
2. Introduce the programme for today:  
  
*Today we have another meeting ahead of us. We are going to think about the challenges our children are facing on their road towards young adults and talk about their reactions to these challenges. We will also discuss how we can help them to cope and find positive solutions.*
3. Answer any questions about today's meeting.
4. Now spend a few minutes telling the participants about what you have been doing with the youth in their workshops and tell them what is planned for the youth until the next parent and caregiver meeting.
5. Answer any questions or issues raised concerning the youth workshops or the programme as a whole and then move on to the next activity.

## 2.2. The problems that young people face



### AIM OF THE ACTIVITY

- To identify the problems faced by young people in the community.



### MATERIALS

- Flipchart.
- Marker.



### ACTIVITY SOURCE

- Adapted from REPSSI (2004) *Journey of Life*.

#### Instructions:

1. Brainstorm the different problems that young people may face in the community. Ask the participants:

We all probably recall how it is to be young. There are some things in life that are simple and there are others that are complicated. All young people face different problems whilst growing up and it is helpful to find positive solutions to the extent possible. Today, we are going to talk about the specific problems that young people face in our community.

What kinds of problems do you know of that your children are facing? It could be anything from everyday emotional or social problems, or difficulties connected with what they have or do not have, or challenges about living in their environment.

2. List the responses on a flipchart.
3. Now ask the participants:  
*Are these problems that young people can solve on their own?*
4. Identify examples of problems that young people can solve on their own and problems where they would require external support of some kind. Go through each problem in turn and mark on the flipchart the ones that can be solved by youth on their own and the ones that they cannot solve alone.
5. At this point, explain that you will do an activity to illustrate the effect of multiple challenges in a young person's life and start to reflect on how adults best can help young people to cope and find solutions.

### 2.3. The weight of problems



#### AIM OF THE ACTIVITY

- To demonstrate how multiple problems in a young person's life can interfere with positive and healthy development.
- To encourage reflection on how adults can best help young people to cope or find solutions to the problems.



#### MATERIALS

- A strong bag or basket.
- Some heavy stones (or other items) – enough to represent the list of young people's problems identified in the previous activity.



#### ACTIVITY SOURCE

- Adapted from REPSSI (2004) *Journey of Life*.

#### Instructions:

1. Ask the participants to stand up in a circle. Ask a volunteer to hold the bag or the basket (for instance on his or her back). The volunteer represents a young person in the community.
2. Now explain that each of the stones you have in front of you represents one of the problems that young people face in the community.
3. Give different participants a stone to hold. As you give them the stone, ask them to name the problem it represents. For example, they may say:

*This stone represents the limited access to education that some children and young people are experiencing in our community.*

4. Now ask the volunteer who has the empty bag on the back to jump up as high as he or she can. Comment on how strong 'the young person' is.
5. Now ask the participants to put their stones, one by one, into the 'young person's' bag, naming the problems as they add their stones.

**For example:** The first participant adds a stone to the bag and says, "This stone represents having no access to education." Then, the second participant adds a stone to the bag and says "This stone represents the fights that happen between young people sometimes in our community."

6. When all the participants have added their stones, ask 'the young person' to jump up and down again.
7. Ask the participants why it is difficult now for the person with the bag to jump up and down.
8. Point out that even a strong young adult who has problems will find it difficult to cope, especially when there are many problems affecting the person at the same time.
9. Ask the participants to reflect on the following:

*How can you and other adults in the community help young people to cope with problems and find solutions to them?*

10. If the participants do not suggest it themselves, show that by lifting the bag for the young person or removing some of the stones, the weight decreases.
11. As participants mention ways in which they can help and support young individuals, ask them to remove a stone for each helping activity.
12. Ask the participants:

*Are there any problems that you as parents and caregivers cannot deal with on your own? (e.g. fights between young people). Could other parents and caregivers support you in some way?*

13. Complete the activity by saying:

*When a young person's load becomes too heavy and their lives are filled with too many problems at the same time, it can be challenging for them to move on and grow strong and healthy. The same can happen if a young person has experienced a single, very distressing event, for example, the loss of someone loved or a violation of his or her rights. At times like this, they need help from others so they can get back on their path of positive development.*

*As parents and caregivers, you are the most important people to help, support and protect your children, even though you may see them as young adults.*

*Young people in a community often face similar challenges and some of the challenges are also difficult for parents and caregivers to deal with. It is therefore important that parents and caregivers come together to discuss how they best can help and support their children.*



**Note to facilitator: Negative changes in behaviour that lasts over time are almost always an indication that something is wrong.** Adults need to pay attention to these behaviours and decide how to respond appropriately.

## 2.4. Young people's reactions to problems



### AIM OF THE ACTIVITY

- To help participants understand young people's reactions to problems.
- To encourage discussion on how best to provide help.



### MATERIALS

- Space for group work.
- Paper.
- Pens.
- Copies of the handout: *Tips for parents and caregivers on how to support young people in distress* (available at the end of this session).



### ACTIVITY SOURCE

- Adapted from REPSSI (2004) *Journey of Life*.

#### Instructions:

1. Start the activity by saying:

*When children and youth have problems, they often react by behaving in ways that may concern those around them. We need to be able to recognise those who are struggling with problems, understand their reactions, and to provide the support they need.*

2. Explain to the participants that you will begin this activity with a discussion in plenary before continuing to work in smaller groups.
3. Gather the participants in a circle (sitting or standing) and use a 'talking ball' as you discuss the three questions presented below. Encourage everyone to share their thoughts and ideas. The co-facilitator should take note on a flip chart as the discussion goes on. Spend about 15 minutes on this part of the activity.

*a. Are there particular groups of young people in our community that face more challenges than others?*

For example: young people living on the streets, young people exposed to street violence, young people living in extreme poverty, young people being bullied at school, young people in abusive intimate relationships, etc.

*b. How do young individuals who have problems behave and what feelings do they show with their behaviour?*

For example:

- Some young people become withdrawn and do not want to socialise with others, including avoiding family members. This can be a sign of feeling sad, insecure or afraid.
- Some young people can become excessively hostile. This may indicate feelings like anger, frustration and sadness.
- Some young people may express their distress by saying negative things about themselves and others, e.g. "No one likes me," or "I'm stupid".

*c. Is there a difference between boys and girls in terms of common behaviours?*

For example:

Girls and boys are likely to behave differently or convey different feelings with their behaviour. Often, this is linked to social norms and expectations on how boys and girls 'should' behave.

For example, in many cultures it is more acceptable for boys than for girls to act out or be aggressive. Similarly, it is more acceptable for girls to be sad and cry than for boys.

4. Explain the following:

*Young boys and girls who have problems react in different ways, depending on their own characteristics and inner strength and on the environment around them. They also learn how to react to difficult situations from watching their peers and their parents and caregivers.*

*For example, if a child's caregivers are very afraid and anxious, this is likely to make the young person anxious and afraid as well. Similarly, when a young person's peers and family are comfortable, safe and happy, the young person will probably also feel comfortable (but not always).*

*It is important to understand that young people, just like adults, react to their environment. This means that if a young man or woman behaves in a problematic manner, rather than punishing that young person, it is important that parents and caregivers explore the problems the young person is facing. They should try to understand the young person's reactions and feelings, and support him or her to build strength and cope with the challenges he or she is facing.*

5. Now, divide the participants into three groups. Ask each group to choose one common behaviour and/or feeling expressed by a young person that he or she is likely to require help with to cope. The three groups should choose different types of behaviour or feeling.

6. Ask the groups to discuss for 15 minutes and prepare for a short presentation:

- *What are some of the ways that you can help a young person to deal with the situation?*
- *What skills does the young person need, to more easily deal with the situation in a positive way?*

7. During the group discussions, encourage the participants to reflect upon examples from real life of how they have helped a young person to deal with a difficult situation in a positive way, or how the person him/herself was able to deal with the situation.

8. After about 15 minutes, ask the groups to come back into plenary again and invite each group in turn to present the behaviour and/or feeling they have discussed and different ways to help. After the group has presented, let everyone else give their comments and solutions on the scenario. Let each group present in the same way.

9. If this workshop is implemented at the beginning of the Youth Resilience Programme (when the Introductory workshops with the youth are still ongoing), pay close attention to what the parents and caregivers are saying during their presentations/discussions. This information will help you to select thematic workshops for the youth later on.

10. Round off the activity by summarising some of the things said during the activity. Give out copies of the handout: *Tips for parents and caregivers on how to support young people in distress*, which gives advice on supporting young people with common reactions or more severe signs of distress. These include:

Normal reactions to abnormal events:	More severe signs of distress:
<ul style="list-style-type: none"> <li>• Fear</li> <li>• Excessive concern for others</li> <li>• Sleeping difficulties, nightmares and/or bed-wetting (i.e. nocturnal enuresis)</li> <li>• Loss of appetite</li> <li>• Sadness</li> <li>• Risk-taking behaviour</li> <li>• Aggression</li> </ul>	<ul style="list-style-type: none"> <li>• Depression and/or suicidal thoughts</li> <li>• Social withdrawal</li> <li>• Flashbacks</li> <li>• Anxiety</li> </ul>

- If time allows, discuss the information in the handout. Focus on the information that is relevant to the specific examples identified in this activity or that the parents and caregivers are interested in learning more about. Do not be tempted to talk about all the different types of behaviour and the tips given, as this may become overwhelming for the participants.
- Highlight the importance of understanding that young people who misbehave or behave in a 'bad' way are not doing this because they are 'bad people': It may be a way of showing they have some problems they need help with, either from their families or external support.
- Summarise by saying:

*Most of the time, we can recognise that a young person is facing problems by the way he or she is behaving. By exploring the causes of the young person's behaviour and trying to understand his or her feelings and reactions, we are already on the way to helping. Most youth can be helped to cope with their challenges with the support of their parents and caregivers – even if they sometimes give an impression of rejecting this support.*

*If a young person is behaving very differently from normal for a longer period of time or show some of the more severe signs of distress, you are encouraged to consult with a professional, e.g. someone who works in young people's mental health services.*

## 2.5. Question and answer session



### AIM OF THE ACTIVITY

- To address participants' questions.



### MATERIALS

- Space.



### ACTIVITY SOURCE

- Developed for this resource kit.

#### Instructions:

- Use the time available to clarify any issues or questions (related either to this session or to the Youth Resilience Programme more broadly).

## 2.6. Closing



### AIM OF THE ACTIVITY

- To close the meeting well and encourage positive feelings to take home.
- To answer questions.
- To evaluate the meeting.



### MATERIALS

- Evaluation sheet, if used.



### ACTIVITY SOURCE

- Adapted from the activity "Question and answer session" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook I. Getting started.

#### Instructions:

1. Explain that you have now reached the end of today's meeting. Summarise what you have discussed today.

*Today we have explored the kinds of problems young people in our community are facing. We have also looked at the ways young men and women react to having problems and have talked about different ways that we can help them build strength and cope with their challenges. As parents and caregivers, we play a very important role in caring, supporting and protecting our children and encourage them to make good choices in life as they go through adolescence and become young adults.*

*Many problems of young people are also difficult for parents and caregivers to deal with alone. That is why it is important to meet with other parents and caregivers to discuss ways of dealing with the situation and how best to provide help and support to their children.*

*Together, we can help to strengthen boys' and girls' ability to handle problems. We can help young people to be strong when they face problems, or better still, give them strength before they experience problems.*

2. Ask the participants if there are any more questions or concerns that need to be addressed. Invite them to fill in the evaluation sheet, if you are using one.<sup>17</sup>
3. Thank the participants again for their time and the effort they have made to attend this meeting.
4. End the meeting and say goodbye to all participants.

<sup>17</sup> This could be the smiley faces evaluation method, see [Facilitator Handbook: Life skills Workshops for Youth](#), or a written evaluation.



# Handout: Tips for parents and caregivers on how to support young people in distress <sup>18 19</sup>

Normal reactions to abnormal events		
If your child...	Understand that...	Ways to help
Shows <b>fear</b> about a distressing experience reoccurring or <b>reacts to triggers or reminders</b> .	Fearing the return of a crisis or disaster is natural. It will take a while before the young person feels safe again after having experienced or witnessed a distressing event.	<p>Help the young person identify the scary reminders, such as specific people, places, sounds, smells, feelings, the time of day, etc. and talk about the difference between the event and the reminders that occur after it. Explain: <i>"When you are reminded, you can try telling yourself that 'I am upset now because I am being reminded, but it is different this time because there is no one/hothing here to harm me and I am safe.'"</i></p> <p>Explain that media coverage of a distressing event can trigger fears of it happening again. Say: <i>"Watching the news report could make it worse, because they play the same images over and over. How about turning it off now?"</i></p> <p>Try to remain as calm as you can with your child. Do not force your child to conquer their fears; for example, if he or she is frightened of the dark, do not force him or her to stay in a dark place on their own, as this will only increase fear and create distrust between you.</p>
<b>Expresses strong concern for other survivors and families.</b>	Adolescents tend to be very preoccupied with other people and how they themselves were unable to do the right thing to help.	Encourage young persons to support other people, but make sure that they do not burden themselves too much. Help identify age-appropriate and meaningful projects such as community environmental projects or collecting money or supplies for those in need.

<sup>18</sup> Adapted from Save the Children (2013) Psychological First Aid for Child Practitioners and Save the Children (2015) Dealing with traumatic responses in children (in press).

<sup>19</sup> The reactions of young men and women and appropriate ways of support them is very contextual. This table presents some general advice for parents and caregiver. It is important to review the handout prior to implementing the parents and caregivers' meeting. Note that some advice – such as respecting feelings of sadness – may be the relevant advice even if a specific culture does not allow young men or women to show such feelings.

If your child...	Understand that...	Ways to help
<p>Has <b>problems falling asleep, staying asleep,</b> or has <b>nightmares</b> or is <b>bedwetting</b></p>	<p>Sometimes, children and young people are more sensitive at bedtime and may worry and get troubling thoughts. There tends to be a link between anxiety and sleep disorders, so the section on anxiety might be helpful too, when dealing with sleep disturbances.</p>	<p>Establish a 'safe sleep environment': Creating bedtime routines can be useful for young people and caregivers, just as it is important for young children. Create quiet times before going to sleep, for example, avoid exercise and if possible keep the room quiet right before bedtime. Focus on the good sounds that you hear and make sure that the young person is with familiar people. Use relaxation and breathing exercises.</p> <p>Encourage about nine hours of sleep, depending on the age of the child (adolescents commonly need plenty of sleep) and keep to the family's normal wake-up time. Only infants should nap at daytime. Do not eat or drink too much right before bedtime.</p> <p>If the young person is afraid before bedtime, do not persuade him or her that there is nothing to be afraid of, but help him or her to develop more realistic responses to the situation, by asking, "What makes you think that that might happen?" and "What makes you think that it will not happen?:" Also, help the young person to find a 'safe place,' by imagining a specific situation in which he or she felt safe and happy as a mantra to keep negative, intrusive thoughts away before bedtime.</p> <p>If the young person has nightmares, help him or her by explaining how dreams are different from reality: "Nightmares come from our thoughts inside about being scared. You are in a bed, and we are safe now." Explain that nightmares are normal and that they will go away.</p> <p>Many people have had a precious toy or object as child. Holding the object (e.g. a teddy bear) is associated with positive memories, and may have a calming effect also on young people and adults. Parents and caregivers should not ridicule a young person for wanting to do this.</p> <p>Bedwetting is a stress reaction in some young people. If it occurs frequently and over an extensive period of time, seek medical help. Otherwise, encourage your child to drink smaller amounts of liquid before going to bed and be understanding. Bedwetting is distressing for anyone experiencing it, because it feels like a loss of control. The fear of bedwetting can be very distressing in itself and your child may be worried if it happens away from home. Keep in mind that this can be a temporary sign of distress and most likely not a significant long-term issue. Tell your child that he/she is not alone and that bedwetting problems do not mean your child is different, weird or immature.</p>

If your child...	Understand that...	Ways to help
<p>Has <b>loss of appetite</b></p>	<p>Stress affects young individuals in different ways, including the appetite.</p>	<p>Healthy eating is important, but focusing too much on eating can cause more stress and tension. Sit together and try to make mealtimes fun and relaxing for everyone. Model healthy eating habits, but do not force the young person to eat. To help the young person through the crisis, it is ok that he or she does not eat ideal meals for some time.</p> <p>Make sure that there is no medical reason for loss of appetite.</p>
<p>Is <b>sad</b> or <b>cries</b></p>	<p>When a person has experienced difficult changes, it is natural that they are sad, regardless of age.</p>	<p>When you let a young person feel sad while offering comfort and without being judgemental, you are helping, even if the person remains sad. Allow him or her to express feelings of sadness. Help the young person name the feelings and understand why he or she may feel that way. Give support by sitting with him or her, but also respect his or her need for privacy.</p> <p>Help the young person to feel hopeful about the future. It will be important to think and talk about how your lives will continue and the good things you will do, like going for a walk, or to the youth club, playing games with younger siblings or telling stories within the family.</p> <p>If you as caregiver also have strong feelings of sadness, it may be good for you to get support from someone else as well, but it is ok to cry with your child.</p>
<p>Is <b>challenging you and turning to self-harming behaviour</b> such as using alcohol or drugs, engaging in unsafe sex or accident-prone behaviour.</p>	<p>Even under the best of circumstances, young people are in a process of moving from childhood and entering adulthood. This is not an easy process, which even at normal times involves some challenging behaviour. This may be reinforced when a young person is exposed to a crisis. Scolding will only make the young person feel worse.</p>	<p>It may seem odd, but when young people feel unsafe, they sometimes behave in unsafe ways. It can be their way of telling you that they need your guidance and support. They need you to show them that they are important enough to be kept safe.</p> <p>Let the young person know that what he or she is doing is not safe, that he or she is very important to you and that you do not want something bad to happen. For a while, keep a closer watch on where he or she is going and what he or she is planning to do. Explain: <i>“In the present situation it is important that I know where you are and how to contact you.”</i> Be clear that this is a temporary measure and will stop when the situation has stabilised.</p> <p>Limit access to alcohol and drugs. Talk about the danger of unprotected sexual activity. Seek support from e.g. your family and the social services if the behavioural issues persist or becomes very destructive.</p> <p>With young people, it may also help to link them with activities that benefit the community to give them a sense of meaningfulness.</p>

If your child...	Understand that...	Ways to help
<p>Shows <b>aggressive behaviour</b></p>	<p>Young people with aggressive behaviour may be argumentative and verbally aggressive as well as being defiant. They may have difficulty controlling their temper and may easily be upset and annoyed by others.</p> <p>Understand how much despair is building up within the young person for he/she to act aggressively. Remember that no one wants to act aggressively.</p>	<p>Facing anger can be very frightening, and you may as a parent or caregiver get the feeling that the anger is directed towards you if the young person is hostile towards you. The best way to respond is by remaining calm and supportive and to try not become resentful.</p> <p>Model how to control emotions appropriately, especially how to manage anger. Teach your child how to express his or her emotions – positive as well as negative. Show him or her that as the adult you can handle whatever comes your way. Aggressive behaviour can be difficult to deal with from a child. It is important to handle the aggressive behaviour positively, but you must also set personal boundaries for what you can tolerate. Take moments during the day where you breathe for yourself.</p> <p>Allow the young person to feel angry, validate the feeling as a normal reaction to a stressful situation – a situation that is not normal.</p> <p>Let the young person express the angry feelings, even if the anger is directed at you. Limit aggressive behaviour by transforming the aggression into words or by giving him or her other ways of expressing their anger (such as letting them punch a pillow or go for a run). You can say something like “<i>You are angry and that is ok, but it is not ok to yell at me or become violent. You can punch a pillow or go for a run instead</i>”.</p> <p>Explore why the person is angry and try to understand the root cause of the anger in order to solve the problem.</p>

## Severe signs of distress in young people\*

If your child...	Understand that...	Ways to help
<p>Shows signs of <b>depression</b> and/or <b>suicidal thoughts</b>.</p>	<p>A depressed child is sad, lacks energy and desire. Sleep disturbances and difficulties in concentrating are common as well. When depressed, it is hard to imagine that things will improve, and feelings of worthlessness, hopelessness and social withdrawal are often associated with depression.</p> <p>A person with suicidal thoughts may not directly talk about his/her thoughts. Instead, the person may manifest such thoughts through interest in suicide or death – which can be difficult to differentiate from being normally preoccupied with the overall emergency setting. Sometimes, the young person will speak indirectly about wanting to “make it all go away” or “the world would be a better place without me.”</p> <p>While not all young people who are depressed have suicidal thoughts, depression is considered a risk factor for suicidal thoughts and attempts. Additionally, suicidal thoughts do not always lead to suicide attempts, but are thought to increase a child's risk.</p>	<p>It is difficult to spot when someone is having suicidal thoughts and this may be a function of your child's personality; a shy or more withdrawn person may show less obvious signs than an impulsive or more attention-seeking person who may be more overt about the feelings.</p> <p>Never dismiss a person's suicidal thoughts and never promise to keep it a secret. Listen actively to the child, show empathy, ask open questions, let the young person talk without interrupting him or her and do not judge.</p> <p>Let the young person experience success by engaging in activities he or she can influence and control. Support him or her in the feeling of being a valuable and important person. Do not give the child the feeling of being wrong or difficult because of the depression.</p> <p>If possible, you are encouraged to seek immediate help and support from a mental health practitioner regarding the onset who can help to find solutions to the depression and suicidal thoughts.</p>

\*Individuals who continue to be highly distressed over time, who show continued dramatic changes in personality and behaviour, who cannot function daily in their life or who are a danger to themselves or others are encouraged to seek additional mental health or psychosocial support.

