



YOUTH TOGETHER

**PROMOTING YOUTH' PSYCHOSOCIAL WELL-BEING AND ENGAGEMENT IN
VIOLENCE PREVENTION**

Group sessions Handbook



Acknowledgements

The creation of this manual is the result of a capitalization process among Omoana partners as to review and improve existing life skills sessions for youth. This publication was compiled by Adrien Genoud (Omoana), with the valuable contributions of Chloé Collier (Omoana), Okot Francis (Handle Uganda), Mugomba Moses (St.Francis HCS), Mayiga Joseph (St.Francis HCS), Namuli Diana (St.Francis HCS), Nyanzi Huzairu (St.Francis HCS), Prossy Mutesi (St.Francis HCS), Teddy Namirimu (St.Francis HCS), Mugerwa Robert (St.Moses CCC), Lillian Nambi (St.Moses CCC), Onyango Stephen (Handle Uganda), Akot Pauline (Handle Uganda), Komaketch Denis (Handle Uganda), Abalo Betty (Handle Uganda), Agaba Mark (St.Francis HCS), Katariwa Tarasi (St.Francis HCS), Nabiryo Esther (St.Francis HCS), Mutesi Anisha (St.Francis HCS), Mukungu Enoch (St.Francis HCS), Wensi Byomukama (St.Francis HCS), Nazziwa Josephine (St.Moses CCC) and Anett Pfeiffer (VIVO Uganda).

Special thanks go to Fédération Genevoise de Coopération (FGC), and its Knowledge Sharing Platform (Commission Partage des Savoirs) which through its funding, has allowed the conception of the manual to take place.

Illustrations: Amjad Alrufaye



Contents

1.	Facilitating sessions	3
2.	Forum Theatre	7
3.	Games and Energizers	11
4.	Self-Awareness	15
5.	Self esteem.....	18
6.	Emotions.....	23
7.	Stress management.....	29
8.	Anger management.....	35
9.	Goal orientation.....	42
10.	Communication	46
11.	Peace and conflict.....	58
12.	Discrimination.....	61
13.	Trust.....	68
14.	Collaboration	71
15.	Friendship.....	75
16.	Social media	80
17.	Living together with HIV/AIDS.....	84
18.	Gender	92
19.	Sexual and Gender Based Violence (SGBV).....	99
20.	Inclusion of people living with disability	107
21.	Inclusion of Children associated with armed forces and armed groups.....	117
22.	Sources.....	122

1. Facilitating sessions



1.1. Introduction

The objective of the sessions is to help community youth integrate concepts that will inspire change towards their wellbeing and peaceful relations to others. The facilitator should always know that he/she is not to dictate an opinion, but have participants reflect on concepts around self-awareness, conflict and non-discrimination. The idea is that change comes from oneself, and it is therefore important for people to be given tools to step back from their behaviors and reflect on how they can live a life made of peaceful relationships. This is a process and behavioral change takes a long time. Therefore, this module is considered an introduction and each of the skills taught can be developed in further workshops.

1.2. Target

The main target population for the training is adolescents and youth aged 15 to 25. However, some of the topics can also be used in sessions with adults.

1.3. Preparation

The way people sit affects how they interact with each other. People communicate better when they face each other. During sessions, interaction between participants is as important as with the facilitator. The best way to ensure that participants can see each other is to have them sit in a circle either on chairs or benches or on the floor. The size of the group should ideally not exceed 20 people.

1.4. General rules for participants

At the beginning of the session, explain the following ground rules:

- You don't have to talk if you don't want to.
- You can ask or say just about anything.
- Respect each other by listening to and allowing different opinions.
- Keep things confidential when you leave the group.
- Do not insult other people, other groups or myself. Even if you don't agree with what someone else is saying or doing. No put-downs. Everyone has the right to an opinion, feeling, comment, or questions. If we are putting each other down then no one will feel comfortable sharing and we'll learn nothing.
- Listen with respect and without interrupting. Listen to each other, not just the facilitator. Our peers deserve just as much respect. There is a lot we can learn from each other.
- Respect people's right not to say anything or not to participate if they don't want to. Just say pass.
- Speak for yourself. Try using "I" statements. Try hard not to make generalizations or assumptions about what other people think or feel – you do not know.

If necessary, remind participants of the rules throughout the training.

1.5. Inclusion of people with disability

People with disability may be included as part of the workshop. If so, at the introduction, make sure to tell participants that it is every group member's role to be inclusive. You may as well ask the person with disability how others can best practically include him/her. There is a large variety of exercises in this manual, which allows to select those that can include everyone.

If a participant is visually impaired, make sure to keep exercises that can include him. Some of those which are visual, can be adapted, by other participants describing what they see, which can be a good exercise itself.

Youth with partial visual or hearing impairment in class may be given the possibility to sit in the front.

For people with hearing impairment:

- Make sure your face is visible and in the light.
- Speak clearly and don't shout.
- Try to reduce background noise.
- Try writing your message down or texting on your phone if you're struggling.
- Use gestures and facial expressions and don't give up!

The building should be accessible for people with physical impairment.

1.6. Facilitator

Ideally, the facilitator should already have active listening skills. To use the manual, the facilitator should as well have an effective comprehension of DO NO HARM principles and have attended a workshop to introduce the manual. This is particularly important when using Forum theatre techniques, as if not used properly, they could lead to unnecessary psychological distress of participants when addressing sensitive topics. The sessions may be conducted by 2 facilitators as to make it dynamic.

1.7. General practice

The facilitator should:

- Prepare sessions in advance, prepare sheets if needed.
- Introduce the session's objectives and ask for feedback at the end of every session.
- Be non-judgmental, inclusive and gender-sensitive.
- Apply principles of active listening.
- Be able to encourage participants to respect each other.
- Allow participants to feel comfortable.
- Use a participatory approach throughout the training.
- Be dynamic so as to keep the interest of the youth.
- Write down people's ideas, then go back and read the list to help remind people what has been said (especially important for participants who can't read).
- Repeat the question.
- Don't be afraid of silence – people may be thinking.
- Ask the question in many different ways – you encourage new ideas by doing this.
- Repeat what people say using their own words.
- Ask questions to clarify what people say.

1.8. Conflict management during the session

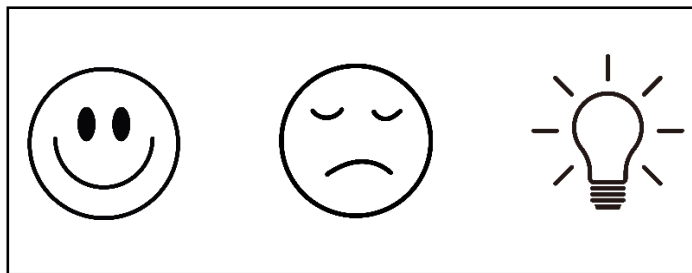
As we encourage people to feel free to talk, some may have divergent views. This may lead to some tensions. The facilitator should identify signs of rising tensions and react as early as possible:

- Stop outbursts early as outbursts serve to make participants feel unsafe.
- Lower your voice. When participants yell at one another, you can model calmness by lowering your voice. Participants will often take heed and lower their voices as well.

- Partialize. When disputes arise, point out the fact that members are mostly saying the same thing and/or are mostly in agreement. This can reduce tension.
- Talk directly about an underlying cause of group conflict. Participants will argue about a number of subjects. Sometimes the real cause of the conflict is anger that is related to their situation. Mentioning this gives participants the opportunity to discuss the real cause of their anger.
- Repeat back. When two participants are arguing with each other, they're often not listening to each other. Asking participants to repeat what the other has said to that person's satisfaction can decrease conflict, as the original speaker feels heard.
- Go from feelings to thoughts. When participants are angry, it is important to remember that anger is an emotion. Asking what they're thinking helps them shift from the emotion to the intellect. This can be calming.

1.9. Feedback at the end of every session

At the end of a session, prepare a flipchart with three sections for smiley, frowny and light bulb (you can label the different sections with respective icons; depending on the number of participants you might need a whole flipchart per section).



Provide all participants with a marker and ask them to share what they liked (smiley), what they did not like or what can be improved (frowny) and their key learnings/insights (light bulb) on the flipcharts (writing, drawing, etc.); they do not have to note something for every section if they do not want to.

Once everyone has finished, quickly read through the notes and debrief in the plenary.

2. Forum Theatre



2.1. What is Forum Theatre?

As part of the sessions developed, facilitators have the possibility to use forum theatre with youth. It can be used on every topic addressed in the manual, before or after the exercises. It can be tailored according to the context in which it is used.

Forum theatre is an interactive technique part of the Theatre of the oppressed, developed by Augusto Boal in Brasil. Forum Theatre performances present short plays which show a situation that needs to be changed. After it is played a first time, audience members are invited to replace an actor on stage and try to change the situation, while the performance is played again. Other actors respond by adapting their character, maintaining or adjusting their oppressive or exploitative power in relation to what has been changed. Forum Theatre provides a means for testing solutions in action. The audience makes and evaluates all choices.

The below steps are an adaptation of Forum theatre proposed to explore it with youth. The steps can be adapted according to the audience and the context in which it is used. For instance, using it with youth in detention with limited time may need to use a simplified version, which can still be useful and relevant.