If your child...	Understand that...	Ways to help
<p>Shows <b>social withdrawal</b> and a lack of interest in engaging in family or community activities</p>	<p>So much has happened, and your child may be feeling sad and overwhelmed. When young people are stressed, sometimes they yell and act out and sometimes they shut down. Whatever is happening, they need support from their loved ones.</p>	<p>Try to stay emotionally and physically close to your child, while respecting his or her need for independence. Let your child know that you care. If possible, it may be helpful to put the feelings in words. Let your child know that it is ok to feel sad, mad or worried. Stay in the role of parent or caregiver, even if the young person is almost an adult him or herself. Try to do activities that your child might like: such as having a family dinner or playing a game together. The young person may also benefit from doing tasks, such as small household chores or giving practical help to someone. Do not force your child to talk to you, but let him or her know that you are always available</p>
<p>Has <b>flashbacks</b></p>	<p>Flashbacks are intrusive thoughts provoked by images, smells, sounds, tastes and situations reminding the young person of a stressful or traumatic situation. Flashbacks sometimes feel like the traumatic experience is happening all over again here and now. For some, a flashback even feels like a threat to life, and it might trigger anxiety (see section on anxiety).</p> <p>A flashback may be temporary and the child may be able to maintain some connection with the present moment. However, sometimes people lose awareness of what is going on around them and are completely taken back to the traumatic event, and they might scream and act out.</p>	<p>From the outside, it can be intense and scary to witness when a child loses connection to the present moment, as they might seem far away and out of reach.</p> <p>Know that the flashbacks are out of the conscious control of the young individual and that they appear spontaneously, so it makes no sense trying to ask the child to calm down or to forget the past.</p> <p>Specific feelings, loud noises, tiredness and stressful situations can stimulate flashbacks. Try to stay away from these kinds of triggers. Allow space for communication and discussion when an episode occurs to unpack the complexity for the child. Help the young person identify elements of the flashback, and do not underestimate how serious this feels for him or her. Then help the young individual to see that the flashback is not real, but it is actually a thought or feeling that only exists inside the brain. Thinking of the flashback as a thought or image may help the person dissociate from the flashback and gradually understand that thoughts are not dangerous, and that they will pass.</p> <p>When flashbacks occur, keep the person physically safe and help him or her to relax and regain a pattern of normal breathing. Remind the young person about the current time and where he or she is. Help the individual accept that thoughts and feelings pop up, and then help him or her let these thoughts go by quietly returning to the activity he or she was engaged in prior to the flashback.</p> <p>Use grounding techniques<sup>20</sup> where you involve all five senses. Focus on smells, tastes, sounds, touch and sights that differ from those linked with the trauma to divert the attention elsewhere.</p>

<sup>20</sup> Grounding is a set of simple strategies to detach a person from emotional pain. It works through distraction by focusing outward on the external world and to a safe place rather than inwards. When overwhelmed with emotional pain, it sometimes helps to ground your thoughts to the present here-and-now to gain a sense of control of your feelings and a sense of staying safe. A grounding technique could be as simple as asking the young person to focus on the colours or smells in the surroundings.

If your child...	Understand that...	Ways to help
<p>Has anxiety</p>	<p>Anxiety is a natural human reaction, like an alarm system that is activated whenever we perceive danger or a threat. Anxiety is provoked by real threats, as well as scary thoughts and imaginations. Young people in distress may also experience anxiety when they experience events similar to those causing the distress.</p> <p>Physical reactions include headache, nausea, dizziness, diarrhoea, numbness, shortness of breath, rapid heartbeat, feeling faint, sweaty or shaky hands and feet. Emotional reactions include feelings of anger, fear, helplessness, disappointment and excessive worrying. Behavioural reactions can involve lack of eye contact (though this is linked with cultural norms) and low voice volume.</p> <p>It is common for young people to avoid talking about how they feel, because they are worried that others (especially their parents and caregivers) might not understand. The person might also fear being judged, considered weak or being a burden to their caregivers. This leads many young men and women feeling alone or misunderstood.</p> <p>Be assured that your child's anxiety is not a sign of poor parenting. It may add stress to an already stressful situation, because you need to adapt your life around it, but your child is not reacting with anxiety on purpose.</p>	<p>Find out with the young individual if the threat is real. If the threat is real, action should be taken to ensure that the young individual is protected. The parent or caregiver should stay with the person in order to comfort and calm him or her down.</p> <p>Explore the anxiety-provoking thoughts with the young person and do not judge. If the threat seems perceived, help the person distinguish between thought and reality by asking "What is it that makes this seem so real?" and "What could tell you that it is not real?"</p> <p>Protect the young person from things that trigger their anxiety. Provide a safe, predictable, peaceful environment, even if it might be difficult during an emergency.</p> <p>Often, distressed people are preoccupied with issues that cannot be changed, or by questions with no answer: "Why did this happen to me?" Help the young person to focus on issues that can be controlled such as, "What are we going to have for dinner tonight? What game do you want to play now?" Help the young person by removing the focus from big, overwhelming questions to issues that may be dealt with here and now. Talk about the things the young person can control today and tomorrow.</p> <p>Change expectations. When everything seems chaotic, it is important to take things in small steps. Changes will come little by little. Plan for transitions and allow extra time.</p> <p>Encourage physical exercise. Encourage your child to socialise with peers.</p> <p>Help the young person regain control over his or her body by breathing calmly all the way into the stomach, ask him or her to feel their feet on the ground. Help the person to relax the muscles gradually through the neck, back, arms, hands, legs and feet, encouraging him or her to release tension and continue breathing into the stomach.</p> <p>Another exercise: Ask the young person to sit in a comfortable relaxed position and breathe slowly in and out. Ask him or her to name five objects that he or she can see (it is important that the objects are not distressing in any way), e.g. "I can see a chair/my shoe/the floor".</p> <p>Remind the young person to breathe slowly. Now ask him or her to name five non-distressing things he or she can hear, e.g. "I can hear some children playing/ someone walking around in the next room." Now ask him or her to name five non-distressing things he or she can feel, e.g. "I can feel the plastic chair with my legs/my feet pressing against the floor." You can also ask the young person to name different colours that he or she can see.</p>



3.





## PARENTS MEETING 3: Understanding the young adult

AIM OF THE WORKSHOP			
	<ul style="list-style-type: none"> <li>To raise awareness of young people's developmental stages focused on girls' and boys' physical, cognitive, social and emotional development.</li> <li>To increase understanding of protective and risk factors influencing young people's wellbeing and development.</li> <li>To strengthen the role of parents and caregivers in nurturing the positive transition from childhood to adulthood.</li> </ul>		
	ACTIVITIES	MATERIAL	TIME
3.1	Welcome	<ul style="list-style-type: none"> <li>Space</li> </ul>	10
3.2	The growing plant	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Pens and markers</li> </ul>	15
3.3	The physical, cognitive, social and emotional development of young people	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Pens and markers</li> <li>Copies of the handout: <i>Stages of child growth and development</i> (available at the end of this session).</li> </ul>	20
3.4	Risk and protective factors in young people's lives	<ul style="list-style-type: none"> <li>Paper and pens</li> <li>Flipchart</li> <li>String</li> <li>Cards in three different colors (10 of each).</li> </ul>	40
3.5	Role of parents and caregivers in supporting the young adult	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Markers</li> <li>Copies of the handout: <i>Ten tips for building resilience in children and young people</i> and handout: <i>Ten tips for parents and caregivers of adolescents in a time of crisis</i> (available at the end of this session).</li> </ul>	20
3.6	Question time	<ul style="list-style-type: none"> <li>None</li> </ul>	10
3.7	Closing	<ul style="list-style-type: none"> <li>Evaluation sheet, if used.</li> </ul>	5
	<b>Total</b>		<b>120 min</b>

### 3.1. Welcome



#### AIM OF THE ACTIVITY

- To welcome parents and caregivers, introduce today's programme and present an update on the youth workshops.



#### MATERIALS

- Space for participants to sit in a circle.



#### ACTIVITY SOURCE

- Adapted from the activity "Welcome and update on children's workshops" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook I. Getting started.

#### Instructions:

1. Start the meeting by welcoming the parents and caregivers and thanking them for taking the time to come to this meeting.
2. Now introduce the programme for today.

*Today we have another two hours together. We are going to spend that time exploring what young people need to grow into strong and healthy individuals, as well as what factors promote or limit their development. We are also going to talk about the roles people play – parents and caregivers, the community and the youth themselves – in supporting their wellbeing and development.*

3. Now spend a few minutes telling the participants about what you have been doing in the youth workshops and tell them what is planned for the youth before the next parent and caregiver meeting.
4. Answer any questions or issues raised concerning the youth workshops or the programme as a whole and then move on to the next activity.



Charlotte Bøgh/Save the Children

### 3.2. The growing plant



#### AIM OF THE ACTIVITY

- To raise awareness of what youth need for healthy growth and development.



#### MATERIALS

- Space for participants to sit in a circle.
- Flipchart paper and markers.



#### ACTIVITY SOURCE

- REPSI (2004) *The Journey of Life*.

#### Instructions:

1. Explain that you will now start looking into what young people need to grow up strong and healthy.
2. Draw a small tree (or other plant<sup>21</sup>) on a flipchart. Ask the participants to look at the drawing. Use the picture of the plant to illustrate the next point.
3. Explain:

*Children are like growing flowers or trees, as they go through adolescence and become young adults. They need to be cared for. If you take good care of your plant, you will have healthy and deep-rooted trees, that can last through storms and that one day will be big enough to provide protection to others (e.g. shade). It is the same with children and youth. If you look after them, they will grow strong. Our children are the next generation and they need to grow up to respond to many challenges as well as to help the community.*

*Now we are going to look at what a young person needs to grow into a strong adult.*

4. Ask the participants to call out the things children need to grow. Every time participants suggest a need, acknowledge it. For example, if someone says "Food," say: "Yes, *they need food*" and then draw or write food on the flip chart.
5. Make sure that the needs are reflecting the different categories presented below. Draw circles around the different needs that have been suggested by the participants – one colour per category, using the following categories:
  - Physical (e.g. food, shelter)
  - Intellectual/cognitive (e.g. education)
  - Spiritual (e.g. religious belief)
  - Emotional (e.g. love)
  - Social (e.g. sense of belonging, support from others.)

<sup>21</sup> In some contexts, the example of a baby maize plant works well. Explain: *Youth are like maize plants. They need to be cared for. If you take good care of your maize, you will have strong plants and a good harvest. It is the same with children and youth. If you look after them, they will grow strong. Our children are the next generation and they need to grow up to respond to many challenges as well as to help the community.*

### 3.3. The physical, cognitive, social and emotional development of young people



#### AIM OF THE ACTIVITY

- To raise awareness of young people's developmental stages focused on girls' and boys' physical, cognitive, social and emotional development.



#### MATERIALS

- Space for group work.
- Flipchart.
- Pen.
- Copies of the handout: *Stages of child growth and development* (available at the end of this session).



#### ACTIVITY SOURCE

- Developed for this resource kit.

#### Instructions:

1. Introduce the session to the participants by saying:

*In this activity we will continue to discuss how young people develop. Our understanding for our children's development is important so that we better can support and guide them as they go through adolescence and become young adults.*

*Children from around 13 years and above are dealing with some of the biggest changes in their lives – not just bodily but also in terms of how they feel, think and behave.*

2. Ask participants to brainstorm the changes that children go through during their adolescence. Encourage them to think about changes that they have observed in their own children or children that they know. Note down the answers on the flipchart. If they need help, ask them specifically about the **physical, cognitive, social and emotional stages of development**.
3. Use the information in the handout: *Stages of child growth and development*, if necessary, to add to the discussion.
4. Give copies of the handout to the participants, if appropriate to the context.
5. Wrap-up the activity by saying the following:

*At this age, you may find that adolescents and young adults experiment in all kinds of ways in figuring out who they really are and in finding their own identity. They may suddenly change the way they dress, their friends, their beliefs, favourite activities and the plans they had for the future. This may be a worrisome stage for parents and caregivers, who think they are on the verge of losing their children.*

*Putting distance between the parent or caregiver's identities and expectations and their own, is an important step for a young person to figure out who he or she really is. As young people experiment with their identity, they may put themselves in unsafe or risky situations, without fully understanding the danger to themselves.*

*After this activity, we will discuss different protective and risk factors, and what parents and caregivers can do to best support children's healthy development.*



# Handout: Stages of child growth and development<sup>22,23</sup>

Stages	Physical Development	Cognitive Development	Social and Emotional Development
Young men and women	<p><b>Girls:</b> Breasts develop fully between ages 12 and 18. Pubic hair, armpit and leg hair usually begin to grow.</p> <p>Menarche (the beginning of menstrual periods) typically occurs about 2 years after early breast and pubic hair appear.</p> <p><b>Boys:</b> Boys may begin to notice that their testicles and scrotum grow. Soon, the penis begins to lengthen. By age 17 or 18, their genitals are usually at their adult size and shape.</p> <p>Pubic hair growth – as well as armpit, leg, chest, and facial hair – begins in boys at about age 12 and reaches adult patterns at about 17 to 18 years.</p> <p>Boys do not start puberty suddenly like the beginning of menstrual periods in girls. Having regular nocturnal emissions (wet dreams) marks the beginning of puberty in boys.</p>	<p>The stage of adolescence is accompanied by moral reasoning. The young individual starts to:</p> <ul style="list-style-type: none"> <li>understand abstract ideas, such as higher maths concepts and develop moral philosophies, including rights and privileges.</li> <li>make satisfying relationships by learning to share intimacy without feeling worried or inhibited.</li> <li>move toward a more mature sense of themselves and their purpose.</li> <li>question old values without losing their identity.</li> <li>consider different points of view. This means to compare or debate ideas or opinions.</li> <li>form and speak his or her own thoughts and views on a variety of topics. It is common to develop idealistic views on specific topics or concerns.</li> </ul>	<p>During adolescence, it is normal for young people to begin to separate from their caregivers and to establish their own identity. The parent or caregiver should not see this as a rejection or loss of control over the child. It is a normal part of the development that the young person begins to question parents' values, roles and 'old' ideas about identity. In some cases, this may happen positively without problems. However, in some families, the adolescent's rebellion may lead to conflict between the young person and the other family members.</p> <p>Individual friendships are important throughout this period. Young people often seek comfort from their friends, but they also compare themselves to others and can feel stress over remaining part of the peer group.</p>

	<p>Boys' voices break (lower in pitch).</p> <p><b>Boys and girls:</b> The sudden and rapid physical changes that adolescents go through may make adolescents feel very self-conscious, sensitive, and worried about their own body changes. They may make painful comparisons about themselves with their peers. Because physical changes may not occur in a smooth, regular pattern, adolescents may go through awkward stages, both about their appearance and physical coordination. Girls may be anxious if they are not ready for their menstrual periods. Boys may worry if they do not know about nocturnal emissions.</p>	<p>The young individual develops a more balanced opinion as he or she grows older – particularly when meeting someone who holds a different opinion. Other people are increasingly accepted as they are. By age 17 or 18, most young people are more clear on their identity and stand points, and focus increasingly on the future and their emerging role in the community.</p>	<p>Relationships with the opposite sex may begin (though this is depends on cultural expectations).</p> <p>Most individuals feel increasingly comfortable with their own identity as they move into young adulthood. Close friendships continue to develop – both with future partner and with friends. This is because of the maturing identity and new levels of understanding about the nature of relationships.</p>
--	---	---	---

<sup>22</sup> The development of a child is very contextual, particularly their moral and social development. This table presents some general development stages and it is important to read through and adapt it if necessary, before implementing the parents and caregivers' meeting.

<sup>23</sup> Cromer B. (2011) in Kliegman RM, Behrman RE, Jenson HB, Stanton BF.

### 3.4. Risk and protective factors in young people's lives



#### AIM OF THE ACTIVITY

- To raise awareness of factors which strengthen or limits young people's wellbeing and healthy development.



#### MATERIALS

- Flipchart.
- Pen.
- String.
- Cards in three different colors (10 of each).



#### ACTIVITY SOURCE

- Developed for this resource kit.

#### Instructions:

1. Explain to the participants that you will now explore factors which strengthen or hinder young people's healthy development. These are called protective and risk factors. Explain:

*As young men and women grow, there may be positive aspects of their lives that help in their development and negative aspects that hinder this process. These positive and negative variables are known as protective factors and risk factors. Their presence or absence and the combination of these factors influence the psychosocial wellbeing and development of young people.*

2. Divide participants into three groups and explain the task:

*This part of the activity is about identifying factors that strengthen young people's development. Each group will be allocated one "domain" (individual, family and friends/community) to work with. Your task is to identify five protective factors linked to your domain that you think are important. Write down one protective factor per card and tie each card to a piece of string. The protective factors will link to:*

- *The young person's individual skills and qualities (group 1, using e.g. red cards)*
  - *The family (group 2, using e.g. green cards)*
  - *The social network of friends and community (group 3, using e.g. blue cards)*
3. Give the participants ten minutes for this. While the groups are working, create a balance by rolling a flip chart paper and tie it with a string. The string should be long enough so that you can hold up the paper roll with it (like this, it becomes a balance). On one side of the paper roll you write "protective factors". On the other side of the roll you write "risk factors". (Please note that the illustration of a balance at the end of this activity shows an alternative form of a balance than the one described here).
  4. Then, ask each group to present the protective factors that they have identified. As they present, tie the cards to the side of the balance where it says "protective factors".
  5. Summarise what the parents and caregivers have said and supplement if necessary with factors from the list below.



Protective factors that strengthen young people as they develop <sup>24</sup>	
<b>Individual protective factors</b>	<ul style="list-style-type: none"> <li>• A sense of mastery and a belief that one's own efforts can make a difference.</li> <li>• The capacity to identify learnings and positive outcomes from challenges.</li> <li>• Self-esteem and self-confidence; ability to think critically and make healthy decisions, and capacity to manage emotions and stress.</li> <li>• Social skills or competencies, e.g. ability to ask for help.</li> <li>• Knowledge, e.g. education.</li> </ul>
<b>Family protective factors</b>	<ul style="list-style-type: none"> <li>• The presence of a least one unconditionally supportive parent or parent substitute.</li> <li>• Ability and opportunity to discuss problems with parents/caregivers.</li> <li>• Involvement in social activities.</li> <li>• The caregivers use constructive strategies for coping with problems (e.g. positive discipline) and thereby act like role models.</li> </ul>
<b>Friends and community protective factors</b>	<ul style="list-style-type: none"> <li>• Strong social support networks.</li> <li>• Membership in peer groups that do not support antisocial behaviour.</li> <li>• A committed mentor or other person from outside the family.</li> <li>• Positive school experiences.</li> <li>• Participation in extra-curricular activities that contribute to a sense of meaningfulness.</li> <li>• The ability – or opportunity – to “make a difference” by helping others.</li> </ul>

6. Ask the participants to return to their groups and give the following task:

*You will now move on to identifying factors that hinders young people's healthy development. Each group will continue to work on the "domain" (individual, family and friends/community) that was allocated to them earlier. Your task is to identify five risk factors linked to your domain that you think are important. Write down one risk factor per card and tie each card to a piece of string. The risk factors will link to:*

- *The young person's individual skills and qualities (group 1, using e.g. red cards)*
- *The family (group 2, using e.g. green cards)*
- *The social network of friends and community (group 3, using e.g. blue cards)*

7. Give them ten minutes for this.

8. Then, ask each group to present the risk factors that they have identified. As they present, tie the cards to the other side of the balance where it says "risk factors".

9. Summarise what the parents and caregivers have said and supplement if necessary with factors from the list below.

<sup>24</sup> Resnick MD, Ireland M, Borowsky I. (2004); Lösel, F. & Farrington, D P. (2012); both referenced in Centers for Disease Prevention and Control (2015).

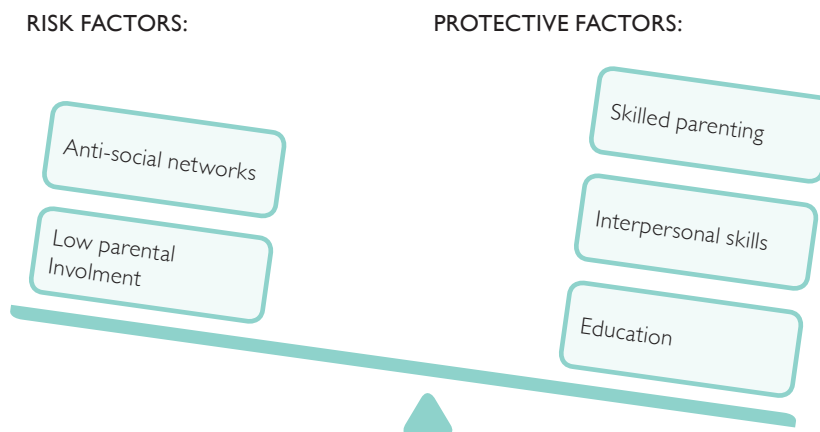
Risk factors that hamper young people as they develop physically, mentally and socially <sup>25</sup>		
Individual risk factors	Family risk factors	Friends and community risk factors
<ul style="list-style-type: none"> <li>• Attention deficits, hyperactivity or learning disorders.</li> <li>• Involvement with drugs, alcohol or tobacco.</li> <li>• High emotional distress.</li> <li>• Antisocial beliefs and attitudes.</li> <li>• Low self-esteem or self-confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Low parental involvement.</li> <li>• Low emotional attachment to parents or caregivers.</li> <li>• Poor family functioning.</li> <li>• Poor monitoring and supervision of children</li> <li>• Poverty.</li> <li>• Parental substance abuse or criminality.</li> <li>• Family separation.</li> <li>• Punitive, negligent or inconsistent disciplinary practices / exposure to violence and conflict in the family.</li> </ul>	<ul style="list-style-type: none"> <li>• Association with antisocial peers or gangs.</li> <li>• Discrimination and exclusion.</li> <li>• Lack of involvement in recreational/pro-social activities.</li> <li>• Low commitment to school and school failure.</li> <li>• Diminished economic opportunities.</li> <li>• Low levels of community participation.</li> <li>• Socially disorganised neighbourhoods.</li> </ul>

10. Hold the balance with the help of your string. You should now have a paper roll with protective factors hanging down on one side, and risk factors hanging down on the other. Then, take a moment to reflect upon the balance that you have created together. What does it tell us about young people's development? Also, encourage the participants to reflect upon whether the protective and/or risk factors differ between boys and girls? What about children living with disabilities?

11. Wrap up the activity by saying:

*Protective factors include for example supportive relationships with family members, strong interpersonal skills, and physical and psychological safety in the community. Risk factors for example school violence, family conflict, and early substance use.*

*A young person who can cope well with various challenges in life is an individual with inner strength and support from his or her environment. Young people themselves have a role to play – this is why we are running life skills workshops for young people in the Youth Resilience Programme. As parents and caregivers, you also have an important role to play in promoting internal and external protective factors and reducing risk factors in young people's lives. This is what we will explore in the next – and last – activity of this session.*



<sup>25</sup> Lipsey MW, Derzon JH. (n/a); Resnick MD, Ireland M, Borowsky I. (2004): both referenced in Centers for Disease Prevention and Control (2015).

### 3.5. Role of parents and caregivers in supporting the young adult



#### AIM OF THE ACTIVITY

- To strengthen the role of parents and caregivers in nurturing a positive transition from childhood to adulthood.



#### MATERIALS

- Blank flipchart paper.
- Markers.
- Copies of the handout: *Tips for building resilience in children and young people* (available at the end of this session).



#### ACTIVITY SOURCE

- Developed for this resource kit.