2.2. Main steps

Quick scene creation

1-- **Sharing stories:** The participants in pairs, for 5 minutes each, tell an anecdote to their neighbor related to a situation of oppression they have experienced, witnessed or heard of. The neighbor should then tell the story to the rest of the group as if he/she had experienced it himself/herself. The facilitator writes on the board the sub-themes described.

2-- **Creation of groups:** The facilitator invites the group members to choose the sub-theme that interests them and on which they will work and groups are formed.

3-- **Discussion:** Each group discusses the topic and decides on a more specific situation that they would like to talk about. The situation should end badly.

4-- **Create an image:** Participants are invited to create an image that should represent their situation topic, without any movement or noise, and show it to the other participants, who will be asked to identify what they see.

5-- **Create a short scene:** The participants create a scenario lasting a maximum of 5 minutes that addresses the theme. It can be inspired by experiences, but must be a new story (to prevent a situation involving students in the class from being acted out and creating discomfort). The scenes should be developed in a way to have most of the characters playing altogether, so as to create leverage for replacement. The scenario must end badly, so as to have room for improvement through experimenting solutions by acting.

6-- **Distribute and define the characters:** each participant, possibly with the help of the other members of the group and the facilitator, further refines the motivations of his character (needs, values), the issues, the strategies, the tactics used... This is an important step as when the scene will be played a second/third time, the characters will have to adapt realistically. It is not a must that everyone acts: People who don't take on roles help others clarify scenes by offering an outside perspective and ideas. The role of the facilitator will be key in helping participants to approach the different facets of their character so that they are able to bounce back during the presentation of their scene, as this exercise can be difficult for teenagers.

7-- **Rehearse:** Act out the scenario, within the group, rehearse and refine.

Presentation of the scene to the rest of the group

1-- Presentation of the scene to the rest of the group.

2-- The facilitator asks the public members what they saw and if they think any of the characters (other than the oppressor) could have reacted differently. Respondents from the public should not explain how they could have reacted differently, but they should play it directly. Students who volunteer join the scene by replacing a character or adding a new character.

3-- Second presentation of the whole scene.

4-- Feedback on the impressions of each on the course of the scene, how they felt and what they perceived of the situation. The facilitator, by reformulating, helps them express what they wanted to do through their intervention.

The facilitator asks the public if they think any of the actors (other than the oppressor) could have reacted differently. If so, they do not explain it by words, but they are invited to act it on stage, again by replacing or adding a new character.

5-- Third presentation of the whole scene.

6-- Feedback on the impressions of each on the course of the scene, how they felt and what they perceived of the situation. The facilitator, by reformulating, helps them to express what they wanted to do.

7-- All audience members are invited to express themselves on what happened, what they understood and what they retain.

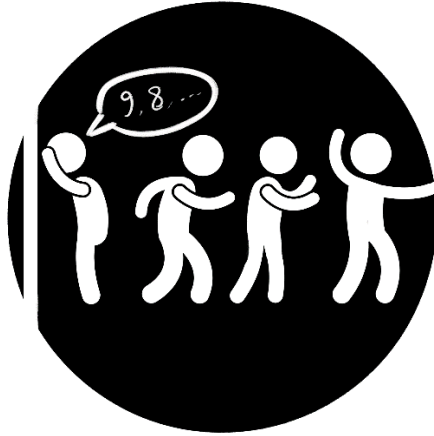
2.3. Role of the facilitator

- The facilitator (who can also be called joker) must favour democratic debate and remain neutral (he/she should not give his own opinion): It is the public who evaluates each intervention (does it work? Do you agree with this proposition?), while questioning the relevance of propositions.
- The facilitator dynamizes the debate by avoiding discussions that are too long, by inviting the public to directly intervene in the scene.
- The facilitator always keeps in mind the central idea/topic.

2.4. Traps to avoid

- In order for forum theatre to function, there must be a clear link between the topic and the spectators who need to be able to identify to the actors.
- The scenario must end badly: we show mistakes committed in situations in order to stimulate research of good practice.
- Don't only use verbal language: also use visual actions that are symbolic and favour the clarity of the scene.
- The oppressor prevents the oppressed from obtaining what he/she want and has his own reasons for it. The play must show why he/she acts the way he/she does. This has to be well prepared while creating the scene, as the character will need to evolve in a realistic manner when the scene is replayed. It is important for the oppressor not to "crush" the spectator that comes to give a solution, but to allow him/her, to some extent, to gradually develop his/her idea.

3. Games and Energizers



Below are examples of energizers that help create a good atmosphere among participants, but also allow them to reflect on topics related to oppression. Their use should not be underestimate. They should be selected as to be inclusive for everyone. Participants are to be encouraged to propose other energizers.

Name memory games

Balls and names

In a circle. Pass the ball to the neighbour on the right (without throwing it) by saying my name. When the ball is back at the facilitator, pass a ball around by throwing it: look the recipient in the eyes, then throw the ball to them, saying the recipient's name. If I forgot it, ask him before throwing the ball and saying the name.

Can I take your place?

In a circle, the facilitator is the only one in the middle. He approaches a person and addresses them by their first name: "Hello X, can I take your place?". And X replies: "Of course Y!". Y takes the place of X, which goes in the middle. X then approaches another person and makes the same request. So it goes until the group has memorized all the names.

Integration games

The knot

Start in a circle. All hold hands, eyes closed. We get tangled up until we can't move, at the stop of the facilitator. We open our eyes to see the state of the situation. Then, we

close our eyes and try to get back in the starting circle keeping our hands hold. We do not reopen our eyes until we have the feeling of having found the starting circle.

All those who

Participants move through space. The facilitator suggests that people group together according to their shoe size, their eye colour, the colours of their habits, their religion, etc.

Memberships

Walk briskly, using all available space, relaxed, without going in circles. At the signal (clap hands), regroup according to the announced criteria. Start with simple and obvious, even harmless criteria:

- Form groups of 2/3/5
- Form 1 square and 1 triangle/ 1 circle and 1 rectangle...
- Group by colour of pants/shoes/sweater
- By eye colour

It is also possible to ask to form a continuous series: length of hair, alphabetical order of first names, etc.

Then continue with more complex notions:

- By place of residence/place of birth
- According to your religion
- Or focus on a specific theme.

Dynamization games

The Clown of Amsterdam

By pair. One person walks in front of the other. The one behind can make all the faces he/she wants as long as he/she is not "pinched" when the first turns around. If he/she is caught red-handed, then the roles are exchanged. And so on for a while!

Grandma's footsteps

Someone is the grandma (or grandpa) who stands at the far end of the room, with their back turned to the rest of the group. The rest of the group stands at the opposite end of the room in a line. The idea is that they have to sneak up on grandma/grandpa. But at any point, the grandma/grandpa can turn around. When they do, everyone has to freeze! Whoever is the grandma/grandpa says 1,2,3 then says "*anything*". And turns around! Those who advance must take the statue of the proposed word! The first to arrive takes the place of the grandma/grandpa.

The rhythm machine or Tinguely machine

A person starts. She puts herself in the centre of the space and offers a rhythm and a sound that she makes repetitively. Then, gradually, one after the other, the other people

come to fit into this proposal like complementary parts of this machine that is taking shape. The facilitator can then suggest that the machine speed up, for example, until it explodes or, on the contrary, slow down until it falls asleep completely.

Non-verbal experimentation

The mirror

By pair. Non-verbal. A person looks at himself in the mirror. His reflection (the other person) sends back his exact image. After a while, the roles are reversed. During this second phase, the facilitator can suggest experimenting with the maximum distance from the mirror without being able to lose contact as much.

Hypnosis

By pair. One person puts their hand, palm open, about ten centimetres from the other person's face. The latter fixes a point inside this hand and must follow it wherever it goes while keeping the same distance between its face and the hand of the hypnotist. The person leading must symbolise oppression. After a first experiment, the roles are reversed. At the end of the exercise ask them how it felt for the oppressor and the oppressed? was there some resistance from the oppressed? Did the oppressor adapt?

The glued paper

Collective variant of hypnosis. A person in the centre. Each in turn aims for a point on the person in the centre or on another already "stuck" to that person. The instruction is to stay in constant contact with this point and to keep the same distance between your face and this point (as in the exercise of hypnosis)... whatever happens.

The bomb and the shield

In a group, in a room clear of any obstacle. Walk around in the space without going around in circles, while the facilitator gives the instructions: everyone secretly (it is important not to tell) chooses one person to be their bomb and another to be their shield. At the clap, but not before, everyone will protect themselves from their bomb and position themselves so that their shield is always between themselves and their bomb.

The blind sculptures

By pair. A person closes their eyes. The other sculpts itself and remains motionless. The person with his eyes closed comes to touch this sculpture and with his/her hands tries to see how it is carved. When he/she thinks he/she knows, he/she reproduces herself, always with her eyes closed, this sculpture. When he/she is finished, he/she opens his/her eyes and compares with the "real" sculpture.

Introducing a theme (Image theatre)

Self-sculptures for three

Form groups of three or four depending on the number. In each group, each person takes a number: 1, 2, 3 or 4. The number 1 comes into the space to sculpt itself. He

remains frozen until number 2 has reacted to his proposal by coming to sculpt himself too. When number 2 is frozen, number 1 can go. Number 3 then reacts to number 2's proposal, and so on without stopping for a while. Once the principle is understood, we can propose a theme: for example, moving towards more power, or more happiness.

The sculpture garden

This exercise is Non-verbal and participants shouldn't talk.