#### Instructions:

1. Start the activity by saying:

*As you have seen in the previous activity, risk and protective factors at individual, family and community level influence young individual's wellbeing and development. When your child is growing up and going through puberty, he or she might act independently and strong. However, every young person needs their parent or caregiver for support and as role models for developing positive behaviour. Remember that you are still one of the most important people in your child's life, even though it does not always seem this way. You are also likely to play a very important role for other young people (e.g. your child's friends or cousins).*

2. Gather the participants in a circle (sitting or standing) and reflect in plenary on the questions presented below. Encourage everyone to share their thoughts and ideas. Use a 'talking ball' if you think that this a helpful way to structure the discussion.
  - *What are the most important actions you, as parents and caregivers, can undertake to create or strengthen protective factors of young boys and girls?*
  - *What are the most important actions you, as parents and caregivers, can undertake to prevent or reduce the effect of risk factors of young boys and girls?*
  - *What support would you need from others to carry out these actions?*
3. During the discussion, the co-facilitator should take note on a flip chart of the actions parents and caregivers mention and what support they need from others.<sup>26</sup> Here are some examples that you can add, if needed.

#### What can parents and caregivers do to enhance protective factors and address risk factors?

- Providing a caring community environment: giving children love, acceptance and guidance
- Provide young people with a sense of belonging
- Appreciate young people when they accomplish things
- Encourage mutual respect between adults and youth
- Give young people a voice in their families and communities
- Provide young people with opportunities to express their feelings
- Emphasise the importance of working together
- Support the development of common values and beliefs
- Give equal value to the development of boys and girls.

4. Give out copies of the handouts available at the end of this workshop (*Ten tips for building resilience in children and adolescents* and *Ten tips for parents and caregivers of adolescents in a time of crisis*).

<sup>26</sup> This is important information for future programming in your organisation.

### 3.6. Question and answer session



#### AIM OF THE ACTIVITY

- To give the participants the opportunity to ask questions.



#### MATERIALS

- Space.



#### ACTIVITY SOURCE

- Developed for this resource kit.

#### Introductions:

1. Use the time available to clarify any pending issues or questions (related either to this workshop or to the Youth Resilience Programme more broadly).

### 3.7. Closing



#### AIM OF THE ACTIVITY

- To close the meeting well and encourage positive feelings to take home.
- To answer questions.
- To evaluate the workshop.



#### MATERIALS

- Evaluation sheet, if used.



#### ACTIVITY SOURCE

- Adapted from the activity "Question and answer session" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook 1. Getting started.

#### Introductions:

1. Explain that you have now reached the end of today's meeting. Summarise what you have discussed today.

*Today we discussed what young people need to grow up to be strong and healthy. We have learnt about the physical, cognitive, social and emotional development of young people and about risk and protective factors that can either hinder or boost their development and wellbeing.*

*The Youth Resilience Programme seeks to promote internal and external protective factors and reduce risk factors in young people's lives at an individual, family and community level. This is done through building skills and qualities of young people linked to their ways of thinking and behaving, as well as to their social interaction with others. Parents and caregivers are key to young people's development in enabling them to thrive and make health choices in life.*

2. Ask the participants if there are any more questions or concerns that need to be addressed. Invite them to fill in the evaluation sheet, if you are using one.<sup>27</sup>
3. Thank the participants again for their time and the effort they have made to attend this meeting.
4. End the meeting and say goodbye to all participants.

<sup>27</sup> This could be the smiley faces evaluation method, see **Facilitator Handbook: Life skills Workshops for Youth**, or a written evaluation



# Handout: Ten tips for building resilience in children and adolescents<sup>28</sup>

Resilience is a process that involves behaviours, thoughts and actions that can be learned over time. We all can develop resilience and we can help our children develop it too. Here are some tips for building resilience of young people to strengthen their ability to positively cope with challenges in their lives and learn from them:

1. **Make connections.** As your child grows older, continue to support him or her in making friends, including learning the skill of empathy (the ability to understand and feel other people's feelings / 'feeling with them'), or solve conflicts in a constructive and non-violent way. Encourage your child to be a friend in order to get friends. As parent or caregiver, seek opportunities to get to know your child's friends and their families. Teach the young person that it is never too late to build strong social connections or make new friends. Build a strong family network to support your child through every-day challenges.
2. **Facilitate a sense of meaningfulness.** To feel meaningful is very important to children and adults alike. Young people can be empowered by helping others. Support your child with engaging in school or extra-curricular activities that bring a sense of meaningfulness to him or her, or ask for assistance with some tasks that he or she can master.
3. **Stay predictable:** Sticking to a routine is comforting to all people, including youth. Use positive parenting (including non-violent behaviour) and if you are two caregivers, have your own discussion first and come to an agreement before explaining any rules or decision to your child. All children and youth benefit from predictability, so try to be consistent in your decisions. Remember that your child is maturing: make sure to listen to his or her opinion and involve the young individual in discussions that concerns his or her life. This builds his or her self-esteem, capacity to see things from different perspectives and ability to make healthy choices.
4. **Take a break.** While it can be difficult to stop worrying, it is important to try to find some space to breath, e.g. by focusing on some concrete activities. Support your child to focus on something besides what is worrying him or her. Be aware of what your child is exposed to that can be troubling, whether it be news, bullying, the Internet or overheard conversations, and provide space for your child to take a break from those things if they trouble him/her.
5. **Give your child some leeway/room.** Giving young people room to establish their own identity will give them more independence and help them establish their own place in the world. Do not interrogate, but always act interested in your child's life and feelings, and let him or her know that you are there to support him or her when needed.
6. **Teach your child self-care.** Be a good example to your child, and teach him or her the importance of making time to eat properly, exercise and rest. Remember that your actions more than your words are critical in helping your child adopt good morals. Make sure your child has time to have fun, and make sure that your child has not scheduled every moment of his or her life with no "down time" to relax. Being an adolescent is exhausting when trying to keep up with peers, but as a caregiver, you can help your child by making it nice to stay home from time to time. Caring for oneself and having fun will help your child stay balanced and better deal with stressful times. Also, talk to your child about risks in your community; how he or she can protect him or herself from harm and who else can help.

---

<sup>28</sup> Adapted from the American Psychological Association (n/a):  
*Resilience Guide for Parents and Teachers: 10 tips for building resilience in children and teens*

7. **Move toward your goals.** Support your child to set reasonable goals and then to move toward them one step at a time. Moving toward that goal – even if it is a tiny step – and receiving praise for doing so, will focus your child on what he or she has accomplished, rather than on what has not been accomplished, and builds his or her sense of being important and capable. Help your child to see that change is part of life and new goals can replace goals that have become unattainable.
8. **Identify coping mechanisms and nurture a positive self-image.** Help your child remember ways that he or she has successfully handled hardships in the past and then help him or her understand that these past challenges support to build the strength to handle future challenges. Help your child learning to trust him/herself to solve problems and make appropriate decisions. Teach your child to see the humour in life, and the ability to laugh at one self.
9. **Keep things in perspective and maintain a hopeful outlook.** Even when your child is facing very painful events, help him or her look at the situation in a broader context and keep a long-term perspective. Help him or her see that there is a future beyond the current situation and that the future can be good. An optimistic and positive outlook enables your child to see the good things in life and keep going even in the hardest times.
10. **Look for opportunities for self-discovery.** Provide space for exploration and to get to know oneself. Tough times are often the times when we learn the most about ourselves. Help your child to reflect upon and learn from the events that he or she is going through – and thereby support your child to get to know him or herself better.

# Handout: Ten tips for parents and caregivers of adolescents in a time of crisis<sup>29</sup>

Many parents and caregivers are concerned about how dramatic and unexpected events, like disaster or conflict, can affect the psychosocial well-being of young people. As a parent or caregiver, you play the most important role in comforting your children and in helping them to sort out thoughts and feelings surrounding the crisis. The routine and regular contact with you and with others, such as teachers and friends, helps the young individual to re-establish a sense of safety and security.

Take the extra time and effort to be there for each other. Talk to other parents and caregivers about your experiences, fears and challenges, so that you can support and learn from each other. This is a good way to organise your own thoughts and reactions and prepare for addressing young people's concerns and questions.

1. **Give your children extra time and attention.** Let your child know you are there to listen, one-on-one if needed. Talk with your child whenever you can, even if it seems he or she does not want to talk to you. Sometimes, the best time to talk may be when you are doing chores together that allow your child to focus on something else while he or she talks. When the adolescent have questions, answer them honestly but with reassurance. Ask for his or her opinion about what is happening and genuinely listen to the answers. We all experience a disaster in different ways. Do not discount the young person's feelings – he or she may explain feelings of fear or express hatred for certain people or places. Your child may say things you consider outrageous just to test your opinion. Encourage the young person to avoid generalities, and be honest about your own feelings, but leave your adolescent with messages of hope and encouragement. You might say, *"I get afraid too, but I will do anything I can to prepare ourselves for what can happen so that we can get through it."* Your adolescent is old enough to appreciate that you may feel uncertain or afraid as well, but you should leave no room for doubt when you talk about how you will do whatever it takes to keep your adolescent safe.
2. **Make your home a safe place.** Bullying and conflict can intensify in the school or community during times of crisis – home should be a haven. Your adolescent may prefer to be with friends rather than spend time with you, but be ready to provide lots of family time for your adolescent when he or she needs it, especially during a time of crisis. Set aside family time that includes meeting your adolescent's friends as well.
3. **Involve the young person in decisions and planning.** Engage your adolescent in planning your emergency strategy and go over what each family member will do in different scenarios. For example, what would your adolescent do if there is an emergency and he or she is at school or at home? If adolescents have a cell phone, have a plan for him or her to call in to a central family number to report his or her safety.
4. **Encourage your children to develop positive methods of coping with stress and fears.** Young people often feel extreme highs and lows because of hormonal levels in their body; the uncertainty during a crisis can make these shifts seem more extreme. Be understanding but firm when an adolescent responds to stress with angry or sullen behaviour. Help him or her to identify which strategies fit each situation. Begin by identifying together what has worked in the past to help the young individual to cope when there were feelings of being scared or upset. Reassure him or her that you just expect him or her to do his best.

---

<sup>29</sup> Adapted from Save the Children's 10 tips for parents and caregivers and the American Psychological Association (n/a): *Resilience in a Time of War: Tips for Parents and Teachers of Teens*.



5. **Maintain a daily routine.** Keep calm, stabilise and reassure your children, and maintain a daily routine as much as possible. School and community offers your adolescent more choices and more freedom. It can be reassuring that home is as constant as possible, especially in uncertain times. The young person may be less able to handle change at home when the world situation is unstable. Home does not only mean the actual structure (which may no longer be available during times of crisis), but also includes family routines.
6. **Encourage the young person to engage in positive activities.** Helping others can give young people a sense of control, security and meaningfulness. During a crisis, youth can bring about positive change by supporting those in need. Enlist your child's help, whether it is a chore or an opinion about a family activity. Include your adolescent in your volunteer activities or encourage him or her to volunteer on his or her own for something that has meaning for him or her. Make sure your adolescent knows how his or her actions contribute to the entire family's wellbeing. If your child knows that he or she has a role to play and that he or she can help someone less fortunate, he or she is likely to feel more in control and more confident.
7. **Encourage the young person to take "news breaks."** Constant exposure to a crisis coverage can heighten the level of anxiety. Your child may want to stay informed – they may even have homework that requires them to watch the news. However, try to limit the amount of news they take in, whether it is from television, newspapers, magazines or the Internet. Watching a news report once informs young individuals, watching it repeatedly may just add to the stress and contribute no new knowledge. When you do watch the news, use it as a catalyst for discussion with your child about their feelings and fears.
8. **Put things into a positive perspective for your adolescent.** Neither you nor your child may have been through this type of crisis before, but you should tell your adolescent that there will be an end to it. Reflect upon other challenging times that you have experienced and how that challenge was overcome. Reflect upon other people and other communities who have gone through similar crisis and coped. When you talk about challenging times, make sure you talk about the positive times as well. Teach your adolescent relaxation techniques, such as breathing exercises, thinking positive thoughts or techniques to visualise a positive future.
9. **Be observant to significant changes in behaviour.** Watch the young individual for signs of fear and anxiety that he or she may not be able to put into words. Have your adolescent's grades suddenly dropped? Is he or she unusually sullen or withdrawn? Changes in behaviour, such as mood swings or ability to concentrate, may be the way your child reacts to distressing or frightening events. He or she may be feeling the pressure of what is going on in the world around him or her. If he or she has trouble putting his or her feelings into words, encourage him or her to find other ways of expression, such as through sports, music, writing or art. Listen, observe and reflect carefully upon what the young person expresses, and validate the individual feelings and experiences. Tell young people that their feelings are normal under these circumstances and reassure them that they will gradually feel better. If the individual seems to express more serious problems that do not show improvement over time and you become worried, seek consultation with a mental health expert or a social worker.
10. **Make sure you take care of yourself.** If you do not care for yourself, you may have less patience and less creativity at a time when your child needs you or struggles with the balance between being "big" (adult) and "small" (child) at the same time. Young people do better when the adults around them are confident, calm and reassuring. Yet, be patient with yourself and remember that you are doing your best. Seek support from family and other caregivers if helpful. Many people also find that turning to a higher power and prayers can help.



Charlotte Begh/Save the Children

4.



## PARENTS MEETING 4: Positive Discipline

AIM OF THE MEETING			
<ul style="list-style-type: none"> <li>To promote parents and caregivers' understanding of positive discipline.</li> <li>To enhance parents and caregivers' skills in positive discipline.</li> </ul>			
	ACTIVITIES	MATERIAL	TIME
4.1	Welcome	• Space.	10
4.2	What is positive discipline?	• Pens, markers and flipchart. • Small ball.	30
4.3	Identifying our long-term goals	• Paper (A4) and colored pens.	15
4.4	Providing warmth and structure	• Flipchart. • Pens. • Copies of handout: <i>Stages of child growth and development</i> from the parents and caregivers' meeting 3, or flipchart summarising the information. Copies of the handout: <i>What is positive discipline?</i> (available at the end of this session).	55
4.6	Question and answer session	• None.	5
4.7	Closing	• Evaluation sheet, if used.	5
	<b>Total</b>		<b>120 min</b>

### Combining the Children's and Youth Resilience Programmes with positive discipline programming in homes and schools

The Children's and Youth Resilience Programmes are embedded in a systems approach. A systems approach seeks to strengthen the protective social network of young people at family and community level, influencing the "I HAVE" dimension of youth resilience. Work towards eliminating physical violence and other humiliating punishment of children and youth is fundamental in this regard – both in homes and in schools.

This meeting introduces the topic of positive discipline. In contexts where parents, caregivers and other adults are particularly interested and in need of more extensive support in finding positive alternatives to disciplining their children, a broader programming in positive discipline can be combined with the Children's and Youth Resilience Programmes, for example Save the Children / Joan E. Durrant (2013): *Positive Discipline in Everyday Parenting (3rd Edition)* and Save the Children / Joan E. Durrant (n/a): *Positive Discipline in Everyday Teaching*.

## 4.1. Welcome



### AIM OF THE ACTIVITY

- To welcome parents and caregivers, introduce today's programme and present an update on the youth workshops.



### MATERIALS

- Space for participants to sit in a circle.



### ACTIVITY SOURCE

- Adapted from the activity "Welcome and update on children's workshops" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook I. Getting started.
- Also adapted from Save the Children / Joan E. Durrant (2013) *Positive Discipline in Everyday Parenting (Third edition)*.

#### Instructions:

1. Start the meeting by welcoming the parents and caregivers and thanking them for taking the time to come to this meeting.
2. Now introduce the programme for today.

*Learning and development is a continuous process, from being a baby through childhood to adulthood. One of the most important ways of learning skills of life is through social interaction with families and friends. As parents and caregivers, you are the most important teachers in your children's lives, particularly as they go through adolescence and transition into young adults. Children learn as much from your behaviour as from your words. In fact, there is a saying that says, "Children do what we do and not what we say."*

*Being a parent and caregiver is a lifelong endeavour. Parenting is a joyful, frustrating, exhilarating, exhausting journey. There are times in all parents' lives when the challenge seems overwhelming. Sometimes we just do not know what to do. Sometimes nothing we do seems to be right. Sometimes we are overburdened by all of the other stresses in our lives.*

*Many parents and caregivers around the world have expressed a wish to learn more about ways of raising children and be their "teacher of life," especially in difficult times. For example, one parent in South Sudan said that it would be interesting to have "the traditional ways of handling family matters challenged to see whether there are other better ways of raising children."<sup>30</sup>*

*In this session, we will learn about 'positive discipline' – **ways to discipline children that gradually move away from physical and emotional punishment towards solutions that nurture children and young individuals' healthy development and learning.**<sup>31</sup>*

3. Now spend a few minutes telling the participants about what you have been doing with the youth in their workshops and tell them what is planned for the youth until the next parent and caregiver meeting.
4. Answer any questions or issues raised concerning the youth workshops or the programme as a whole and then move on to the next activity.

<sup>30</sup> Focus group discussions with parents and caregivers in South Sudan to guide the development of training materials for foster parents by Save the Children, (2014).

<sup>31</sup> Positive Discipline in Everyday Parenting – What is the programme about? (<http://www.positivedisciplineeveryday.com/public/aboutTwo.php>)

## 4.2. What is positive discipline?



### AIM OF THE ACTIVITY

- To identify challenging behaviours among young people and reflect upon common reactions among parents and caregivers to these behaviours.
- To introduce the difference between positive discipline and punishment.



### MATERIALS

- Pens, markers and flipchart.
- Small ball.



### ACTIVITY SOURCE

- Adapted from Save the Children, Terre des Hommes, UNHCR and UNICEF (2013): *Session 9 "Positive discipline and challenging behaviour" in Child Protection Sessions for Parents and Caregivers. Training Toolkit.*
- Also adapted from Save the Children/ Joan E. Durrant (2013): *Positive Discipline in Everyday Parenting (Third edition).*
- Also adapted from Save the Children/ Joan E. Durrant, Leslie A. Barker and Domonique Pierre Plateau (2014): *Positive Discipline in Everyday Parenting: A Manual for Parent Programs Facilitators.*

#### Instructions:

1. Introduce this activity by saying:

*Physical and humiliating punishment can be seen as a form of violence. Article 19 of the UN Convention on The Rights of The Child (CRC) ensures children's right to protection from violence. Everybody has a responsibility in making sure that children and youth are protected. For example, all Save the Children staff are accountable to the Child Safeguarding Policy, and is obliged to act if cases of violence and abuse are disclosed.*

*Positive discipline provides a foundation for caregivers and is non-violent and respectful of the child as a learner. It is an approach which guides parents and caregivers to look beyond children's behaviour to the thoughts and feelings behind it. It promotes parenting strategies that foster young people's learning so that their behaviour gradually becomes motivated by their own understanding, rather than by external controls such as the caregivers.<sup>32</sup>*

2. Gather the participants in a circle (sitting) and begin the activity with a brainstorming in plenary on the questions presented below. Encourage the participants to be as honest as possible and highlight that there are no right or wrong answers. Spend about 15 minutes on this part of the activity, and use a 'talking ball' if you find that useful to structure the discussion.
  - *What behaviours do you consider 'challenging behaviour'<sup>33</sup> in young boys and girls?*
  - *What are some common negative reactions among parents and caregivers to these behaviours? (Think, for example, about how adults speak and behave towards their children.)*
3. Take notes on a flipchart of their discussion and create a list of 'challenging behaviours' as identified by the parents and caregivers.

<sup>32</sup> Save the Children / Joan E. Durrant, Leslie A. Barker and Domonique Pierre Plateau (2014)

<sup>33</sup> Challenging behavior refers to behavior that parents can perceive as frustrating and make them react with punishment

Use the following scenario, if necessary.

*"I consider it 'challenging' behaviour when my child does not come home on time. When he/she comes home late, I become angry and yell at him/her. Sometimes I also do not allow him/her to go out again for a week. I do this to teach him/her to come home earlier next time and not do dangerous things".*

4. Use the pre-designed scenario or select a common challenging behaviour from the list above (flipchart), and continue to discuss in plenary the questions below. Again, use the 'talking ball' if you find that a helpful way of structuring the discussion. Encourage all caregivers to share their thoughts and ideas.

- *What are some of the reasons for the young person behaving like this? How is he or she thinking?*

In relation to the scenario about a young person staying out late, some reasons for the behaviour may be:

- Peers and social networks are very important to the young person and he or she is putting all the efforts into belonging to the group.
- The young person does not have a fully developed sense for what is dangerous and does not think it is risky to stay out late at night.
- The young person has a strong need for independence and a feeling of taking responsibility for him/herself.
- The young person remembers that you have said that he/she should not stay late, but wants to test it again to see if what you are saying is also valid this time.
- The young person ran into problems on the way, had to help someone, or had to take a different (and longer) route due to insecurity/obstacles/riots, etc.

- *How does the caregiver's response affect the young person?*
- *Is the caregiver's response in your scenarios the best way to deal with the situation?*
- *What does the young person need from the caregiver in this situation in order to behave more positively?*



Charlotte Bøgh/Save the Children

<sup>34</sup> Refer to Parents and caregivers' session 3: Understanding the young adult, if this was part of the series of meetings. You may also give out copies of the handout: *Stages of child growth and development* from this meeting or use a flipchart summarising the information.



**Note to facilitator:** If the participants have identified examples of positive reactions that relates to the provision of warmth or structure (as two important building blocks of positive discipline), acknowledge this and explain that you will come back to them later.

In relation to the scenario about a young person staying out late, some results of the caregiver's response may be:

- The young person may become sad and feel frustrated and start to yell back at the caregiver.
- The young person may begin to fear the caregiver because of the caregiver's behaviour.
- The young person may feel misunderstood and increasingly withdraw from home.
- The response from the caregiver primarily teaches the young person that she will be punished when coming home late. **The response does not teach the child why staying out late at night is not acceptable or how she can solve a problem in a non-violent manner.**

**What does the young person need?**

Because the young person is in a phase of transitioning to adulthood while still being a learner, he or she needs a caregiver who can provide a structure and explain the reasons for the rule (which may be non-negotiable), while listening to the thoughts of the young person and taking his or her need for independence into account. The young person is still a learner and the caregiver is the most important teacher. If rules are explained, the young person can be part of the discussions. Learning to negotiate and participate is important. The young person needs the caregiver to be a role model for solving problems in a nonviolent way, managing anger and showing ways of communicating respectfully towards others.

5. As the parents and caregivers discuss, take notes of the discussion (especially if the participants mention examples of alternative reactions linked to warmth and structure, which are the two concepts to be explored in this meeting).
6. Draw two columns on a flipchart with the headings, 'punishment' and 'discipline.' Remind the participants about the objective of this meeting: to learn about 'positive discipline' as an alternative to punishment. Explain the difference between punishment and positive discipline using the information in the box below.