By pair. One person is the sculpture, the other the sculptor. The sculptor sculpts the body of the other on a given theme. Every detail is important: facial expression, look, etc. Since we can't speak, while modelling, the sculptor can sculpt himself to show what he wants. When the sculptor has finished his work, he moves away from it. When all the sculptors have finished their work, they then can visit the "sculpture garden".

Then, the sculptors seek to create a collective sculpture with all these individual sculptures. Each sculptor only moves his sculpture, takes a step back, modifies again if necessary.

The facilitator then asks each sculpture to think, in its position, of a word, a sound, or a sentence as well as a gesture that it wishes to say/do. When the facilitator touches the sculpture, it expresses itself with gesture and sound, twice to follow. Then, at the very end, to the clap of the facilitator, all the sculptures say and act at the same time. For the second stage of the work, the roles are reversed: the sculptor becomes sculpture, the sculpture becomes sculptor, and on another theme.

4. Self-Awareness



Duration : 45 minutes

Objective:

- To become aware of one's own characteristics and behaviours and those of others
- To learn to accept individual differences and opinions of others

Material: What can I change table, paper, markers

EXERCISE



What animal am I?

- The participants are to choose an animal (the animal should represent your character, attitude, or behaviour).
- Each participant explains the similarity between his character and the animal chosen.

EXERCISE



What can I change? (Distribute the paper to all participants)

Things about me	1 Cannot change at all	2 Can change a little	3 Can change a lot	4 Can change completely
1. Nose				
2. Hair style				
3. Height				
4. Being shy				
5. Religion/Spiritual belief				
6. Mother				
7. How I help my mother/father				
8. Time I wake up				
9. Weight				
10. Clothes I wear				
11. Eye colour				
12. What I watch on TV				
13. Father				
14. Grades in school				
15. My birth date				
16. My habit				
17. My sex				
18. Skin colour				
19. Food I eat				
20. What I want to be when I grow up				

DISCUSSION



ASK--- From the two exercise you just made, what can you say that you learned?

SAY---

- Each person has his or her own unique character and qualities.
- Every person has strengths and weaknesses.
- The way we see ourselves may be different from the way other people see us.
- There are characteristics that we are born with that cannot change or are hard to change but many behaviours and attitudes can be changed, if we want to.
- Look for good things in ourselves and in others: Value yourself and respect others.

5. Self esteem



Duration: 2 hours

Material: High and low confident behaviour list, flip charts, markers, notebooks, pens

Learning objectives:

- To help participants understand the impact of thinking positively on their ability to make change
- To introduce participants to skills that can help them build their self-confidence

ASK — What is self-esteem?

SAY— Self-esteem is the opinion we have of ourselves.

EXERCISE



Self-confident behaviour

- Divide participants into 2-3 groups.
- Hand each group a printed copy of the high and low confident behaviour list (as it is shown below).
- Ask each group to differentiate high from low self-confidence behaviour.

BEHAVIOR	High Self-confident behaviour	Low Self-confident behaviour
Admitting your mistakes and learning from them.		
Being over-sensitive to criticism.		
Being willing to take risks and work hard to achieve something.		
“Oh, this task was nothing really. Anyone could have done it.”		
Doing what you believe is right, even if others criticize you for it.		
Showing off your skills and abilities all the time.		
Covering up mistakes and hoping that you can fix the problem before anyone notices.		
“Thanks, I worked hard on that task. I am pleased you recognize my efforts.”		
Refusing to work on a task without even attempting to try.		
Willing to ask other people for advice, especially those with expertise and experience.		

Discuss with participants their choices. There might be questions where there is no right or wrong answer, let people agree to disagree!

EXERCISE



What I do well

Youths will be tasked to individually list down all the things they do well and make them feel good about themselves (make the youth exhaust all the things).

Make them list down all the things they would like to do better.

Let them briefly present to others all they have written down.

Allow the participants who think that other participants' discussions have made them remember something they had left out to add them on their lists.

DISCUSSION



Impact of positive thinking about oneself

Ask participants to think of a time in their lives when they thought they couldn't do something but they realized they could do it.

- How did they realize that they could do it?
- How did they feel about themselves after realizing they could do it?
- How does the community make it easier or harder to do the things they would like to do?
- What, in their situation, they would like to change if they change their way of thinking from "I can't do" to "I can do"?

EXERCISE



Who I am?

Let the participants draw and discuss a picture of themselves when they feel good about themselves on a paper with the title "who I am".

The picture should show them doing something or being with someone or anything else that can explain what make them feel best about themselves. This picture doesn't have to be perfect.

Have the participants discuss their pictures with the whole group.

EXERCISE



Building Self-esteem

Divide the participants into groups. Ask them to list on ways someone can help build his/her own self-esteem, and how someone can help build someone else's self-esteem. Have them present their findings. Eventually complete with the points below.

Tips for building your own self-esteem

Avoid negative self-talk: Talk to yourself as if you are a friend to yourself! It is easy to fall into the trap of negative self-talk when we face problems. This can trap us in a cycle where negative self-talk can affect our self-confidence, bring our spirits down and impact our work performance. The good news is that practicing identifying these thoughts as soon as they arise and coming up with positive alternatives can help build self-confidence and self-esteem. This can be achieved by focusing on what we can do to move past the situation, considering mistakes as learning opportunities and focusing on problem-solving.

For example:

“I am good for nothing” becomes “Okay, I made a mistake. We all make mistakes. At least now I know what should not be done.”

“I hate working here” becomes “Okay, right now I am not happy with my job. This is temporary.” Or “I should start working on myself to get promoted or apply for a different job.”

Think About Your Strengths: Strengths are positive qualities that a person has (what your friends, colleagues, or family would say?).

Practice positive affirmations: Affirmations are positive statements that you can use to encourage and motivate yourself.

Statements should start with “I”, using the present tense “I am” instead of “I will be”. They should be stated in positive language “I am smart” instead of “I am not dumb.”

Sit in the front rows: People often sit in the back row in trainings, group discussions or other meetings because they fear being noticed or asked to interact. Make sure to choose the front rows whenever you get the chance. This will help you get over your fears and make you feel more confident.

Speak up during meetings or group discussions: During group discussions, some people may avoid speaking up because they fear that they will be judged or criticized. Most people deal with the same fears or worries. By speaking up at least once in every group discussion, you will become a better public speaker, be more confident in sharing your opinions and with time you may be recognized as a leader by others.

Tips to help others build their self-esteem

Ask the participants for input and top up from the below list.

Appreciation – Someone's self-esteem will suffer if he/she is not appreciated. When spending time with someone who has low self-esteem, it is vital to express your enjoyment or thank the person when he/she has done something well.

Encouragement - Someone's self-esteem is boosted by words of encouragement. Give them positive feedback. Tell your friend or relative about his/her strengths, accomplishments and assets. This will let them know that you think they are important enough to remember these things, as well as help them learn to positively reinforce their own behaviour.

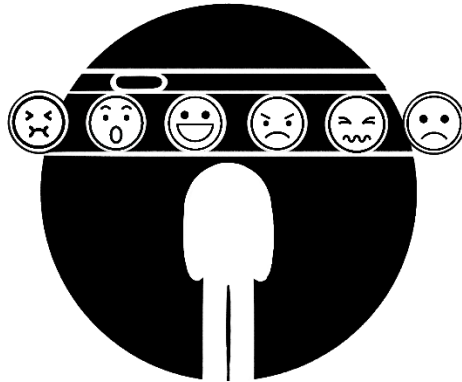
Mutual respect – Someone's self-esteem will be strengthened when he/she is treated with respect and taken seriously, especially when expressing his/her views. This not only applies to adults, but children as well. When a child is treated as an intelligent individual with the capacity to understand things and to learn from his/her mistakes, he/she will understand that he/she is respected and valued for who he/she is. As an adult, you want to be treated with respect and a child is no different. A child who is belittled, patronized or put down will suffer a lack of confidence. Mutual respect will foster trust and confidence.

Dealing with failure - If someone fails, he/she must not feel that he/she is a failure. Remind the person that failure is only a temporary setback on the road to success. Be encouraging and help the person believe in his/her ability to succeed!

Laugh with them, not at them. Help your friend or relative to laugh at their and your mistakes by trying to find some humour (when appropriate) in their life.

Listen to them. Allow your friend or relative to express themselves by giving him/her your complete attention while they are speaking to you. This will let them know that their opinions matter to you and that their concerns are important enough to be heard, paid attention to, and understood.

6. Emotions



Objective:

- Gain knowledge to recognize and deal with emotions and those of others in a constructive way

Duration: 1 hour

Materials: List of emotions on cards/papers

EXERCISE



Introduction to Emotions

Write a series of emotions on separate strips of paper. e.g. joy, confusion, sadness, anger, frustration, jealousy, hatred, love. Ask a volunteer to come to the front of the group and choose (without looking) one of the strips of paper. Ask them to act out the emotion they have chosen without using any words.

The remainder of the group have one minute to try to guess what emotion is being acted out.

Keep asking for volunteers until all the strips of paper have been used.

(If someone is visually impaired in the audience, the acting of the emotions may be replaced by a noise representing the emotion, with the volunteer turning his back to the audience to avoid facial expressions.)

DISCUSSION



ASK—Can you give examples of emotions (some of them having been mentioned in the previous exercise)?