Punishment	Positive discipline
'Punishment' causes young people to experience physical or psychological pain, powerlessness, anxiety and fear. It relies on external controls to coerce young people's compliance.	'Positive discipline' gives young people the information and skills they need in order to learn. Through positive discipline, young people gradually internalise moral values, learn how to resolve conflicts constructively, become creative problem-solvers, and behave with empathy for other people.

### 4.3. Identifying our long-term goals



#### AIM OF THE ACTIVITY

- To enable parents and caregivers to reflect on their long-term goals for their children and youth.



#### MATERIALS

- Paper (A4) and colored pens.



#### ACTIVITY SOURCE

- Adapted from Save the Children / Joan E. Durrant (2013) *Positive Discipline in Everyday Parenting* (Third edition).

#### Instructions:

1. Begin this activity by saying that you will now explore the different 'building blocks' of positive discipline. One of them is identifying the long term parenting goals. Explain:

*Raising a child from birth to adulthood is one of the most important things that you will ever do. However, many parents begin the journey without thinking about where they want to end up. This session starts with a moment of reflection about your parenting goals. These long-term goals help parents and caregivers to navigate in the process of raising young people and 'teach them courtesy, empathy, non-violence and respect for others and their rights.'<sup>35</sup>*

2. Ask the participants to imagine that their children have grown up and are 25 years old. Ask them to reflect individually for a minute on the following two questions:
  - *What kind of person do you hope that your child will be at that age?*
  - *What kind of relationship do you want to have with your child at that age?*



**Note to facilitator:** For this activity, encourage answers focused on the person they hope their child will be – **their qualities, their character, and their relationship with their families** (as opposed, for example, “I want my child to be a doctor” or “I want my child to be married.”). Examples of qualities may be: kind, good at problem solving, non-violent, caring, honest, confident and know how to protect him or herself.

3. Distribute a paper (A4) to each participant. Explain that you will now engage in a short creative activity which also serves as an energizer. The task is to create "long-term goal paper planes". Ask if anyone knows how to make a paper plane and is willing to show the others. If no one knows, demonstrate as facilitators step-by-step.
4. Then, explain that each participant should write key words or draw symbols which answers the first question, on one of the wings. On the other wing, he or she should write key words or draw symbols which answers the second question.
5. Arrange for a small competition among the caregivers. Explain that the planes are their long-term goals that are about to take off. Which paper plan can fly the furthest?
6. Then, reconvene in plenary. Wrap-up the activity by asking the participants to give examples of what long-term goals they had identified.
7. Make sure to emphasize that parents themselves are role models. If children are treated with kindness and patience, even in times of stress, they are more likely to become kind and patient themselves.

<sup>35</sup> Positive Discipline in Everyday Parenting (n/a): *What is the programme about?*



#### 4.4. Providing warmth and structure



##### AIM OF THE ACTIVITY

- To raise awareness about the role warmth and structure plays to solve problems in a positive way.
- To explore alternative ways of dealing with the challenging behaviours identified, by using positive discipline.



##### MATERIALS

- Flipchart.
- Pens and markers.



##### ACTIVITY SOURCE

- Adapted from Save the Children / Joan E. Durrant (2013): *Positive Discipline in Everyday Parenting (Third edition)*.



##### PREPARATION

- Prepare two flipcharts with the headings, 'What is structure?' and 'What is warmth?' with the information below.



**Note to facilitator:** Keep close track on the time in this activity. It is important to keep the discussions short and focused on the topic in order to have time to practice positive discipline through role plays at the end of the activity.

##### Instructions:

1. Explain to the group that providing warmth and structure are two other 'building blocks' of positive discipline, in addition to working out long-term goals of parenting.
2. Ask the participants to brainstorm in plenary on what "warmth" means to them? If the participants identified examples of positive reactions linked to warmth in the first activity, link back to this now. If needed, use the information below to add to the discussion.

##### What is warmth?

- *Emotional and physical security: control voice and behaviour when talking to the young person.*
- *Unconditional love – shown in both words and action.*
- *Verbal and physical affection.*
- *Respect for the young person's developmental level: seek to understand the reasons for his or her behaviour.*
- *Sensitivity to the young person's needs.*
- *Empathy with the young person's feelings: show that you understand his or her point of view.*
- *Warmth conveys a feeling of safety.*

3. Now, ask the participants "Why do you think is it important for young people to be met with warmth?" Write down the answers on a flipchart. Answers could include :
  - Warmth ensures that the young person feels loved and supported.
  - Warmth helps young people to learn from the things they do right and not just from the things they do wrong.
  - Warmth helps young people feeling encouraged to try new things, without feeling fear of failure.
  - Warmth helps young people feel confident to ask for help, knowing they will be listened to without anger.
  - Warmth helps young people feel that people have trust in them.

- In a warm family environment, young people want to please their caregivers, so warmth encourages young people to comply with what they are being asked to do and teaches them long-term values.
4. Link back to the pre-designed scenario of a young person arriving home late in the evening. Ask the participants to discuss this question in plenary while taking note of the discussion on a flip chart:
- *What are some ways in which parents and caregivers can provide warmth to the young person in this scenario?*

In relation to the scenario about the young person staying out late, some responses might be:

- Do not yell or use physical violence: control your voice and behaviour.
- Explore the reasons for coming home late from the young person's perspective. Ask open questions and listen actively to what the young person has to say.
- Show that you understand the young person's point of view, e.g. that friends are important.
- Calmly express your point of view to the situation and that your responsibility is to keep the young person safe.

5. Briefly reflect in plenary upon any differences in how caregivers provide warmth to girls and boys. What about to children living with disabilities?
6. Ask participants to look at the lists and to think about which of their own actions provide their children with warmth, e.g. emotional security. **Note that this is a question for participants to reflect on for themselves, and not to share in the group.**
7. After a few minutes, move on by saying:

*Warmth and structure are important positive discipline skills. Now we are going to look at what structure means and how we can provide it to young people.*

8. Ask the participants to brainstorm in plenary on what "structure" means to them? If needed, use the information below to add to the discussion.

#### What is structure?

- *Clear guidelines for behaviour.*
- *Clear guidance/suggestions on how to structure daily activities.*
- *Clearly stated expectations.*
- *Clearly explained reasons.*
- *Support and help to enable the young person to succeed.*
- *Being a positive role model as parent and caregiver.*
- *Encouragement and respect for the young person's own thoughts and ideas.*
- *Negotiation and problem-solving together.*
- *Structure is also giving relevant information.*

9. Now, ask the participants "Why is it important for young people to have structure?" Write down the answers on a flipchart. Answers could include:
- Structure helps young people to learn what is important.
  - Structure helps young people correct behaviour/actions that do not work so well and do things in more effective ways.
  - Structure gives young people the information they need to succeed next time.
  - Structure gives young people the tools needed to solve problems when parents and caregivers are not there.
  - Structure shows young people how to work out disagreements with other people in a constructive, non-violent way.

10. Link back to the pre-designed scenario of a young person arriving home late in the evening. Ask the participants to discuss this question in plenary while taking note of the discussion on a flip chart:

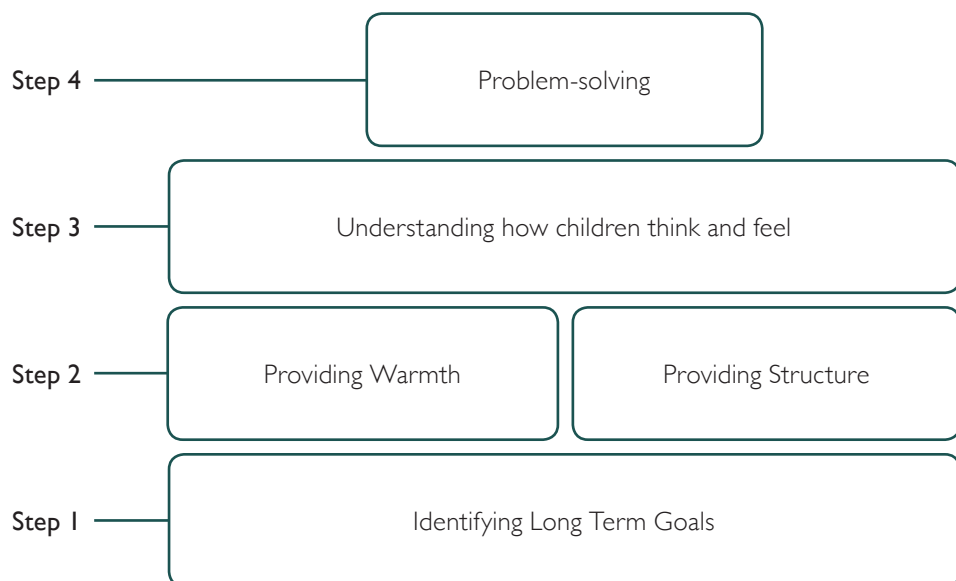
- *What ways could the parents use to provide structure to the young person in this scenario?*

In relation to the scenario about the young person staying out late, some responses might be:

- Explain the reason for the rule.
- Explain parent's own point of view as well as listen to the young person's point of view.
- Help the young person to find ways of resolving the situation.
- Keep anger under control and avoid threatening to hit him or her or using other forms of physical or psychological punishment.
- Practice problem solving together, be a good role model for finding alternatives.

11. Briefly reflect in plenary upon any differences in how caregivers provide structure to girls and boys. What about to children living with disabilities?
12. Ask participants to look at the lists and think about which of their own actions provide their children with structure, e.g. explaining the reason for the rule with patience, etc. **Note that this is a question for participants to reflect on for themselves, and not to share in the group.**
13. Draw the diagram<sup>36</sup> on a flipchart and explain:

*Positive discipline is about identifying and remembering your long term goals, and letting your actions be guided by warmth and structure to reach this goal. Try to understand how your child is thinking and feeling – this will help you to solve the problem in a positive way that support your child's healthy development.*



<sup>36</sup> Positive Discipline in Everyday Parenting (n/a): *What is the programme about?*

14. Divide the participants into three groups. Ask each group to select a type of challenging behaviour from the list that was created at the beginning of this meeting.
15. Explain that you would like each group to reflect upon how the building blocks of positive discipline can be put in use to deal with the challenging situation positively. The groups should prepare a 2-minute role play to illustrate how positive discipline can be used to deal with the situation.
16. After each role play, reflect in plenary upon the following questions:
  - What is the long-term goal of the caregiver in this situation?
  - How was the caregiver providing warmth and structure, to find a solution to the problem?
  - How can this way of thinking and behaving help you to deal with the challenging behaviour in real life?
17. Wrap-up the activity and distribute the handout: *What is positive discipline?* to those participants who are interested in reading more about positive discipline.

#### 4.5. Question and answer session



##### AIM OF THE ACTIVITY

- To give participants the opportunity to raise any questions they may have.



##### MATERIALS

- Space for participants to sit in a circle.



##### ACTIVITY SOURCE

- Developed for this resource kit.

#### Instructions:

1. Use the time available to clarify any pending issues or questions (related either to this session or to the Youth Resilience Programme more broadly).



Charlotte Begh/Save the Children

## 4.6. Closing



### AIM OF THE ACTIVITY

- To close the meeting well and encourage positive feelings to take home.
- To answer questions.
- To evaluate the meeting.



### MATERIALS

- Evaluation sheet, if used.



### ACTIVITY SOURCE

- Adapted from the activity "Question and answer session" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook 1. Getting started.

#### Instructions:

1. Explain that you have now reached the end of today's meeting. Summarize what you have discussed today.

*Today we have discussed the concept of positive discipline and the steps to promote positive discipline at home. In order to be a good 'teacher of life' for our children, we must understand how they think and feel at the different stages of their development. It is important to provide the warmth and structure appropriate for your child's stage of development. Once we do this, we can also problem-solve constructively and teach our children ways of respecting, trusting and communicating to others.*

*The information we went through today was only an introduction. Let me know if you are interested in learning more about positive discipline.<sup>37</sup>*

2. Ask the participants if there are any more questions or concerns that need to be addressed. Invite them to fill in the evaluation sheet, if you are using one.<sup>38</sup>
3. Thank the participants again for their time and the effort they have made to attend this meeting.
4. End the meeting and say goodbye to all participants.

<sup>37</sup> If there is an interest among the participants, consider offering a more extensive programme in positive discipline in addition to the parents and caregivers' meetings. The materials from *Positive Discipline in Everyday Parenting*, on which this meeting is based, can then be useful.

<sup>38</sup> This could be the smiley faces evaluation method, see **Facilitator Handbook: Life skills Workshops for Youth**, or a written evaluation

# Handout: What is positive discipline?<sup>39</sup>

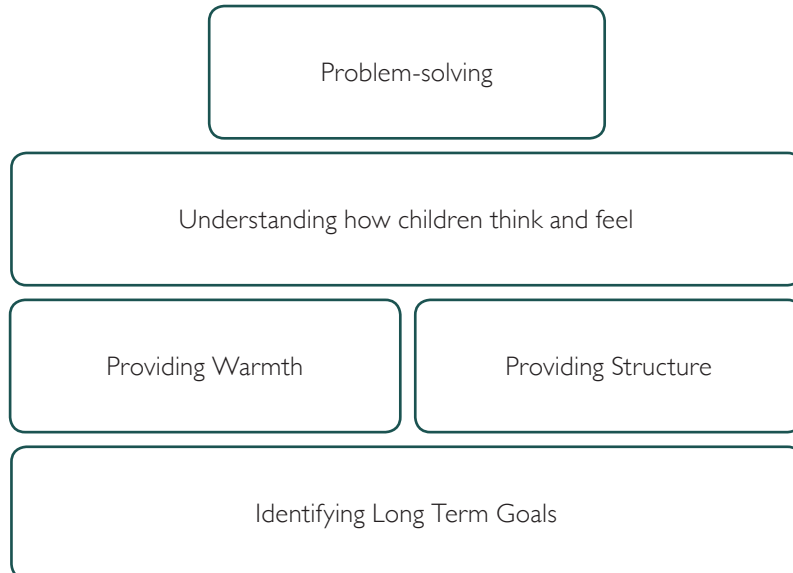
What positive discipline IS...

- Positive discipline is about long-term solutions that develop your child's own self-discipline.
- Positive discipline is a way of solving problems that develops the child's own ability to make healthy choices.
- Positive discipline is clear communication of your expectations, rules and limits.
- Positive discipline is about building a mutually respectful relationship with your child.
- Positive discipline is about teaching your child life-long skills.
- Positive discipline is about increasing your child's competence and confidence to handle challenging situations.
- Positive discipline is about teaching courtesy, non-violence, empathy, self-respect, human rights and respect for others.

What positive discipline IS NOT...

- Positive discipline is not permissive parenting.
- Positive discipline is not letting your child do whatever he or she wants.
- Positive discipline is not about having no rules, limits or expectations.
- Positive discipline is not about short-term reactions or alternative punishments to slapping and hitting.

## The building blocks of positive discipline



<sup>39</sup> Save the Children / Joan E. Durrant (2013).

## Positive discipline is non-violent, solution-oriented, respectful and based on child development principles

Children are developing, growing and learning all the time. As parents and caregivers, we often find that children do not do what they are asked to do, which can be frustrating. Positive discipline is not letting your child do whatever he or she likes and being a permissive parent. By focusing on structure, but doing so in a way that is warm and non-violent, our children learn and develop much better and recognise more easily that we are there to guide and lead them.

When dealing with your children's behaviour and encouraging them to do what you ask, try to look at things from your child's point of view according to their stage of development. Look at the following steps:

- **What are your goals as parent or caregiver?** What are you trying to achieve in the long term with your child? (Respect for others, healthy relationship building etc.) The way you manage your short-term goals has an impact on the long-term goals. If you become frustrated because you are late for an appointment and your child is not getting ready on time, your response can mean the difference between only reaching your short term goal (rushing your child, getting out the door and into the car, making your appointment) or your long term goals for your child (doing what he or she is asked, learning how to deal with stress and how to prioritise tasks to get ready on time).
- **Focus on warmth and structure.** Warmth is emotional security, unconditional love, and involves showing verbal and physical affection. Engaging in your child's life, showing him or her that you care, telling him or her you love them – all this makes your child feel safe and loved.

Structure is clear guidelines for behaviour, clearly stated expectations, negotiation, and encouraging the child to think independently. Structure helps a child to solve his or her problems or mistakes. You can provide structure by explaining why you have set certain rules, preparing your children for difficult situations and discussing how they can cope, being fair, controlling your anger, keeping your promises.

- **Consider how your child thinks and feels.** When we look at a situation from the perspective of a child, we can begin to understand their behaviour. We can be effective teachers by providing warmth and structure that is appropriate to the child's stage of development. Throughout their development, children strive for understanding and independence. The latter is especially true during adolescence.
- **Problem-solving.** When your child behaves in a way that frustrates you, try to think about why they are behaving like this. When your adolescent person was giggling with his or her peers rather than doing the household duties, was he or she doing this to start a fight with you? By applying our knowledge of child development to reasons for our child's behaviour, we can start to look at ways of dealing with it.
- **Respond with positive discipline.** By thinking about your long-term goals, you can respond to short-term issues in a way, which will help you to reach your goals in raising a resilient and well-adjusted adult.



5.





## PARENTS MEETING 5: Gender Norms

AIM OF THE MEETING			
<ul style="list-style-type: none"> <li>To introduce the concept of gender roles and norms.</li> <li>To strengthen awareness among caregivers on their role to protect their children from gender-based violence.</li> </ul>			
	ACTIVITIES	MATERIAL	TIME
5.1	Welcome	• None.	10
5.2	Gender in a box	• Flipcharts. • Markers.	60
5.3	Game: The Napkin	• A piece of cloth or napkin for each participant.	10
5.4	What is gender-based violence?	• Flipcharts from activity 5.2 on the 'Man Box' and 'Woman Box.' • Flipchart paper and markers.	25
5.5	Question and answer session	• None.	10
5.6	Closing	• Evaluation sheet, if used.	5
	<b>Total</b>		<b>120 min</b>

### 5.1. Welcome



#### AIM OF THE ACTIVITY

- To welcome parents and caregivers, introduce today's programme and present an update on the youth workshops.



#### MATERIALS

- None.



#### ACTIVITY SOURCE

- Adapted from the activity "Welcome and update on children's workshops" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook I. Getting started.

**Instructions:**

1. Start the meeting by welcoming the parents and caregivers and thanking them for taking the time to come to this meeting.
2. Now introduce the program for today.

*Most of us are aware of expectations on men and women to behave or act in certain ways. We learn these expectations from our families, peers, community and the media, which may pressure us sometimes to conform to certain stereotypes in order to fit in. Today, we have another meeting ahead of us. We are going to examine more closely these 'norms' and expectations on men and women. How do they work and what are their effects on young men and women? We will end the meeting with a discussion on the links between gender norms, discrimination and abuse.*

3. Now spend a few minutes telling the participants about what you have been doing with the youth in their workshops and tell them what is planned for the youth until the next parent and caregiver meeting.
4. Answer any questions or issues raised concerning the youth workshops or the programme as a whole and then move on to the next activity.

## 5.2. Gender in a box



### AIM OF THE ACTIVITY

- To raise awareness about norms and stereotypes of male and female behaviour in the community.
- To identify the negative impact of rigid gender norms for both boys/men and girls/women.



### MATERIALS

- Flipcharts.
- Markers.



### ACTIVITY SOURCE

- Adapted from the activity "Gender in a box" in the Mediterranean Institute of Gender Studies (2012): *Empowering Young People in Preventing Gender-based Violence through Peer Education*.



**Note to facilitator:** The issue of gender inequality is likely to be raised during discussions. This can be a very sensitive subject. A different way of asking the question "Who has more power in our society?" might be, "Who has more freedom and more privileges in our society?" It may be helpful for facilitators to research country-specific statistics on gender inequality, including information on the pay gap between women and men and the number of women in leadership roles compared to men.

**Instructions:**

1. Divide the participants into two groups: men and women separately.
2. Distribute two flipcharts to each group and markers.
3. Explain to the participants that there are no right or wrong answers in this activity and that you would like participants to express their opinions freely. Explain that participants will work in their groups and every now and then, they will reconvene and briefly give a summary of what they have discussed in their groups.

4. Ask the parents and caregivers to brainstorm in their respective group what comes to mind when they hear the phrase “Act like a man.” Ask them to write down all the words mentioned on one flipchart.
5. Then, ask each group to draw a box around the words and say, “*This is the Man Box.*”
6. Now, ask the participants to brainstorm what comes to mind when they hear the phrase “Act like a woman.” Ask them to write down all words on the other flipchart.
7. As earlier, ask the groups to draw a box around the words and say, “*This is the Woman Box.*”
8. Gather the groups in plenary and have a look at each other’s flipcharts. Discuss briefly the following questions:
  - *Where do these messages come from (and who is the messenger)?*
  - *Do the messages differ depending on if whether they come from a man or a woman (or mother, father, teacher, sibling, peer etc.)?*
  - *Are there differences and similarities between the ‘Man Box’ and the ‘Woman Box?’ (e.g. “women are sensitive” vs. “men are strong.”)*
  - *Are there any contradictions in terms of how men and women are expected to act? (e.g. men should be sensitive, while also being strong.)*

The boxes may look similar to the following examples. Variations are likely, depending on whether the boxes have been written by male or female participants.

Woman Box	Man Box
Sensitive, have long hair, slender, fragile, vulnerable, dependent on men, cry easily, emotional, good in language and arts, good mothers, shy, timid, modest, not proper to swear, sexy, flirtatious, take care of children and family members etc.	Tough, macho, are involved in fist fights, good in math and science, like sports cars, play football, have facial hair, athletic, ambitious, strong, muscular; they do not cry, are responsible for their family etc.

9. Explain to everybody that the two boxes refer to gender roles. They describe how we expect people to behave, depending on society’s idea of what is considered masculine or feminine behaviour. These expectations (stereotypes) come from family, peers, society, media, stories, etc.