EXPLAIN— There are 6 basic emotions: happiness, sadness, anger, fear, disgust and surprise. Other emotions like loneliness, confusion, excitement, etc., can be linked into those 6 basic ones.

ASK— Is it important that you know your emotions?

EXPLAIN— Yes, it is important, since you will have emotions and you will (re)act on them. Sometimes you will (re)act in a good way, but sometimes it can be negative. In the next exercise we will look at different emotions.

ASK— How do you tell what emotion you are having?

EXPLAIN— Emotions are usually accompanied by changes inside your body, like increased heartbeat and sweating and tensing of your muscles.

ASK— How do you tell what emotion someone else is having?

EXPLAIN— Very often we do not recognize, misunderstand or misinterpret our emotions (in many cultures we are prevented from displaying certain emotions and from recognizing what we feel).

ASK— Can we have one emotion all the time?

Having those feelings is normal. But if you are ALWAYS angry, or ALWAYS sad, then there is something wrong. *(You can give an example of your own life.)*

EXERCISE



Emotion relay

Reading emotions from different facial expressions

1. Divide the group in 4 smaller groups. Make the groups stand at a distance from one another, so that one group will not disturb another.

2. Ask each group to stand in line.
3. Let the numbers 1 (those standing in front) face you. Ask the others to turn their back, so they cannot see what happens.
4. Ask the numbers 1 to come forward and show them one of the prepared cards with an emotion. (Or whisper the emotion into their ear).
5. Ask the numbers 1 to run back to their group, tap number 2 on the shoulder, who then turns around. The numbers 1 express the given emotion, without talking.
6. Now number 2 should tap number 3 on the shoulder and show him/her the same emotion, et cetera.
7. As soon as the last one in line has understood the emotion, let him/her run forward to you. The youth pick the card with the right emotion on it. If correct it is a point. (Keep the score for the 4 groups!)
8. Repeat the game with a new front (wo)man; preferably as many times as necessary to give every youth the opportunity to be number 1.
9. The group with the most points wins!

DISCUSSION



ASK—It is important to recognize emotions. You can read emotions from somebody's face. How else can you know what someone is feeling? How would you, for instance, see that somebody is angry?

Let the youth answer and **show** what they mean: gestures or other body language, tone of voice.

EXERCISE



Cover the space

In the following game, we will try to show emotions in different ways, with the whole body.

Concentrating on quickly finding an emotion,

1. Ask the youth to just walk around the space – without talking or making contact with others.
2. Tell them to constantly try and cover the whole space. This means they should constantly try to fill up empty space.
3. Instruct them to ‘freeze’ when you clap. This means that everybody stops moving immediately and freeze into the exact position they happen to be in. When you shout ‘move’, they have to start moving again.
4. Repeat this a couple of times, until you see people are able to respond well to those instructions.
5. Now, add the following instructions. Explain that before the clap, you will call out different things, in order to make them freeze in a certain way. Things like professions, people or feelings. Children have to freeze into a position expressing the instruction you gave.
6. Start easy with instructions like: driver, mother, teacher, child, etc.
7. Then, bring in emotions, like: happy, sad, angry, shy, surprised, etc
8. Expand by combining a person/profession and an emotion, like: happy child, angry driver.
9. Expand by introducing different situations youth can relate to: football team that won a game, children who lost their parents, stressed student etc.

Conclude the exercise —

Well done! As you have seen, emotions can be shown in different ways: your face, the way you walk; the way you act and behave. *(Give some examples of what you have observed from the children)* Emotions are followed by reactions. A reaction to being sad, for instance, is crying. If you are angry, some children want to fight. Next time we will look at that: how you react on emotions.

EXERCISE



Miss Mamboleo

1. Ask the group to form a circle.
2. Explain to the group that we are all looking for Miss Mamboleo.
3. Start yourself by asking your neighbour: 'I am looking for Miss Mamboleo. Have you seen her?' But while talking, you cannot show your teeth! So, while speaking, everybody has to hide their teeth (by putting their lips over their teeth)
4. Instruct that neighbour to answer: 'No I haven't seen her. But let me ask my neighbour' (check if the neighbour is not showing teeth!)
5. She or he will then turn to his/her neighbour to ask for Miss Mamboleo using the same lines. The neighbour will answer with the same lines, etc. Until the message has gone around and has come back to you.
6. Tell the children that most of the time, people speak to each other with a certain emotion. We will now try this with different emotions. Now, repeat the exercise while imagining that everyone is desperate to find Miss Mamboleo. That despair is to be seen and heard in the way you ask where Miss Mamboleo is. It should start slowly with the first participant showing a slight sign of the emotion, and it should grow from neighbours to neighbours. When it reaches to the last child, the emotion has to be as strong as possible!
7. Again, now in a happy way (e.g. because there is great news for Miss Mamboleo). Try some emotions.