What is meant by gender roles?
<p>Gender roles are behaviours, attitudes and actions that a particular society feels are appropriate or inappropriate for a girl, boy, woman, or man, according to cultural norms and traditions. Gender roles vary between cultures, over time, between generations, and in relation to other social identities, such as social class, socio-economic status, ethnicity, sexual orientation, religion, ability, and health status. Gender roles may also shift with processes of urbanisation or industrialisation, and the fluid nature of gender roles requires careful and ongoing gender analysis.</p> <p>Example: In many societies, girls and women are expected to be responsible for cooking, cleaning, and childrearing, while boys and men are responsible for earning money for the household. In those contexts, the gender roles of girls and women are linked to reproductive work, while the gender roles of boys and men are related to productive work.</p> <p>Source: Save the Children (2015), p. 18.</p>

10. Ask the participants to return to their groups. Ask them to discuss these questions:

- *What are the behaviours and roles 'outside' the boxes (i.e. behaviour that is contrary to the types of behaviours you have listed inside the boxes, such as actions or behaviours that are different from the 'common' behaviour women/men have in this community)? Are behaviours outside the 'Man Box' considered feminine? Are behaviours outside the 'Woman Box' considered masculine?*
- *How do the behaviours 'outside' the box differ from what is 'inside' the box?*

11. Explain to all participants that many men, boys, women and girls work hard to 'stay in their respective boxes'.

12. Continue by asking participants to reflect on the system of 'rewards and punishments' that keep people inside the boxes. Ask the following questions:

- *What advantages are there for men or women in following the rules/roles within the 'Man Box' or 'Woman Box' and fit the norms within it?*

Some examples of advantages of 'staying in' the box could include:

- acknowledgement, recognition and respect by others
- access to opportunities in the society
- access to wider opportunities to succeed
- increased popularity and influence.

There are almost certainly differences between the advantages for men and women.

13. Continue by asking the groups:

- *Alternatively, what happens to men who do not conform to social and cultural expectations in the box or choose to 'step out of the box'? How are they treated by their families, peers and the community if they look or behave differently than what is expected of them?*
- *What happens to women who does not conform to the social and cultural expectations in the box or choose 'to step out of the box'? How are they treated by their families, peers and the community if they look or behave differently than what is expected of them?*

14. Ask the groups to write their responses around the outside of the respective boxes.

The lists are likely to include e.g. bullying, isolation, mocking, rumours, discrimination and physical violence. There are almost certainly differences between the consequences for men and women.

15. Now, shift focus slightly. Explain to all participants:

*Men and women in all communities are trained to 'fit into' a box, by being rewarded for certain kinds of behaviours and rejected for other kinds of behaviours. Sometimes, the boxes compel men or women into harmful behaviour, particularly if they do not 'fit into' the box.*

16. Give a flipchart to each group and ask them to label it 'disadvantages of staying inside the box.' Continue the discussion by asking the groups:

- *Are there any disadvantages of 'staying inside the box'? What are the consequences of 'living inside the box' for an individual man or woman? What are the consequences for the community?*

Issues that might come up are:

- Pressure from family, friends and others in the community. This may affect the physical and mental health of the person: he or she may feel confused or put him or herself at risk.
- Men or women who do not feel loved and appreciated as they are, may turn to poor self-care or negative coping strategies, e.g. suicide, alcohol/drug abuse.
- Men or women cut off their feelings, which in turn affects their bonding with other people (friends, family, etc.). This in turn can have consequences such as abandonment, separation or social withdrawal.

17. Encourage continued discussion by asking the following questions:

- *Can you think of examples of men or women in your own lives who do not conform to the messages inside the box?*
- *How are they able to 'move beyond the box'?*

18. Gather the participants in a circle and use a 'talking ball' while discussing the following questions:

- *What can you as parents and caregivers do to be role models for your children and other adults and give them feelings of being accepted as they are?*
- *How can you change your own behaviours and attitudes? How can you influence the behaviours and attitudes of others?*

19. Wrap up the activity with a summary of the discussion and link it to the role of parents and caregivers. You can use the following as a guide:

*Children, young people and adults all experience pressure to conform to the ideals of what it is to be a man or a woman. Depending on how much they conform, they may be rewarded or punished by themselves and/or their surroundings.*

*By raising our own and other people's awareness about the roles and responsibilities men and women have, which are linked to social and cultural expectations, we also become more aware of our own behaviours. This activity aimed at encouraging you to think 'outside the box.' I hope you are able to see the role you play in creating an environment where your children have the right to be valued and respected for who they are and have the responsibility to value and respect others similarly.*

Reference box for the facilitator: What is the difference between gender and sex? <sup>40</sup>	
<p><b>Sex (biological):</b> This refers to the biological and physiological characteristics that identify a person as male or female.</p> <p>Example: The fact that many females can give birth and breastfeed is a biological characteristic.</p>	<p><b>Gender (social):</b> This refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for girls, boys, women and men.</p> <p>Example: In some countries, women are not allowed to drive, while men are permitted to drive.</p>
<p><i>Note that in many languages, there is no direct translation for the English term, 'gender.' Where a word or phrase is constructed to mean 'gender,' it is often used in academic circles, but not known by the wider public.</i></p> <p><i>For more examples of the differences between sex and gender, see the Annex at the end of this workshop.</i></p>	

<sup>40</sup> Save the Children (2015), p 18. The Annex "Differences between sex and gender" can be used to support the discussion in this meeting.

### 5.3. Game: The Napkin



#### AIM OF THE ACTIVITY

- To energize participants.
- To stimulate creative thinking.



#### MATERIALS

- A piece of cloth or napkin for each participant.



#### ACTIVITY SOURCE

- Unknown.

#### Instructions:

1. Ask the participants to stand in a circle. Distribute a piece of cloth or napkin to each participant. Explain that you will do a short energizer before continuing to work on the topic of gender.
2. Explain that one participant at the time will get the chance to demonstrate the use of his or her 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 cannot be the same idea as someone else has already mentioned.
3. Start the game. Once everybody has contributed, reflect upon the meaning of this game.



**Note to facilitator:** 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. It can also be related to how each and every participant is unique and has valuable ideas.



Charlotte Bugh/Save the Children

## 5.4. What is gender-based violence



### AIM OF THE ACTIVITY

- To identify and understand different forms of gender-based violence.



### MATERIALS

- Flipcharts from the previous activity on the 'Man Box' and 'Woman Box.'
- Flipchart paper and markers.



### ACTIVITY SOURCE

- Adapted from the activity "Forms of gender-based violence" in the Mediterranean Institute of Gender Studies (2012): *Empowering Young People in Preventing Gender-based Violence through Peer Education*.

#### Instructions:

1. Review with the participants the main messages from the group activity 5.2 on the 'Man Box' and 'Woman Box.'
2. Ask them to focus on the messages outside of the boxes, i.e. those that they noted down when answering the questions: "What happens to women and men who does not conform to the social expectations in the box or choose to step out of the box? How are they treated by their families, peers and the community if they look or behave differently than what is expected of them?"
3. If you find it suitable, write down these different forms of rejections as earlier identified by the participants on a flipchart.

The list is likely to include e.g. bullying, isolation, mocking, rumours, discrimination and physical violence.

4. Explain that people who do not conform to social and cultural expectations or ideals (i.e. who do not fit into the "correct" box), are at risk of being rejected in various ways as shown by the list generated from the participants. These 'punishments' are examples of what is called **gender-based violence**.

#### Reference box for the facilitator: What is gender-based violence (GBV)?<sup>41</sup>

Gender-based violence refers to all harm inflicted or suffered by individuals on the basis of gender differences. Its intention is to establish or reinforce power imbalances and perpetuate gender inequalities. GBV can affect females or males. However, it affects women and girls systematically and disproportionately. GBV includes, for example, child marriage or early marriage, forced marriage, female genital mutilation/cutting (FGM/C), sexual violence and abuse, denial of access to education and reproductive health services, physical violence and emotional abuse.

5. Ask the participants to add other forms of violence or abuse that they know of to the list, which people experience on the basis of gender. Add the following to the list if not mentioned: Bullying, intimidation, isolation, name-calling, spreading rumours, homophobic abuse, sexual violence, sexual harassment and different types of physical violence like pushing, punching, etc.

<sup>41</sup> Save the Children (2015), p 18.

6. Once the list is complete, ask participants to put each type of violence into a category from 1 to 5, where 1 is "very serious" and 5 is "not serious at all." You can write the category number next to each type of violence.
7. Stimulate discussion by asking the following questions for each types of violence on the flipchart:
  - *Why do you think this type of violence is more serious or less serious?*
  - *What is the impact of this type of violence?*
8. You may also ask the participants some more thought-provoking questions, such as:
  - *What if someone is called names/isolated/mockered every day at school? How would they feel? What might they do? Is this less serious than being physically abused?*



**Note to facilitator:** Before the discussion, it is likely that participants will have categorised physical and sexual forms of violence as "very serious." Psychological forms of violence might be categorised as "less serious" and some forms of violence may even be categorised as "not serious at all." It is important that, by the end of the discussion, participants have started to develop an understanding of the impact of psychological violence and an awareness that all types of violence are serious.

9. Encourage a reflection on the role of parents and caregivers in protecting their children from gender-based violence. You can, for instance, ask the participants:
  - *What role do you as parents and caregivers have in ensuring safety and protection of your children?*
10. Wrap up the session by saying:

*While women and girls are more likely than men and boys to face gender-based violence, both men and women are likely to be victims or perpetrators of gender-based violence. As parents and caregivers, you are some of the most important people in your children's lives. This means that you have a responsibility to act as a role model and to protect your children from gender-based violence, as well as other forms of violence and abuse.*

**Reference box for the facilitator: What is gender equity and equality?<sup>42</sup>**

Gender equity refers to the process of being fair to girls, boys, women, and men. To ensure fairness, strategies and measures must be available to compensate for discrimination against girls and women that prevent girls, boys, women, and men from otherwise living equally. Equity leads to equality.

Gender equality refers to the absence of discrimination on the basis of sex. Example: Girls, boys, women and men receive the same salary when they do the same work.

<sup>42</sup> Save the Children (2015), p 18.



## 5.5 Question and answer session



### AIM OF THE ACTIVITY

- To give participants the opportunity to raise any questions they may have.



### MATERIALS

- None.



### ACTIVITY SOURCE

- Developed for this resource kit.

#### Instructions:

1. Use the time available to clarify any pending issues or questions (related either to this session or to the Youth Resilience Programme more broadly).

Charlotte Bagn/Save the Children



## 5.6 Closing



### AIM OF THE ACTIVITY

- To close the meeting well and encourage positive feelings to take home.
- To answer questions.
- To evaluate the meeting.



### MATERIALS

- Evaluation sheet, if used.



### ACTIVITY SOURCE

- Adapted from the activity "Question and answer session" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook I. Getting started.

#### Instructions:

1. Explain that you have now reached the end of today's meeting. Summarise what you have discussed today.

*Today we have discussed the concept of gender norms and how social and cultural expectations influence men's or women's identity. A person's social identity is not cast in stone, but is shaped by society. Traditions, popular culture, the media, peers, family and the community (including schools) all play a role in shaping and reinforcing gender norms. These norms and expectations given to women and men change over time, from one culture to another and within different groups in the same culture.*

*The norms are changeable and can be challenged. Adults and young people have the power to accept or reject them. What we need to remember is that we should all strive towards treating girls and boys equally. This however does not always mean treating them in the same way.*

*We brought you together in this meeting to raise your awareness about the role that you can play to create a safe and accepting environment for your children to grow up in, and in making sure that they are safe from violence and abuse. It is our hope that you will, in turn, encourage other parents and caregivers to do the same.*

2. Ask the participants if there are any more questions or concerns that need to be addressed. Invite them to fill in the evaluation sheet, if you are using one.<sup>43</sup>
3. Thank the participants again for their time and the effort they have made to attend this meeting.
4. End the meeting and say goodbye to all participants.

<sup>43</sup> This could be the smiley faces evaluation method, see **Facilitator Handbook: Life skills Workshops for Youth**, or a written evaluation

## Annex: The difference between sex and gender<sup>44</sup>

Statements	Gender	Sex
Women can give birth but men cannot		X
Girls are not as good as boys in technical subjects.	X	
Women can breastfeed whereas men cannot		X
Girls are modest, timid and cute, while boys are hard and tough	X	
Sports are more important for boys than girls	X	
Girls need to find a good husband; boys need to find a good job	X	
Women can get pregnant but men cannot		X
Women do not drive trains	X	
A boy's voice breaks at puberty but a girl's voice does not		X

<sup>44</sup> Adapted from "Worksheet 1.1" Mediterranean Institute of Gender Studies (2012): *Empowering Young People in Preventing Gender-based Violence through Peer Education*.



6.

## Note to facilitators before implementing meeting 6: Protecting young people from violence and harm

*The topic of violence and abuse can be very sensitive and it is important to read this page before implementing the session on protecting young people from violence and harm.*

Abuse and exploitation of children and young people does, unfortunately, take place in most societies worldwide, from the richest to the poorest. There are, however, some communities where risks are greater, and abuse and exploitation of children and young people occur frequently. These communities are often challenged by poverty and high rates of unemployment, leading to feelings of frustration and desperation that is often accompanied by high rates of alcoholism, drug use and domestic or public acts of violence.

This meeting, 'Protecting young people from violence and harm,' has been developed for work with parents and caregivers of young people in communities, where rates of abuse and exploitation are high, and young people face these risks in their daily lives. The session raises awareness about different forms of violence against young people in homes, schools and communities. The session also aims at empowering parents and caregivers in protecting their children from harm.

It is important to bear in mind that this is a sensitive topic that may trigger a range of difficult emotions in the participants, including guilt. Some participants may have children who have been victims of violence. Some may have been victims themselves or are still victims of violence – or some may be perpetrators. **Facilitators should be prepared to make referrals to appropriate services if parents and caregivers show signs of needing psychosocial or protection support. For this reason, it is important to explain to participants at the start of the session that this is a sensitive, but important, topic and that you are available after the session if someone would like to talk to you one-on-one.**

**Protection mechanisms:** In communities that do not have any child protection mechanisms in place, there is a risk of doing more harm than good by encouraging victims to actively resist abuse when they have no one to protect them. This may result in much more severe abuse and exploitation and may even have fatal consequences. This should however not stop us from preventing and responding to the issue of violence. Whilst taking account of these risks, this kind of meeting may be the beginning of building a more comprehensive community-based protection mechanism. It may create a platform for working together with supporting organisations and with parents and caregivers to initiate protection mechanisms in the community.

**It is very important to have some form of child protection mechanisms in place before starting the workshop series with the young people themselves.** If protection mechanisms do exist, this meeting may play an important role in progressing the mobilisation of the supporting organisation and parents and caregivers. This helps to strengthen protection mechanisms in parallel to implementing the Youth Resilience Programme.



Charlotte Begh/Save the Children

## PARENTS MEETING 6: Protecting young people from violence and harm

AIM OF MEETING			
<ul style="list-style-type: none"> <li>To raise awareness of the various forms of violence that young people face and how this affects them short and long-term.</li> <li>To identify the circles of responsibility that help to protect young people.</li> <li>To encourage action to improve child protection mechanisms in the community.</li> </ul>			
ACTIVITIES	MATERIAL	TIME	
6.1	Welcome	• Space.	10
6.2	Introduction to child protection	<ul style="list-style-type: none"> <li>Flipchart.</li> <li>Different coloured markers.</li> <li>(For the longer version of the workshop: sheets in four different colours, or post-it notes).</li> </ul>	30
6.3	Effects of violence on children and youth	<ul style="list-style-type: none"> <li>Flipchart.</li> <li>Four scenarios written on flipchart paper.</li> <li>Different coloured markers.</li> <li>Copies of the handout: <i>Effects of violence on children and youth</i> (available at the end of this session)</li> </ul>	40
6.4	Circles of responsibility	<ul style="list-style-type: none"> <li>Flipchart.</li> <li>Different coloured markers.</li> <li>Copies of the handout: <i>Responsibilities for protecting children from violence</i> (available at the end of this session).</li> <li>Filled copies of the handout: <i>Who can help? List of local resources</i> (available at the end of this session).</li> <li>A ball of string.</li> </ul>	25
6.5	Question and answer session	• None	5
6.6	Closing	• Evaluation sheet, if used.	10
	<b>Total</b>		<b>120 min</b>

## 6.1 Welcome



### AIM OF THE ACTIVITY

- To welcome parents and caregivers, introduce today's programme and present an update on the youth workshops.



### MATERIALS

- Space for participants to sit in a circle.



### ACTIVITY SOURCE

- Adapted from the activity "Welcome and update on children's workshops" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook 1. Getting started.

#### Instructions:

1. Start the meeting by welcoming the parents and caregivers and thanking them for taking the time to come to this meeting.
2. Now introduce the program for today.

*Children and young people are at risk all over the world. Part of our responsibility as adults is to protect our children as they transition towards adulthood and to support them in making good choices in life so they can keep safe. However, there are times when our children are at higher risk of dangers than others.*

*In this meeting, we are going to look at what dangers and harms young people in our community face and how these risks may be different for girls and boys. We will discuss the effects of violence on young people and the responsibility of different people and organisations, including parents and caregivers, to protect children and youth from harm.*

*We realise that discussing violence can be very sensitive. It may trigger different emotions in you as parents and caregivers. These kinds of feelings are normal and common. If you feel that you need a break during the discussions, this is fine. It is important that you remember that you also have a right to be protected. There is support both in terms of your own safety, if you feel you are at risk of violence, or to help you to keep others safe. I will be available after the session if there is who anyone wishes to ask me more questions or talk one-on-one.*

3. Now spend a few minutes telling the participants about what you have been doing with the youth in their workshops and tell them what is planned for the youth until the next parent and caregiver meeting.
4. Answer any questions or issues raised concerning the youth workshops or the programme as a whole and then move on to the next activity.

## 6.2 Introduction to child protection



### AIM OF THE ACTIVITY

- To introduce participants to child protection and forms of violence against young people.



### MATERIALS

- Flipchart and different coloured markers.
- (For the longer version of the workshop: sheets in four different colours, or post-it notes).



### ACTIVITY SOURCE

- Adapted from Save the Children, Terre des Hommes, UNHCR and UNICEF (2013): "Introduction to child protection and forms of violence against young people" in *Child Protection Sessions for Parents and Caregivers. Training Toolkit. Save the Children's definition of Abuse, Neglect, Exploitation and Violence* (<http://resourcecentre.savethechildren.se/node/2144>) [2015.11.18]



**Note to facilitator:** It is possible to do a longer version of this workshop. An additional group activity on different forms of violence, abuse, neglect and exploitation is given in steps 8-11 of this activity.



**Note to facilitator:** Be aware that the topic of violence (particularly domestic) is extremely sensitive in most communities and can provoke considerable discussion. Be prepared to facilitate the discussion in a clear but non-judgmental way.

#### Instructions:

1. Explain that you will start the workshop with a short game called "The Fist". Ask the caregivers to go into pairs (men and women separately).
2. Now ask one person in each pair to hold up the hand and make a fist. Their partner then has to find ways of opening the fist. The partner will have one minute to do this.
3. After one minute, stop the action and ask what kind of things the second person did. You will probably find that most people tried to open the fist physically.
4. Ask the participants to change roles. It is now the other person's role to find a way to make the partner open his or her fist. Give the pair only 30 seconds this time.
5. Then, gather the participants in a circle and follow-up with the questions below:
  - *How did you manage to make your partner open his or her fist?*
  - *Why did so many of us try physical ways of solving this problem first? Did anyone ask the partner politely to open his or her fist instead?*
  - *What does this tell us about violence, which is the topic of today's meeting?*
6. Highlight that there are different kinds of violence against children and young people in all communities. Ask the caregivers to brainstorm on the following questions in relation to their children:
  - *What different forms of violence do you know about?*
  - *Where can violence happen?*
7. Take notes of their reflections and feed in with your own information if necessary (use the first box 'What is violence and where does it happen' as a reference point).



### What is violence and where does it happen?

There are a number of definitions of violence used depending on the focus and approach taken to it. For example, whether it is defined for legal, medical or sociological purposes.

The UN Study on Violence Against Children (2006) definition of violence draws on Article 19 of the Convention on the Rights of the Child: “all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse” as well as the definition used by WHO in the World Report on Violence and Health (2002): “the intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child’s health, survival, development or dignity.” Violence against children and young people occurs in every country in the world. It does not matter whether their families are well-educated or not, or rich or poor – violence can take place anywhere, including:

- at home and by family members
- in educational institutions
- in institutions that care for children, such as orphanages, centres for people with special needs.
- in the workplace, the community, on the streets and in neighbourhoods
- in the media and on Internet, such as on social networking sites.

8. Then, briefly go through the meaning of abuse, neglect and exploitation (use the second box on the next page with definitions as a reference point). Try to build upon what the group has already said and make it as interactive as possible. This can be done by asking the participants for further examples from their community.

<b>Physical, emotional and sexual abuse</b>	Abuse is a deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, well-being, dignity and development. Abuse includes all forms of physical, sexual, psychological or emotional ill treatment.
<b>Exploitation</b>	<p>Exploitation refers to the use of children for someone else's advantage, gratification or profit, often resulting in unjust, cruel and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development.</p> <p>Sexual exploitation is the abuse of a position of <b>vulnerability</b>, differential power, or trust for sexual purposes. This includes profiting monetarily, socially or politically from the exploitation of another, as well as personal sexual gratification.</p> <p>Economic exploitation of a child is the use of the child in work or other activities for the benefit of others.</p>
<b>Neglect</b>	Neglect refers to the process of either deliberately failing to provide for and secure a child, their rights to physical safety and development or failing to provide for a child through carelessness or negligence. Neglect is sometimes called the 'passive' form of abuse in that it relates to the failure to carry out some key aspect of the care and protection of children, which results in significant impairment of the child's health or development including a failure to thrive emotionally and socially.

7. If you are doing a longer version of the workshop, you can do an additional group activity on violence here (step 8-11). If not, jump straight to step 12.
8. Divide the participants into smaller groups. Give sheets of coloured papers (e.g. post-it notes) to each group. Each group should have a different colour.
9. Allocate one form of violence to each group (i.e. physical and emotional abuse; sexual abuse, exploitation and neglect). Ask each group to discuss the form of violence they have been allocated and to describe examples of that type of violence (use maximum 10 minutes).
10. **Be sure that participants understand that they should not share personal anecdotes of violence**, but rather to keep the discussion on a general level.
11. Ask each group for feedback and record their responses on flipchart (using the coloured papers). Add more examples, if there are gaps, as follows:

<b>Exploitation</b>	<ul style="list-style-type: none"> <li>• Illegal and harmful forms of work of children</li> <li>• The use of children for begging</li> <li>• Commercial sexual exploitation of children</li> <li>• Trafficking of children</li> <li>• The use of children in criminal acts (thefts, smuggling, etc.)</li> </ul>		
<b>Neglect</b>	<ul style="list-style-type: none"> <li>• Deliberately or through carelessness, deprivation of <ul style="list-style-type: none"> <li>• food</li> <li>• health care</li> <li>• safe health habits</li> <li>• education</li> <li>• physical and emotional care</li> <li>• play and (re)creative activities</li> </ul> </li> <li>• Abandonment</li> </ul>		
<b>Sexual abuse</b>	<ul style="list-style-type: none"> <li>• Inappropriate sexual touching</li> <li>• Forcing a child to witness or observe pornography or sexual acts</li> <li>• Use of explicit sexual language</li> <li>• Showing pornography</li> <li>• Rape</li> <li>• Incest</li> <li>• Early marriage</li> <li>• Female genital mutilation/cutting</li> </ul>		
<b>Physical and emotional abuse</b>	<b>Physical:</b> <ul style="list-style-type: none"> <li>• Slapping</li> <li>• Hitting using the hand or objects</li> <li>• Burning</li> <li>• Torture</li> <li>• Killing</li> </ul>	<b>Emotional:</b> <ul style="list-style-type: none"> <li>• Using insulting words</li> <li>• Constant criticism</li> <li>• Humiliation</li> <li>• Confinement</li> <li>• Isolation</li> <li>• Discrimination</li> <li>• Cruel or degrading treatment</li> </ul>	<b>Bullying:</b> Bullying involves a real or perceived power imbalance between the aggressors and the targeted person. It involves repeated and persistent targeting of a person using physical, verbal or emotional violence to attack another person's self-esteem.  Power imbalances may be associated with such factors as age, social power, number of aggressors. Bullying between friends can be classified as violence, if a group harasses the same person over time and/or towards someone with less power.

12. Close the discussion by repeating that violence against young people takes place everywhere, regardless of socio economic status, culture or ethnic origin and it is perpetrated in all countries all over the world. There are three key messages from this activity:

- There is no justification for violence, abuse, neglect or exploitation of children or of parents and caregivers (or anyone else). It is important to seek help (and make a referral if necessary) if a young individual, parent or caregiver is a victim of violence.
- Much of the violence perpetrated against young people can be prevented. Parents and caregivers can be empowered to protect their children from physical and humiliating punishment.
- If parents and caregivers use violence, young people are more likely to be violent themselves. There is always space for learning new ways of behaving, both for children, youth and adults.

### 6.3 Effects of violence on children and youth



#### AIM OF THE ACTIVITY

- To raise awareness about the effects of violence on children and youth.



#### MATERIALS

- Flipchart and different colour markers.
- Prepared scenarios.
- Copies of the handout: *Effects of violence on children and youth* (available at the end of this session).



#### ACTIVITY SOURCE

- Adapted from Save the Children, Terre des Hommes, UNHCR and UNICEF (2013): “*Understanding the effects of violence on children*” in *Child Protection Sessions for Parents and Caregivers. Training Toolkit*.



#### PREPARATION

- Have four scenarios written up on flipchart paper – each one featuring a different kind of violent behaviour. The scenarios should relate to the local context, whilst taking account of sensitivities in relation to violence. Display the scenarios at four different places in the venue. The box below gives examples of scenarios.
- Make copies of the handout: *Effects of violence on children and youth*.

#### Example scenarios for this activity:

- A 15-year-old girl being sexually harassed by a school teacher.
- A 14-year-old boy working in hazardous conditions without being provided with protective gear or compensation.
- A 12-year-old girl getting less food to eat at home than her brothers.
- A 16-year-old boy living with disabilities being bullied and beaten by the children in his neighbourhood.

Choose scenarios relevant for the community, including violence that may be socially acceptable or hidden. Beware of the sensitivity of the questions. Implement the activity in a way so that no one become embarrassed or lose face.

### Instructions:

1. Divide the parents and caregivers into smaller groups (unless this was done earlier). Explain that you have prepared four scenarios that illustrate different types of violence. Each of the scenarios is on display in the venue.
2. Explain that each group will visit two scenarios each. Ask groups to read the scenario and then discuss it for 5-10 minutes, before moving on to the next scenario. Make sure that the groups pick different scenarios, so that all four scenarios have been discussed by the end of the exercise.
3. Explain that you would like them to discuss the following question:
  - *How do you think this situation will affect the young person? Think about both short and long term effects.*
4. After the groups have visited each scenario, ask them to come back together in plenary. Ask the participants to share the long and short-term effects of violence on a child and young person. Make notes on the flipchart.
5. Wrap up the activity by distributing the handout: *Effects of violence on children and youth* (available at the end of this session) and highlight the following:

*Violence against children and youth may include any form of physical, sexual or emotional mistreatment or lack of care that causes harm. As we have discussed, different types of child abuse include family violence, emotional abuse, physical abuse, neglect and sexual abuse. Children and young people who are victims of violence often experience a combination of different forms of abuse and neglect. This has short and long-term consequences.*

*In general, children are more vulnerable to abuse of power than adults, due to their age, size, lack of maturity, lack of experience, limited knowledge and dependency. Therefore, children need to be protected by the adults in their lives.<sup>45</sup>*

*The effects of violence on children differ according to their age and stage of development. Exploitation, violence, abuse and neglect of young people may have a negative impact on young people in terms of:*

- *emotions*
- *social and family relationships*
- *trust towards others*
- *self-respect and self-esteem*
- *education, ambitions and access to opportunities*
- *physical health*
- *behaviour and reactions*

*In the long term, these consequences are negative for the community as a whole, too. Violence against children is unacceptable in all settings, including the home, schools, in care or justice institutions, and in the community. As parents and caregivers, we have the primary responsibility for protecting our children from violence.*



**Note to facilitator:** Be aware that mentioning that violence is not acceptable in homes may provoke considerable discussion. Be prepared to facilitate a discussion in a clear but non-judgmental way.

---

<sup>45</sup> Understanding children's wellbeing in *The Children's Resilience Programme: Psychosocial support in and out of Schools*.

## 6.4 Circles of responsibility



### AIM OF THE ACTIVITY

- To introduce the concept of 'Circles of responsibility', i.e. the roles of different actors in protecting young people from violence and harm.
- To encourage discussion of what parents and caregivers can do to strengthen protection of children in the homes, schools and communities.



### MATERIALS

- Flipchart and different colour markers.
- Paper and pens.
- Copies of the handout: *Responsibilities for protecting children from violence* (available at the end of this session).
- Copies of the handout: *List of local resources*.
- A ball of string.



### ACTIVITY SOURCE

- Adapted from Save the Children, Terre des Hommes, UNHCR and UNICEF (2013): "*Circles of Responsibility*" in *Child Protection Sessions for Parents and Caregivers. Training Toolkit*.



### PREPARATION

- Draw the diagram 'Circles of responsibility' on flipchart paper.
- Make copies of the handout: *List of local resources*. This handout relies on information that is specific to your community and so you have to fill it in. Make sure that you or your organisation has an up-to-date list of contacts for child protection case managers and agencies providing support to families affected by violence.

#### Instructions:

1. Put up the diagram 'Circles of Responsibility' so that everyone can see it. Explain the diagram:

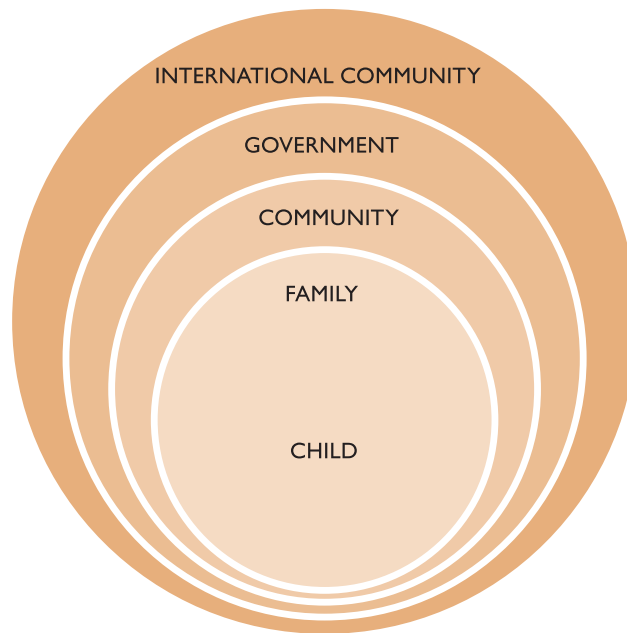
*There are many different ways of improving children's environments to make them safer. Each actor (i.e. person or group or organisation) in the community, from the young individual him or herself to the national and international protection system, has a role to play in protecting young people from violence. This is shown in this diagram.*

2. Move on to discuss the role of parents and caregivers by saying:

*As parents are caregivers, you are among the most important people protecting your children and youth. You can choose to do something about the violence and harm faced by young people, both individually and as a group. Before we end today's session, we are going to do a simple activity to name some things that you can do as parents and caregivers.*

3. Give one of the participants the ball of string. Explain that you will ask a question linked to their thoughts on what parents and caregivers can do to protect young people from harm.
4. Explain that the person with the string will be the first one to answer the question, before he or she throws it across the circle to another participant (without letting go of his or her own part of the string). It is then this person's turn to answer the question before throwing the string to someone else, etc.


## Circles of responsibility for protecting young people from violence and harm



5. It is important that each person who gets the string holds on tight to his or her piece without letting go.
6. When the ball of string has been around a few participants, ask a new question and continue throwing the string to another person.
7. Start the game. After every 4-7 participants (depending on the group's size), remember to ask a new question. Ask the following questions:
  - *What can we as parents and caregivers do (e.g. change or improve) to enhance protection of young people from harm and danger in the COMMUNITY?*
  - *What can we as parents and caregivers do (e.g. change or improve) to enhance protection of young people from harm and danger in SCHOOLS?*
  - *What can we as parents and caregivers do (e.g. change or improve) to enhance protection of young people from harm and danger in HOMES?*
  - *What can we as parents and caregivers do (e.g. change or improve) to address the risks of harm and danger that are SPECIFIC TO BOYS OR GIRLS?*
8. Ask the caregivers if anyone would like to add something to the questions. Continue to throw the string until everyone has said what they have on their mind. When everyone is satisfied, encourage the group to reflect on what the string looks like. How does it reflect the discussion on protection of young people?
9. Give time for reflection and then add the following:

*It looks like a spider's web. We have all played a part in creating this unique web. If one person were absent, it would look different. A child protection system looks like this as well: We are all connected and we all play a role in safeguarding children and young people. The web is a symbol of how parents and caregivers are connected and how we need to work together to prevent and respond to violence against children and youth.*
10. Now invite the person who got the string last to throw the ball back to the person he/she received it from. This person does the same until the string is back with the person who started, back in the shape of a ball. This promotes a sense of respect and responsibility in the group.

- Distribute the handout: *Responsibilities for protecting children from violence* to those who are interested in learning more and the handout *list of local resources* – both available at the end of this workshop.

 **Note to facilitator:** If the opportunity arises, encourage the participants to meet again as a group to discuss specific ways of improving protection for children in their community.

### Reporting violence

If young people are victims of violence, it is important that they get help. Parents and caregivers should help children and youth to get the medical, social and emotional help they need. However, sometimes parents and caregivers do not wish to report violence, as they do not know about the available services, or they are afraid of what might happen to their children or their family if they seek help.

It is always best if the child and/or caregiver chooses to seek help themselves. Anyone who knows of a child who is a victim of violence should provide the child and, if appropriate, their parent/caregiver, with information about the services available. They should encourage and support the young individual or family to seek help.

It is usually the case that information about the situation or case should be kept confidential. However, in situations where the child and/or caregiver does not agree to seek help, there are situations where it is in the best interests of the child to report the violence, as follows<sup>46</sup>:

- Community members can report the case to a child protection case manager, to UNHCR (for refugees) or to the social welfare/family protection department, if they think it is the best way to keep the child safe.
- Government staff, including health staff, may be obliged to report all cases of violence, abuse, neglect and exploitation against children to the social welfare/family protection department and legal authorities (e.g. police).
- UN or NGO staff must report violence, abuse, neglect and exploitation to the responsible authorities, in line with the best interests of the child.

## 6.5 Question and answer session



### AIM OF THE ACTIVITY

- To give participants the opportunity to raise any questions they may have.



### MATERIALS

- None.



### ACTIVITY SOURCE

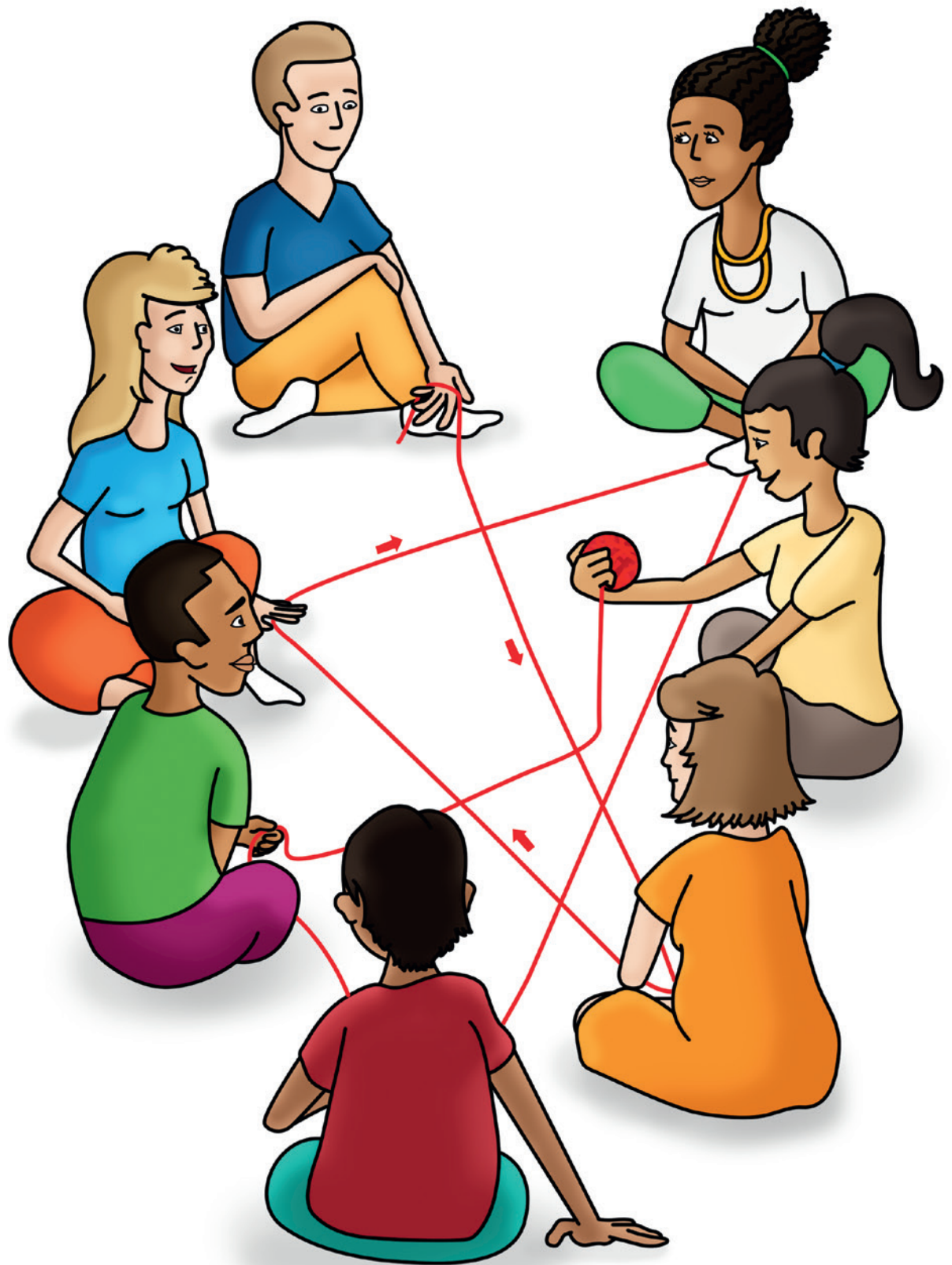
- Developed for this resource kit.

### Instructions:

- Use the time available to clarify any pending issues or questions (related either to this session or to the Youth Resilience Programme more broadly).

<sup>46</sup> Adapt the information according to your local context, the responsible authorities and systems and the services available.





## 6.6 Closing



### AIM OF THE ACTIVITY

- To close the meeting well and encourage positive feelings to take home.
- To answer questions.
- To evaluate the meeting.



### MATERIALS

- Evaluation sheet, if used.



### ACTIVITY SOURCE

- Adapted from the activity "Question and answer session" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook I. Getting started.

#### Instructions:

1. Explain that you have now reached the end of today's meeting. Summarise what you have discussed today.

*Today we have discussed the effects of violence on young people and the responsibility of different people and organisations, including parents and caregivers, to protect children and youth from harm.*

*As we mentioned at the beginning of this session, the topic of violence is a sensitive one and is likely to trigger a range of different emotions in you as parents and caregivers. These kinds of feelings are normal and common. It is important that you remember that you also have a right to be protected. There is support in terms of your own safety, if you feel you are at risk of violence or to help you keep others safe. I will be available after the session if there is anyone wants to ask more questions or talk one-on-one.*

*Please also remember the handout: 'List of local resources'. Please use it if you need to contact child protection services or other sources of help.*

2. Ask the participants if there are any more questions or concerns that need to be addressed. Invite them to fill in the evaluation sheet, if you are using one.<sup>47</sup>
3. Thank the participants again for their time and the effort they have made to attend this meeting.
4. End the meeting and say goodbye to all participants.

<sup>47</sup> This could be the smiley faces evaluation method, see **Facilitator Handbook: Life Skills Workshops for Youth**, or a written evaluation



# Handout: Effects of violence on children and youth<sup>48</sup>

Exploitation, violence, abuse and neglect of children and youth can take various forms and might affect:

**Children's emotions.** Young people who experience violence often feel fearful, and may feel generally anxious. They may also feel guilty about what is happening or responsible for what is being done to them. They may feel that they are the only ones experiencing the violence, especially if it is a case of sexual violence or bullying, which may make them feel ashamed. They may be angry and have sudden mood changes.

**Family and social relationships.** Young people who experience violence can become socially isolated or experience stigma from other young children. Violence in childhood may make children perpetuate the violence on others and continue the cycle of violence into adulthood. If the only experience the child or adolescent has known is violence, it may be difficult for them to learn what non-violent interactions look like with other people.

**Children's self-respect and self-esteem.** When young people are ridiculed, insulted or told they deserve the violence they experience, they often start to believe this. Although children may question what adults are saying or doing to them, they may continue to lack confidence in themselves.

**Children's educational achievement, ambitions and opportunities.** Children exposed to violence may have difficulty concentrating and learning. They may have less interest in school or in other activities that they previously enjoyed which gave them a sense of achievement, such as sports, music, arts etc. In some instances, young people develop behaviours and practices, which are harmful and self-destructive, such as self-harm, alcohol and drug abuse.

**Physical effects.** Violence can have health consequences on children and youth, such as bruises, scars, injuries or even disabilities, and in extreme cases death. Sexual violence can also result in pregnancy and long-term medical problems, including sexually-transmitted diseases.

**Unexplained changes in behaviour or reactions.** Sometimes, young people may alert you to the fact that "Something is wrong" in different ways, such as becoming emotional or avoiding certain places or people without giving clear reasons. Children express their emotions through age-specific behaviour. They may sometimes revert to earlier stages of development (for instance, young persons may return to being afraid of being away from their parents). However, it is important to note that, despite experiencing violence, many children survive and live positive lives. While violence does harm children and youth, with the help and support of caring, understanding people, and with the opportunity to use their own resources, many children can free themselves from the effects of violence. As a result, they may be able to live happy, meaningful lives, both for the remainder of their childhood and as adults.

**Effects of different types of violence, abuse and exploitation on children.** The effects of specific types of violence, abuse and exploitation are described below. However, it is important to remember that ALL children are different and their reactions may differ. Please note too, that other things can also cause these kinds of reactions – for instance, the stress of moving (whether this is planned or not). If your child shows one or more of these responses, do not automatically assume he or she has witnessed or experienced violence. You know your child best, so if you are worried or concerned, talk to him or her and others around you that you trust.

The table to the right displays common signs among children and youth whose protection rights have been violated. It should be noted that all individuals are unique. Children and youth who have been exposed to a child protection concern may also show other signs than the one presented in the table.

<sup>48</sup> Adapted from Save the Children, Terre des Hommes, UNHCR and UNICEF (2013): "Annex 5: Effects of Violence on Children" in *Child Protection Sessions for Parents and Caregivers. Training Toolkit*.

Type of abuse	Physical symptoms	Developmental/ psychological effects
Physical and emotional violence	<ul style="list-style-type: none"> <li>• Injuries to the body</li> <li>• Marks and scars</li> <li>• Fatigue</li> <li>• Sudden loss or increase in weight</li> <li>• Atypical behaviour – a child or youth may start to behave in a way which is “out of character”</li> <li>• Involuntary urination – this could be associated with extreme fear</li> <li>• Speech disorders or speech delay</li> <li>• Interrupted sleep</li> <li>• Changes in eating patterns, loss of or increased appetite</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in learning/retaining information</li> <li>• Shorter attention span</li> <li>• Aggression</li> <li>• Fear of loud sounds</li> <li>• Constantly demanding attention and engagement; unable to do things alone or independently</li> <li>• Mood swings</li> <li>• Repetitive swearing and use of adult language</li> </ul>
Child labour	<ul style="list-style-type: none"> <li>• Physical fatigue</li> <li>• Tiredness</li> <li>• Accidental injuries, such as bruises on hands and other places</li> <li>• Weight loss</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty concentrating</li> <li>• Aggression and irritability</li> <li>• Sudden mood swings (within a short period)</li> <li>• Interrupted sleep</li> <li>• Disrespecting parental or adult authority</li> </ul>
Sexual violence	<ul style="list-style-type: none"> <li>• Pain, discoloration, sores, cuts, bleeding or discharges in the genitals, anus or mouth</li> <li>• Persistent or recurring pain during urination and/or bowel movements</li> <li>• Wetting and soiling accidents unrelated to bathroom training (young children)</li> <li>• Changes in self-care</li> <li>• Sudden loss or increase in weight</li> <li>• Physical injuries to the body including the genital area</li> <li>• Pregnancy</li> <li>• Sexually transmitted diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Regression to earlier stages of development</li> <li>• Clinging to parents (young children)</li> <li>• Afraid to leave safe places or fearful of certain places</li> <li>• Changes in eating or sleeping habits</li> <li>• Unexplained physical pains</li> <li>• Emotional reactions ranging from sadness, fear, anxiety and anger, to feelings of shame and guilt; sudden mood swings or numbness, especially adolescents</li> <li>• Withdrawal from friends and refusal to go to school</li> <li>• Unable to concentrate, resulting in a decline in school performance</li> <li>• Avoiding physical and direct eye contact, especially with adults and guardians (this is culturally dependent).</li> <li>• Self-destructive behaviour; self-harm (especially for adolescents)</li> <li>• Aggression and irritability</li> <li>• Sexualized language or behaviour</li> </ul>
Neglect	<ul style="list-style-type: none"> <li>• Change in personal or self-care</li> <li>• Hunger</li> <li>• Fatigue/exhaustion</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of self-respect</li> <li>• Aggression and irritability</li> <li>• Disruptive in the classroom and other activities; difficulties to control own behaviour/emotions</li> <li>• Seeking caregivers' constant attention</li> <li>• Dropping out of school</li> <li>• High risk behaviours due to lack of supervision</li> <li>• Vulnerable to abuse because there are no responsible adult caregivers</li> </ul>

# Handout: Responsibilities for protecting children and youth from violence

A global study on violence against children by the head of the United Nations in 2006<sup>49</sup> stated:

- *Violence against children is never right.*
- *All violence against children can be prevented.*

**All actors can take steps to prevent and respond to violence against children:**

**1. Governments** have the main responsibility to uphold the rights of children to protection, and provide access to health, education and other services. **They should:**

- *Help families to provide their children with care in a healthy environment*
- *Provide services for children who have experienced violence and make it easier to report violence*
- *Listen to and act upon children's views on violence and how to prevent and respond to it*
- *Ban all violence against children and make sure that anyone who commits violence against children is punished.*

**2. Communities and families should:**

- *Speak out against all forms of violence, abuse and exploitation against children and challenge attitudes that perpetuate violence against children*
- *Learn how to deal with children without violence and teach children how to respect others and avoid violence*
- *Support children who have experienced violence in getting help*
- *Accept and support children who have experienced violence to integrate in families and communities;*
- *Avoid stigmatizing children who are victims of violence.*

**3. Children and youth should:**

- *Speak out against violence, abuse and exploitation against young people in ways that are safe for them.*
- *Tell a trusted adult if they or someone they know has been a victim of violence.*
- *Support and accept young individuals who have been victims of violence.*
- *Learn how to deal with their emotions and solve problems without violence*
- *Promote and demonstrate tolerance and respect with their peers and adults around them.*

---

<sup>49</sup> United Nations Secretary General (2006), *Foreword*.

## List of local resources



**Note to facilitator:** *This list is to be developed by the facilitator or programme staff as part of preparing for the Youth Resilience Programme. The list should contain the names of local organisations and individuals that parents and caregivers may contact for further services and support. Give details of the referral procedures for each agency. If a service is open to all without referral, give this information too.*

### Government offices and institutions:

### Police and other law-enforcement agencies:

### Civil society organisations and non-governmental organisations:

### UN organisations:

### Doctors and medical staff:

### Psychological and mental health support:

### Religious institutions:

### Community-based protection structures:



7.





## PARENTS MEETING 7: Protecting young people from sexual abuse and early marriage

AIM OF THE MEETING			
<ul style="list-style-type: none"> <li>To raise awareness about sexual abuse and early marriage.</li> <li>To discuss the role of parents and caregivers in caring and protecting their children in relation to sexual abuse or early marriage.</li> </ul>			
	ACTIVITIES	MATERIAL	TIME
7.1	Welcome	<ul style="list-style-type: none"> <li>Space.</li> </ul>	5
7.2	The egg game	<ul style="list-style-type: none"> <li>4-5 (boiled) eggs (depending on group size).</li> <li>Long pieces of string (at least 2 pieces per person).</li> <li>Space for groups to move from one end of the room to the other.</li> <li>Copies of the handout: <i>What can parents and other caregivers do to protect young people from violence?</i> (available at the end of this session).</li> </ul>	20
7.3	Sexual abuse	<ul style="list-style-type: none"> <li>Flipchart.</li> <li>Paper.</li> <li>Copies of the handout: <i>List of local resources</i> (from parent meeting 6).</li> </ul>	40
7.4	Early marriage	<ul style="list-style-type: none"> <li>Copies of the case study.</li> <li>Flipchart paper.</li> <li>Markers.</li> </ul>	40
7.5	Question and answer session	<ul style="list-style-type: none"> <li>Space.</li> </ul>	10
7.6	Closing	<ul style="list-style-type: none"> <li>Evaluation sheet, if used.</li> </ul>	5
	<b>Total</b>		<b>120 min</b>

## 7.1. Welcome



### AIM OF THE ACTIVITY

- To welcome parents and caregivers, introduce today's programme and present an update on the youth workshops.



### MATERIALS

- Space for participants to sit in a circle.



### ACTIVITY SOURCE

- Adapted from the activity "Welcome and update on children's workshops" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook I. Getting started.

#### Instructions:

1. Start the meeting by welcoming the parents and caregivers and thanking them for taking the time to come to this meeting.
2. Now introduce the programme for today.

*Children and young people are at risk all over the world. Part of our responsibility as adults is to protect our children as they transition towards adulthood and to support them in making good choices in life so they can keep safe. However, there are times when our children are at higher risk of dangers than others.*

*In this meeting, we are going to look at two specific forms of violence against young people: sexual abuse and early marriage. We will discuss the effects of these types of violence on young people and the responsibility of different actors, including parents and caregivers, to protect children and youth from early marriage.*

*The topic of violence is a sensitive one and is likely to trigger a range of different emotions in you as parents and caregivers. These kinds of feelings are normal and common. If you feel that you need a break during the discussions, this is fine. It is important that you remember that you also have a right to be protected. There is support available, if you feel you are at risk of violence or to help you keep others safe. I will be available after the session if there is anyone wants to ask more questions or talk one-on-one.*

3. Answer any questions about today's meeting.
4. Now spend a few minutes telling the participants about what you have been doing with the youth in their workshops and tell them what is planned for the youth until the next parent and caregiver meeting.
5. Answer any questions or issues raised concerning the youth workshops or the programme as a whole and then move on to the next activity.

## 7.2. The egg game



### AIM OF THE ACTIVITY

- To reinforce the importance of working together to promote child protection.



### MATERIALS

- 4-5 (boiled) eggs (depending on group size).
- Long pieces of string (at least 2 pieces per person).
- Space for groups to move from one end of the room to the other.




### ACTIVITY SOURCE

- Unknown.



**Note to facilitator:** It is advisable to boil the eggs before the activity so that they can still be eaten once the session is complete.


#### Instructions:

1. Start by recapping some of the topics discussed in previous sessions, including a reminder of the role of governments, communities and young people in protecting young people from violence.<sup>50</sup>
  2. Explain that this session starts with a game which shows how important it is for parents and caregivers to work together to protect young people against harm.
  3. Divide the participants into groups of approximately 5 people and explain the game:
    - *Each group has to use string to carry an egg from one end of the room to the other (together as a group), without touching the egg! However, they can touch the egg with their hands while preparing, but not while carrying the egg from one end of the room to the other.*
    - *You are responsible for protecting the egg and making sure it is carried safely from one end of the room to the other. You must make sure that everyone in the group is involved in carrying the egg.*
-  **Note to facilitator:** If time allows, and all the groups successfully cross the room safely with their eggs, repeat the exercise. This time put obstacles in the way (e.g. chairs) so that the groups need to communicate to navigate around the obstacles.
4. After the groups have completed the exercise, come back into a circle for a plenary discussion:
    - *How did you manage to keep the egg safe?*
    - *What did you learn from this exercise about how we can support and protect children?*
  5. Highlight the following:
    - *Each string represents parent and caregivers' crucial role in protecting young people – but others, such as community leaders, teachers and government representatives have a role to play too.*
    - *Parents and caregivers are only able to successfully protect the child, if they work together.*
    - *We need to continue to work actively to guide, support and protect children as they make the transition into adulthood.*

<sup>50</sup> This depends on if the parents and caregivers meeting on 'Protecting young people from violence and harm, was implemented before running this session.

6. Ask the participants to name some key actions they can undertake to prevent violence, abuse and exploitation against their children. You can also use examples from the handout: *What can parents and other caregivers do to protect children and young people from violence?*
7. Wrap up the activity by explaining:

*As parents and caregivers, we are often tired, stressed, or busy and it is easy to not be as attentive as we should be, 100% of the time. However, there are many positive things that parents and caregivers do every day already to protect their children.*

 **Note to facilitator:** Focus on the positive values and practices that the parents and caregivers who are participating in the session are doing to protect their children. The vast majority of parents and caregivers want to protect children, but they may face considerable obstacles. Encourage parents to think about the positive things they do to protect their children.

### 7.3. Sexual abuse



#### AIM OF THE ACTIVITY

- To raise awareness about the various forms of sexual abuse.
- To discuss the role of parents and caregivers in relation to child protection and sexual abuse.



#### MATERIALS

- Flipchart.
- Paper.
- Copies of the handout: *List of local resources* (from parent meeting 6). Copies of the handout: *What can parents and other caregivers do to protect children and young people from violence?*




#### ACTIVITY SOURCE

- Adapted from Save the Children, Terre des Hommes, UNHCR and UNICEF (2013): "Sexual abuse" in *Child Protection Sessions for Parents and Caregivers. Training Toolkit*.



#### PREPARATION

- Write the definition of sexual abuse on a flipchart (see the box in step 1 for the definition.)
- Review the local legal framework and the referral pathways.

 **Note to facilitator:** Discussing issues around violence can be very sensitive and this is particularly the case in relation to sexual violence, as one of the most intimidating and hidden forms of violence. It is extremely important that the facilitators are well prepared before implementing these sessions – read the note to facilitators in the beginning of workshop 6 again. Be conscious of the fact that there may be parents and caregivers in the group who are victims of violence themselves or witnesses to violence – or even perpetrators themselves.

Remind the participants that they should only participate at a level that they feel comfortable with. Discussions will be at a general level and no one is expected to share any personal stories or experiences. Stay calm during the session and do your best to make the participants feel comfortable. Make yourself available to any parent or caregiver who would like to consult with you one-on-one.

The topic of violence may impact facilitators too, triggering memories from your own experiences or by responding to other people's emotions. It is very important that two facilitators are present in this session. Use the guidance in the **Theory and Programmatic Guide** on staff care and consult with your manager if needed, to make sure you are able to implement these sessions and get the support you need.

**Before implementing this session, make sure you are well acquainted with the local legal framework on sexual abuse and the referral pathways to child protection services.**

**Instructions:**

1. Ask a participant to read the definition of sexual abuse on the flipchart.

Definition of sexual abuse <sup>51</sup>
Sexual violence/abuse is defined as "any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic a person's sexuality, using coercion, threats of harm or physical force, by any person regardless of relationship to the victim, in any setting, including but not limited to home and work".
Sexual violence includes rape/attempted rape, sexual abuse, and sexual exploitation. Sexual violence/abuse includes any unwanted sexual act e.g. rape, forced removal of clothing, insertion of foreign objects into the genitals, forced oral sex, forced abortion, and sexual touching. It may or may not include physical force.

2. Ask participants to reflect on places where sexual abuse could take place. Make sure that they know that sexual abuse can occur, for example, in homes, schools, streets or places where young people participate in activities.
3. Give each participant a green and red card and explain that they are going to do a quiz. Say:  
*In a minute, I will read some statements about sexual abuse. After each statement, ask yourself whether you think the statement is true or false. If you think the statement is true, hold up the green card. If you think it is false, hold up the red card instead. Once everyone has indicated if they think the answer is true or false, I will tell you the correct answer.*
4. Remind the participants that this is not a test. It is a way of raising their awareness about sexual abuse. The statements used relate to some of the most common stereotypes about sexual abuse.
5. Now read out the following statements, one at a time and give participants time to respond with their cards. Remember not to say the answer until everyone has had a chance to decide what they think.

---

<sup>51</sup> Inter-Agency Standing Committee (IASC) (2005).

Statements	True	False
1. Abusers are always men		×
2. Abusers can be family members	×	
3. Only girls can be abused		×
4. Abusers are always mentally ill		×
5. Abusers are usually individuals that children know and trust	×	
6. Abusers are always old		×
7. It is easy to see who is an abuser		×
8. You can easily see when a child has been sexually abused		×

6. Explain that most of the time, sexual abuse is committed by someone known to and trusted by the young person. Both men and women can be perpetrators and both boys and girls can be victims of sexual abuse. However, it is common that girls are more at risk of abuse than boys. Abuse against boys is often taboo, which makes the issue more hidden.
7. Ask the participants to get together in groups of three to discuss for a few minutes the possible effects (e.g. physical, emotional and social) of sexual abuse on adolescents and young adults.
8. After a few minutes, ask participants to share in plenary. Add to the examples given by the participants using the information below:

Examples of effects on young people as a result of sexual abuse
<ul style="list-style-type: none"> <li>• Physical injuries resulting from sexual abuse range from invisible, physical injuries to pregnancy or sexually transmitted diseases, as well as serious injuries or possibly death.</li> <li>• Depression (chronic sadness) crying or emotional numbness.</li> <li>• Nightmares or sleep disorders.</li> <li>• Problems in school or avoidance of school.</li> <li>• Displaying anger or expressing difficulties with peer relationships. Fighting with people, disobeying or disrespecting authority.</li> <li>• Withdrawing from family and friends.</li> <li>• Self-destructive behaviour (drugs, alcohol, self-harm).</li> <li>• Changes in school performance.</li> <li>• Exhibiting eating problems, such as eating all the time or not wanting to eat at all.</li> <li>• Suicidal thoughts or tendencies.</li> <li>• Talking about abuse, experiencing flashbacks.</li> </ul> <p>Some behaviours/responses may be delayed or absent, depending on the individual personality and circumstance of the child. Children may also be stigmatized and abused even more, if it becomes known that they have experienced sexual abuse.</p>

9. Explain that sexual abuse is something that everyone has the right to be protected from. It has multiple and varying consequences. Each young person is a unique individual and responds to difficult or life-changing events in different ways, including the time required for recovery.
10. Explain that young people, as well as adults, often disclose sexual abuse gradually over time. Encourage discussion among the participants by asking the following questions:
  - *Why do you think children and young people are hesitant to speak out about sexual abuse?*
  - *How can we as parents and caregivers encourage young people to seek help if they are victims of sexual abuse or know someone else who is a victim?*

11. Encourage parents to seek help if their child has experienced violence, including sexual violence. Summarise the guidance below on key actions for parents or caregivers in responding to a child showing signs of having been a victim of violence (See also handout: *What can parents and other caregivers do to protect children and young people from violence?*).

Key actions to follow if a child tells you that he or she has been a victim of violence:
<ul style="list-style-type: none"><li>• Tell the young person that you believe him or her.</li><li>• Reassure the young person that it is not his or her fault and that he or she are not alone.</li><li>• Support the young person to get help. Help the individual to get medical treatment and access to child protection case manager or other relevant protection authorities.</li><li>• Keep the information confidential. Do not talk about the abuse to people who are not involved or who cannot be trusted to be supportive or keep the information confidential – even if you as an adult feel that you have a strong need to talk to someone.</li><li>• Always do what you think is best for the young person to keep him or her safe. Think about the different options and the risks and benefits associated with each option before taking a decision about what to do in a specific situation. Take the young person's views into account when deciding what to do.</li><li>• Report the violence. If you are not the young person's parent and the young individual or his/her caregiver refuses to get help and you are concerned that the young person is not safe, you can:<ul style="list-style-type: none"><li>- consult with child protection case managers without giving identifying details about the case.</li><li>- report it to the child protection case manager to address or do the appropriate referral to service providers yourself, e.g. to UNHCR (for refugees) or to the Social Welfare/Family Protection Department if you think it is the best way to keep the child safe.</li></ul></li><li>• Government staff, including health staff, may be obliged to report all cases of violence, abuse, neglect and exploitation against children to social workers at the social welfare/family protection department and legal authorities (e.g. police).</li></ul>

12. Distribute the list of local resources and offer to be available after the session if someone would like to ask a question or talk to you one-on-one.

Charlotte Begijn/Save the Children



## 7.4. Early marriage



### AIM OF THE ACTIVITY

- To discuss early marriage and raise awareness about the negative effects of early marriage on children.
- To encourage discussion of what parents and caregivers can do to prevent early marriage.



### MATERIALS

- Flipchart.
- Markers.
- Copies of the case study.



### ACTIVITY SOURCE

- Adapted from Save the Children, Terre des Hommes, UNHCR and UNICEF (2013): "Early Marriage" in *Child Protection Sessions for Parents and Caregivers. Training Toolkit*.



### PREPARATION

- Review the legal framework on early marriage (context specific).
- Review the case study: *Dina's story* in advance and see if it fits with the local context. Adapt it if needed. Make copies of the case study.

#### Instructions:

1. Explain to the participants that you will now move on to discuss another particular risk against young people, which is early marriage.
2. Ask participants to share their thoughts on early marriage, using the following questions:
  - *Is early marriage common in your community?*
  - *Is early marriage a form of abuse in your opinion? Why/why not?*
3. Briefly present the local legal framework on early marriage.
4. Now ask participants to divide into the same groups of three as in the previous activity. Explain that they will be given a case study to read and discuss for 15 minutes. Explain that they will then be asked to give a short summary of their discussion.
5. Ask the participants to focus on the following two questions:
  - *How do you see the young woman's situation?*
  - *List all the consequences of early marriage for the young girl in this story.*



### Dina's story

Dina was a 15-year-old girl who enjoyed going to school. One day, her 21-year-old neighbour proposed to her and her father accepted. When she asked him why he accepted without consulting with her, her father told her that this is a way of protecting her and that he could not financially support her anymore, adding that she would have a better life in her husband's house.

During the first year of marriage, Dina faced a lot of challenges, trying to adapt to her life with her husband and to her new house. She missed school and spending time with her friends. After less than one month of marriage, her husband's family began insisting that she must have a child.

Dina got pregnant, but lost her unborn baby after four months. Her husband's harshly words accused her of killing the baby. He then began to beat her severely. One month later, she got pregnant again but had problems during her pregnancy, and gave birth two months too early to a baby girl who suffered from health problems. No one helped Dina to take care of her child. Before her daughter's first birthday, she got pregnant again and was anxious because her husband threatened to divorce her if she did not give birth to a boy.

6. Invite each group to give their summaries of their discussions. Record all the consequences for the young woman on a flipchart, as each group talks about the young girl in the story. Possible consequences may include:

- Dropping out of school.
- Negative health outcomes for the baby.
- Not having adequate spacing between pregnancies will have a negative impact on Dina's health.
- Economic dependence on her husband.
- Teenage pregnancy – before her body was sufficiently developed or mature.
- Social isolation.
- No assistance to help with the new baby and all the work this involves.
- Emotional and psychological problems (family violence, loneliness, no access to her family).

7. In plenary, continue the discussion by asking:

- *Why do you think some parents want their children to get married early?*

Reasons mentioned may include:

- Poverty.
- Social and traditional norms.
- Lack of legal framework to prevent early marriage.
- Protection of family honour (linked to the stigma of pre-marital sex and loss of virginity).
- Protection of the girl, for example, in conflict settings where the risk for family displacement and separation is high.

8. Ask the following questions:

- *Are there any alternative solutions in situations where children marry early to provide protection from other forms of violence, family separation, etc.? What are they?*
- *What can parents and caregivers in the community do to protect young people from early marriage?*

9. Wrap up by summarising these key messages on early marriage:

- *Finishing education provides boys and girls with better opportunities to grow into well-developed and successful adults, which in turn will make them better parents and husbands and wives.*
- *It is more difficult for children under 18 years of age to care for children. We should allow adolescent girls and boys to reach adulthood and develop their bodies and minds before expecting them to deal with the social, economic and family responsibilities of marriage and children.*
- *Getting pregnant when children are under 18 years of age can lead to serious medical complications and even death of the mother and the baby.*
- *Alternative solutions to marriage should always be sought in times of crisis.*
- *People under 18 years of age have the same rights as other children, even if they are married (e.g. right to education, health etc).<sup>52</sup> It is essential for the young person's development and wellbeing that he or she is encouraged to go to school even if he or she is married.*

## 7.5. Question and answer session



### AIM OF THE ACTIVITY

- To give participants the opportunity to raise any questions they may have.



### MATERIALS

- Space for participants to sit in a circle.



### ACTIVITY SOURCE

- Developed for this resource kit.

#### Instructions:

1. Use the time available to clarify any pending issues or questions (related either to this workshop or to the Youth Resilience Programme more broadly).

<sup>52</sup> Use information here that is relevant in your local context, regarding the law, responsible authorities, the child protection system and services available.

## 7.6. Closing



### AIM OF THE ACTIVITY

- To close the meeting well and encourage positive feelings to take home.
- To answer questions.
- To evaluate the meeting.



### MATERIALS

- Evaluation sheet, if used.



### ACTIVITY SOURCE

- Adapted from the activity "Question and answer session" in IFRC Reference Centre for Psychosocial Support & Save the Children Denmark (2012): Facilitator's Handbook I. Getting started.

#### Instructions:

1. Explain that you have now reached the end of today's meeting. Summarise what you have discussed today.

*Today we have discussed two particular forms of violence against young people – sexual abuse and early marriage. We have explored the effects of these forms of violence on young people and what we can do to protect our children. We have also discussed possible alternatives to early marriage that nurture their development better.*

*As mentioned in the beginning of this session, the topic of violence is a sensitive one and is likely to trigger a range of different emotions in you as parents and caregivers. These feelings are normal and common. It is important that you remember that you also have a right to be protected. There is support in terms of your own safety, if you feel you are at risk of violence or to help you keep others safe. I will be available after the session if there is anyone wants to ask more questions or talk one-on-one.*

2. Remind participants that they also have a list of local resources if they need to contact local child protection services or other supports.
3. Ask the participants if there are any pending issues or questions, related either to this session or to the Youth Resilience Programme more broadly. Invite them to fill in the evaluation sheet, if you are using one.<sup>53</sup>
4. Thank the participants again for their time and the effort they have made to attend this meeting.
5. End the meeting and say goodbye to all participants.

<sup>53</sup> This could be the smiley faces evaluation method, see [Facilitator Handbook: Life Skills Workshops for Youth](#), or a written evaluation

# Handout: What can parents and caregivers do to protect children from violence?

Every child and youth should have the opportunity to grow up in a family. Young people grow best in a loving family environment in which their best interests are taken into account. Parents, caregivers and other family members are the first line of protection for children. Parents or other caregivers are responsible for building a protective and loving home environment and helping to keep children safe outside the home in schools and their communities.

**Key actions by parents to prevent violence, abuse and exploitation against young people include:**

**Be a role model.** Children's behaviour is learnt from watching how their parents and other adults treat them and others around them. If you treat others with respect, so will your children. If you react with violence, your children will learn to do the same, irrespective of what you tell them to do. If parents were convinced that non-violent upbringing is the best approach, the world would have made a giant step forward towards the process of ending violence against children!

**Discipline your children without violence.** Help young people to learn how to behave by talking to them and disciplining them without violence.

**Control your emotions and behaviours.** If you find yourself getting so angry or frustrated that you think you might hurt your children with your words or actions, take a break, or get someone else to step in with the children and/or find another way to handle the situation. Remember we are stronger and can hurt children without really meaning to.

**Get support.** It is important to know your own limits and ask for help from others if you are tired, upset, frustrated, overwhelmed or for other reason unable to protect your child. Asking other caregivers how they dealt with problems can help to find better solutions to deal with children. Spending time with friends, family or doing things you like, can help you feel better and this helps you in dealing with your children. Seek support from a specialist if you think that will benefit you more.

**Teach young people how to resolve conflicts without violence.** Caregivers can play a key role in breaking the cycle of violence by teaching young people how to resolve conflicts without violence and to respect other youth.

**Teach your young people about how others should treat them.** Caregivers can help young people learn what is acceptable behavior. Discuss with your children what is acceptable ways for other people to treat them, including what kinds of touches are ok, and what are not.

**Talk with your children and youth and encourage them to confide in you.** Make time to talk to your children about their interests and concerns, listen to them and encourage them to tell you if anything is bothering them. If they trust you, they will be more likely to tell you if something happens to them.

**Supervise and guide your young people.** Make sure that young people, especially young children, are cared for by someone you know and trust. Know where your children are and who they are with. Spend time getting to know your children's friends and help them make caring, respectful friends.

**Be wary of people offering to care for your children.** Beware of strangers offering to care for your child or offering them jobs or education outside of your community (either for free or in exchange for food, shelter, medicine, money). Your child may be at risk of being exploited or ending up in a worse situation.

**Protect young people from violence in the media and Internet.** Young people are also affected by violence on TV or that they see in the Internet. Recognize that the news help the young individual to stay informed but also encourage him or her to take a "news break" from time to time. You may also want to watch the news together and use it as a starting point for discussion and reflection to help create a nuanced picture of the reality.

**Take action in your community against violence against young people.** Talk about preventing violence with your family and friends, support other children and youth who are victims of violence, join a group on the Internet or in your community working to prevent violence, organize activities in your community to raise awareness about violence against children.

**Humanitarian aid is free.** No one has the right to harm you or your children or demand that you or your children do anything in exchange for food or other services. You have the right to complain and to report any exploitation or abuse by humanitarian workers or those providing assistance.

**During times of distribution,** avoid asking your children to collect food rations or non-food items for you. They may be hurt or harassed.

**Report violence against young people.** If you see or hear of violence happening to children, you have the right to report it in a safe and confidential way.

**If your child is a victim of violence**

- Listen to your child or youth carefully and try to understand what happened.
- Provide love and support to your child; explain that they are not to blame and that you are there to help them. Talk to them about how they feel and what you will do.
- Try to find ways to keep your child safe. Seek the help of child protection agency in your area.
- If your child is an adolescent, listen to their opinion on how they think you should handle the situation. For some less dangerous types of violence (e.g. for instance name calling at school) you can involve the child in addressing the violence.
- Only talk about the violence with people you trust and with people who will help and who can keep the information confidential. This is especially important in cases of sexual violence.

# Glossary

**Attitudes** and life skills are closely interlinked. Social norms, ethics, morals, values, rights, culture, tradition, spirituality and religion and feelings about self and others play a critical role in terms of how life skills and knowledge are put in use and made meaningful<sup>54</sup>.

**Child protection** involves “measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children”<sup>55</sup>.

**Crisis** is used when a person is in a life situation in which their previous experiences and learned coping strategies are not sufficient to deal with the present situation<sup>56</sup>.

**Distress** and acute distress is used in the context of unspecified psychological effects after a distressing event. It is not linked to a specified diagnosis or syndrome. Feelings covered by these terms include anxiety, sleeping problems, poor appetite, being withdrawn, and concentration problems, which are all likely to recede slowly with appropriate care<sup>57</sup>.

**Life skills** is a broad concept and comprised numerous of different types, including livelihood or vocational skills; practical skills such as health and safety; physical skills; knowledge, experience and skills related to behaviour and social interaction. The Youth Resilience Programme acknowledges the World Health Organisation’s (WHO) definition of life skills as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”<sup>58</sup>. WHO is grouping life skills loosely into three broad categories of skills: (i) Decision making and critical thinking”, (ii) Communication and interpersonal skills and (iii) Coping and self-management skills. The Youth Resilience Programme works with all these three dimensions of life skills, but also gives extensive focus to the social protective environment itself of the young person. This means that the programme both seeks to build these types of skills in young people, and also seeks to influence the availability and accessibility of supportive social networks, including peer-networks, friends and community support. The programme also gives attention to aspects linked to identity, such as self-awareness and self-esteem. The Youth Resilience Programme is framed around the concept of “I AM”, “I CAN” and “I HAVE” to capture the complex interaction of individual and social factors that facilitates resilience.

**Participation** of the youth themselves in programme design and implementation is fundamental in the Youth Resilience Programme. Guided by the Article 12 of the UN Convention on the Rights of the Child, Save the Children staff and partners apply nine basic requirements when planning and monitoring children’s and young people’s participation. Participation should be: (1) transparent and informative, (2) voluntary, (3) respectful, (4) relevant, (5) child-friendly, (6) inclusive, (7) supported by training for adults, (8) safe and sensitive to risk, and (9) accountable<sup>59</sup>.

**Post-traumatic Stress Disorder (PTSD)** is a diagnosis recognised by DSM-V<sup>60</sup> and used for persistent mental and emotional stress occurring as a result of severe psychological shock after one or more traumatic event(s). It is characterized by a certain pattern of symptoms. The term should not be used arbitrarily or confused with general psychological responses to traumatic events. The term remains controversial because children and young people’s reaction to traumatic events must be viewed within a developmental framework. This means that while some psychological reactions indeed can constitute symptoms of “traumatization,” they may also just be a normal reaction of a child in a certain age.

**Protection mechanisms** are the wide range of factors (legal, social and cultural) that serve to protect children and youth from abuse, harm or exploitation.

---

<sup>54</sup> Save the Children in partnership with the MasterCard Foundation (2015)

<sup>55</sup> Save the Children (2010)

<sup>56</sup> Save the Children (2013), p.28-29

<sup>57</sup> Save the Children (2013), p.28-29

<sup>58</sup> World Health Organization, (2003) p. 3

<sup>59</sup> Save the Children (2013): *Guidelines for Children’s Participation in Humanitarian Programming*.

<sup>60</sup> DSM-V stands for the Diagnostic and Statistical Manual of Mental Disorders. It is the standard classification of mental disorders used by mental health professionals in the United States and contains a listing of diagnostic criteria for every psychiatric disorder recognized by the U.S. healthcare system.

**Psychosocial support (PSS)** refers to the dynamic relationship between the psychological and social dimension of a person and how these interact. The psychological dimensions include internal, emotional and thought processes, feelings and reactions. The social dimensions include relationships, family and community networks, social values and cultural practices. Psychosocial support is a systematic way of supporting children's development and their resilience to recover from the impact of crisis on their psychological, social, physical and emotional wellbeing. It includes aspects of mental health but expand to address child development and wellbeing as a whole. Psychosocial support is based on a recognition that child resilience and psychosocial wellbeing as a complex process in which children learn cognitive, emotional and social skills such as trusting others, communicating their needs and developing distinct identities. It is a layered system of support that represent 1) basic services and security, 2) community and family support, 3) focused, non-specialised support and 4) specialized services<sup>61</sup>, where each layer complements the others.

**Referral pathways** refer to the individuals or institutions available to respond to the needs of children and youth when additional support or services are needed.

**Resilience** is used generally as a term for understanding the processes of children, families, communities and systems coping with crisis or shocks. In the Youth Resilience Programme, it is used to describe the process of individual adaption in the face of significant adversity. Resilience is not equivalent to wellbeing or robustness of personalities and it is not merely an outcome. "It is the capacity of individuals to navigate their way to the psychological, social, cultural and physical resources that sustain their wellbeing and their capacity individually and collectively to negotiate for these resources to be provided and experienced in culturally meaningful ways"<sup>62</sup>.

In other words, resilience is about the interaction between personal functioning and protective factors within a person's surrounding, boosting individuals' ability to successfully cope and adapt with current and future crisis or shocks. For Save the Children, young people's participation, a protective environment and access to quality basic services are essential components of building resilience. Therefore, a resilience intervention needs to be based on a **systems approach** where young persons' needs and rights are addressed at multiple levels and considerations are made to the legal framework, referral systems, service providers and safety nets.

**Rights-based approach** refers to the design of a programme to help rights-holders to develop their capacity to claim their rights and simultaneously support those who have obligations to respect, protect and fulfil rights (duty bearers), by helping them develop their capacities to do so. It also refers to a programme incorporating the principles of universality, non-discrimination, the best interests of the child, the right to survival and development, the indivisibility and interdependence of human rights, accountability and respect for the voice of the child<sup>63</sup>.

**Trauma** is used for an emotional state of discomfort and stress. This is caused by the memories of an unusual catastrophic experience (a traumatic event) or complex traumatic circumstances, like poverty, violence and separation at the same time,<sup>64</sup> which have had a devastating effect on the person's feeling of safety, injuring their feeling of integrity. For children and young people, most traumatic experiences happen within human relationships<sup>65</sup> and children/youth are likely to react in normal – but yet different – ways than adults. For more information on children and youth's reactions to distressful events, please see *Psychological First Aid for Child Practitioners* and *Understanding Children's Wellbeing* <sup>66</sup>.

**Vulnerability** refers to the susceptibility of individuals and groups to the effects of difficult conditions or disasters. It is contextual and reflects individual traits as they interact with social systems and power structures. Young people may be marginalised due to gender, socioeconomic status, ethnicity, health status, sexual orientation and disability.

---

<sup>61</sup> Inter-Agency Standing Committee (2007)

<sup>62</sup> Ungar (2008)

<sup>63</sup> UNICEF (n/a): *Human Rights-based Approach to Programming*

<sup>64</sup> Ford, Connor & Hawke (2009), p. 1155–1163.

<sup>65</sup> DeAngelis (2007), p. 32-34.

<sup>66</sup> Save the Children (2013); IFRC Reference Centre for Psychosocial Support and Save the Children (2012).

# Bibliography

American Psychiatric Association (n/a): *DSM-Development: About DSM-V* At: <http://www.dsm5.org/about/pages/default.aspx> [12.02.2014].

American Psychological Association (n/a): *Resilience Guide for Parents and Teachers: 10 Tips for building resilience in children and teens* At: <http://www.apa.org/helpcenter/resilience.aspx> [07.01.2014].

American Psychological Association (n/a): *Resilience in a Time of War: Tips for Parents and Teachers of Teens* At: <http://www.apa.org/helpcenter/teen-resilience.aspx> [07.01.2014].

Centers for Disease Prevention and Control (2015): *Youth Violence: Risk and Protective Factors* At: <http://www.cdc.gov/violenceprevention/youthviolence/riskprotectivefactors.html> [05.07.2015].

Cromer B. (2011) *Adolescent Development*. In: Kliegman R.M., Behrman R.E., Jenson H.B., Stanton B.F., (eds.) *Nelson Textbook of Pediatrics*. Elsevier, 19TH Edition

De Angelis T. (2007): *A new diagnosis for childhood trauma?* *Monitor on Psychology*, Vol. 38 no. 3, p 32-34.

Ford, J. D., Connor, D. F. & Hawke, J. (2009): *Complex trauma among psychiatrically impaired children: A cross-sectional, chart-review study*; *Journal of Clinical Psychiatry*, 70.

Hallands Centerparti and Centerkvinnor with financial support from Forum Syd/Sida, Sweden (2004-2013): *Mbekweni – Sweden empowerment programme*.

Henley, R. (2010): *Resilience enhancing psychosocial programs for youth in different cultural contexts: Evaluation and research*. *Progress in Development Studies*, 10, 4, p. 295 – 301.

IFRC Reference Centre for Psychosocial Support & Save the Children (Terlonge, P., Juul Rasmussen, T., Ager W., Dybdal A. & Wiedemann, N.) (2012): *The Children's Resilience Programme. Psychosocial support in and out of schools: Facilitator's Handbook 1. Getting started*.

IFRC Reference Centre for Psychosocial Support & Save the Children (Terlonge, P., Juul Rasmussen, T., Ager W., Dybdal A. & Wiedemann, N.) (2012): *The Children's Resilience Programme. Psychosocial support in and out of schools: Program manager's handbook*.

IFRC Reference Centre for Psychosocial Support & Save the Children (Terlonge, P., Juul Rasmussen, T., Ager W., Dybdal A. & Wiedemann, N.) (2012): *The Children's Resilience Programme – psychosocial support in and out of schools. Facilitator's Handbook 2. Workshop tracks*.

IFRC Reference Centre for Psychosocial Support & Save the Children (Terlonge, P., Juul Rasmussen, T., Ager W., Dybdal A. & Wiedemann, N.) (2012): *The Children's Resilience Programme – psychosocial support in and out of schools. Facilitator's Handbook 1. Workshop tracks*.

Inter-Agency Standing Committee (IASC) (2005): *Guidelines for Gender-based Violence Interventions in Humanitarian Settings Focusing on Prevention of and Response to Sexual Violence in Emergencies*. Geneva: Inter-Agency Standing Committee.

Inter-Agency Standing Committee (IASC) (2007): *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings*. Geneva: IASC.

Inter-Agency Standing Committee (IASC) (2007): *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings*. Geneva: Inter-Agency Standing Committee [10.07.2015].

Lipsy, M.W, Derzon J.H. (1998): *Predictors of violent and serious delinquency in adolescence and early adulthood: a synthesis of longitudinal research* in: Loeber R, Farrington DP, editors. *Serious and violent juvenile offenders: risk factors and successful interventions*. Thousand Oaks (CA): Sage Publications; 1998. p. 86–105.

Lösel, F. & Farrington, D P. (2012): *Direct protective and buffering protective factors in the development of youth violence*. *American Journal of Preventive Medicine*, 43(2), S8-S23.

NCH The Bridge Child Care Development Service (2007): *Literature Review: Resilience in Children and Young People*. London: NCH The Bridge Child Care Development Service.

Pickles, T. (1995): *Toolkit for Trainers. Presented in the Action for the Rights of Children resource pack: Facilitator's toolkit* At: <http://resourcecentre.savethechildren.se/sites/default/files/documents/arc-factoolkit-2009.pdf> [02.07.2015].

Regional Psychosocial Support Initiative (REPSI) (2004): *Journey of Life*.

Resnick, M. D.; Ireland, M.; & Borowsky, I. (2004): *Youth Violence Perpetration: What Protects? What Predicts? Findings from the National Longitudinal Study of Adolescent Health*. *Journal of Health Economics*, 35(5), 424-433 At: <http://www.cpc.unc.edu/projects/addhealth/publications/262> [05.07.2015].

Save the Children (2010): *Child Protection: Taking action against all forms of abuse, neglect, violence and exploitation* At: <http://resourcecentre.savethechildren.se/sites/default/files/documents/2779.pdf> [10.07.2015].

Save the Children (2013): *Guidelines for Children's Participation in Humanitarian Programming*. At: [http://www.savethechildren.org.uk/sites/default/files/docs/Children\\_Participation\\_Humanitarian\\_Guidelines.pdf](http://www.savethechildren.org.uk/sites/default/files/docs/Children_Participation_Humanitarian_Guidelines.pdf) [10.07.2015].

Save the Children (2013): *Psychological First Aid for Child Practitioners*, Save the Children Denmark and Sweden.

Save the Children (2015): *Dealing with traumatic responses in children (in press)*.

Save the Children (2015): *Engendering Transformational Change – Save the Children Gender Equality Program Guidance & Toolkit*.

Save the Children / Joan E. Durrant (2013): *Positive Discipline in Everyday Parenting (3rd Edition)* At: (<http://www.positivedisciplineeveryday.com/public/index.php> [05.07.2015].

Save the Children / Joan E. Durrant (n/a): *Positive Discipline in Everyday Teaching* At: <http://resourcecentre.savethechildren.se/sites/default/files/documents/4802.pdf> [05.07.2015].



- Save the Children / Joan E. Durrant** (n/a): *Positive Discipline in Everyday Parenting – What is the programme about?* At: <http://www.positivedisciplineeveryday.com/public/aboutTwo.php> [05.07.2015].
- Save the Children / Joan E. Durrant, Leslie A. Barker and Domonique Pierre Plateau** (2014): *Positive Discipline in Everyday Parenting: A Manual for Parent Programs Facilitators*.
- Save the Children in partnership with the MasterCard Foundation** (2015): *A youth participation best practice toolkit*.
- Save the Children** (2015): *Fun, Safe, Inclusive*. Save the Children Denmark.
- Save the Children, Terre des Hommes, UNHCR and UNICEF** (2013): *Child Protection Sessions for Parents and Caregivers – Training Toolkit*. At: [http://resourcecentre.savethechildren.se/sites/default/files/documents/english\\_parents\\_manual\\_for\\_jordan\\_-\\_soft\\_copy1.pdf](http://resourcecentre.savethechildren.se/sites/default/files/documents/english_parents_manual_for_jordan_-_soft_copy1.pdf) [05.07.2015].
- The Mediterranean Institute of Gender Studies** (2012): *Empowering Young People in Preventing Gender-based Violence through Peer Education* At: [http://www.medinstgenderstudies.org/wp-content/uploads/Y4Y-Manual\\_digital\\_v12.pdf](http://www.medinstgenderstudies.org/wp-content/uploads/Y4Y-Manual_digital_v12.pdf) [10.07.2015].
- Ungar, M.** (2008): *Resilience across cultures*. *British Journal of Social Work*, 38, 218-235.
- United Nations International Children's Emergency Fund (UNICEF)** (n/a): *Human Rights-based Approach to Programming* At: <http://www.unicef.org/policyanalysis/rights/> [03-07-2015]
- United Nations Secretary General** (2006): *World Report on Violence Against Children* At: [http://www.unicef.org/lac/full\\_text\(3\).pdf](http://www.unicef.org/lac/full_text(3).pdf) [10.07.2015].
- World Health Organization** (2003): *Skills for Health – Skills-based health education including life skills: An important component of a Child-Friendly/Health-Promoting School*.
- International Youth Foundation**

## Organisations and other contributors

The activities used for the Youth Resilience Programme are based on the best practice of a number of organisations with worldwide experience in helping improve the lives of young people. We wish to extend our heartfelt gratitude to all the organisations that have kindly made their materials available for this purpose:

Action on the Rights of the Child  
American Psychiatric Association  
Antares Foundation  
Association of Volunteers in International Service  
Breaking the Silence, Bangladesh  
Buzzle  
Career Internship Network  
Catholic Aids Action Namibia  
Centers for Disease Prevention and Control  
Child Fund International  
CIVITAS  
IFRC Reference Centre for Psychosocial Support  
International Federation of Red Cross and Red Crescent Societies including the American National Red Cross and Danish Red Cross.  
International HIV/AIDS Alliance  
Mathare Youth Sports Association, Kenya  
National Association of Child Care Workers, South Africa  
Partners for Youth Empowerment  
Peace Corps  
Plan International  
Regional Psychosocial Support Initiative (REPSI)  
Save the Children in: Bangladesh, China, Denmark, Ethiopia, Haiti, Iraq, Jordan, Kyrgyzstan, Norway, South Sudan, Sweden and Uganda.  
Solution Tree  
SOS Children's Villages International  
Terre des Hommes  
The Mediterranean Institute of Gender Studies  
United Nations International Children's Emergency Fund (UNICEF), including UNICEF Canada, UNICEF Republica Dominicana and UNICEF Bangladesh.  
United Nation Economic and Social Commission for Asia and the Pacific (ESCAP)  
War Child Holland  
World Health Organization  
World Vision  
Young People Development Centre, Babylon

In addition to these organisations, special thanks should also be extended to those individual Researchers and Academics, whose efforts have formed a foundation for this resource kit. We would like to acknowledge their contributions in building experience and best practice in enhancing children's and families' resilience and wellbeing around the world.

We would also like to extend our gratitude to those who have volunteered to review this material, including Save the Children colleagues and the Regional Psychosocial Support Initiative (REPSI). Finally, a special mention of thanks to the young boys and girls, their parents and caregivers and the facilitators and staff in Denmark, South Sudan, Iraq, Yemen and Jordan who have contributed to the development, testing and reviewing of this material.

### How to help young people in crisis

This handbook is part of the resource kit for the Youth Resilience Programme. The activities aim to promote parents and caregivers' understanding of the challenges that their children are facing and provide them with skills to support young individuals as they transition from childhood to adulthood. This handbook accompanies the **Facilitator handbook: Life skills Workshops for Youth**, a series of workshops building young people's emotional, cognitive and social skills and qualities to facilitate the process of coping positively with difficult life situations.

The concept of "I AM", "I CAN" and "I HAVE" has been incorporated into the Youth Resilience Programme to capture the complex interaction of individual and social factors that facilitates resilience. The programme is relevant to young people and their caregivers in various life situations. It may be particularly useful in situations where youth have experienced various forms of hardship and distressing events, including family violence, poverty, community unrest, natural calamities, technological disasters or conflict emergencies.

The right to participation is a fundamental component of the Youth Resilience Programme. It encourages youth themselves to take the lead in mapping issues within their communities and lives and in identifying specific skills and qualities to be strengthened through the workshops. The active participation of young people is necessary in overcoming difficulties and learning new competencies to cope with future adversities, whilst drawing on their own internal resources and with the care and support of families and communities. Parents and caregivers are encouraged too to participate in the selection of topics to be covered in their meetings.

The programme uses techniques which have been proven effective in building the resilience of young people, creating a fun, safe and inclusive environment conducive for this purpose.

The full resource kit comprises:

- Theory and Programmatic Guide
- Facilitator's handbook: Life skills Workshops for Youth
- Facilitator's handbook: Parents and Caregivers Meetings

The resource kit is available online on Save the Children's Resource Centre. It provides guidance and tools for designing and implementing the Youth Resilience Programme itself, as well as other youth programming promoting positive coping and resilience in young people. You do not necessarily need all three manuals to organise great activities for young people. Most of the materials can be used as stand-alone resources. For example, the introductory workshops for youth in the *Facilitator's handbook: Life skills Workshops for Youth* can be used as an assessment tool for developing integrated programming with a focus on youth. The parents and caregivers meetings in this handbook can in turn be a useful tool for engaging with caregivers or training foster parents. The full resource kit provides all the materials necessary for organisations to implement the Youth Resilience Programme.



Save the Children works in 120 countries. We save children's lives. We fight for their rights. We help them fulfil their potential.

Our vision is a world in which every child attains the right to survival, protection, development and participation.

Our mission is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.



**Save the Children**