EXERCISE



Role play on empathy

Divide participants into pairs groups.

In your pair group, develop a drama of a conflict that affected you emotionally.

Give the pairs fifteen minutes to create their drama, then allow each group to perform their drama. After each drama, ask each character:

Discussion questions

- Do similar things happen in real life and how this should be dealt with?
- How did you feel at different points in the drama?
- How did these emotions affect your actions?
- Can your emotions affect the way you communicate with others?
- What can you do when your emotions cause you to act negatively?
- What should you do when faced with somebody who is allowing their emotions to rule the way they act?

Ask the pairs from the earlier activity to swap roles and do the drama again.

Discussion questions

- Now after swapping roles, how did you feel at different points in the drama?
- Did it feel different being 'on the other side' of the conflict?
- 'Knowing how the other side feels' is the beginning of empathy.
- Would it change how you work with people to solve problems if you understand how the other person feels? If yes, then why? If not, why not?

SAY— Part of being a peacemaker is taking into account why other people act as they do and not responding to the emotions or behaviour of the other person if these emotions affect their behaviour or judgment negatively. Instead, by understanding what prompts those emotions and behaviours, and acknowledging them, it may be easier to respond to the needs of the other person rather than to the position that the other person has taken. This is called separating the person from the problem.

Empathy is a value rather than a skill. It has elements of skills (such as listening and observation) but it requires an 'openheartedness' and a willingness to like the group with which you are working.

7. Stress management



Objective:

- To reinforce our ability to recognize and deal with stress

Duration: 1 hour

Materials: Flipchart

DISCUSSION



What is stress?

ASK--

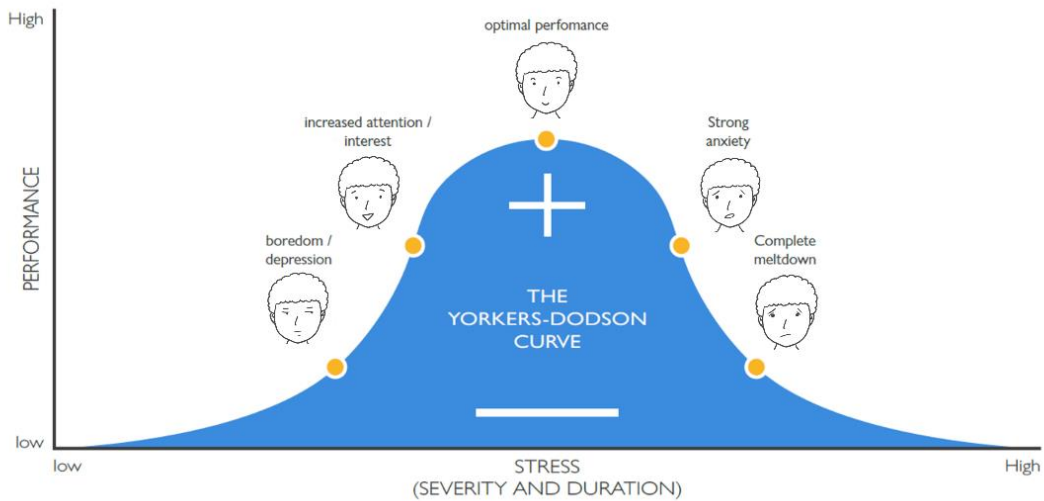
- Have you faced any stressful situations?
- How did you deal with these stressful situations?
- Do you think that there are positive effects to being stressed?

SAY--

- We all experience stress in different forms in our daily lives.
- A little stress can help us perform better at tasks.
- When the intensity and the duration of stress increase, this can negatively affect our work performance and well-being.
- Harmful effects of stress are experienced when a person faces a situation that they perceive as difficult to deal with or that they do not have the necessary resources to resolve.

Example: Stress, if handled adequately, could help a student's performance, but if not handled could end up to be overwhelming.

Note to facilitator: The above information can be illustrated using the below curve, which can be printed out by the facilitator or be reproduced on a flip-chart.



EXERCISE



Identify elements of stress

ASK --- What are the possible thoughts, feelings, behaviours and physical symptoms you might have experienced during times of stress?

Have them write it on post-it and put it on the wall following the below format.

<p>Thoughts</p> <ul style="list-style-type: none"> • Incompetence • Failure • Loss or lack of hope • No way out • Things will never get better • Self-blame 		<p>Behaviors</p> <ul style="list-style-type: none"> • Appetite changes • Aggression (Physical, Verbal) • Social withdrawal • Smoking excessively • Using illicit drugs/alcohol
<p>Emotions</p> <ul style="list-style-type: none"> • Sadness • Guilt • Loneliness • Uncertainty • Fear • Disappointment 		<p>Physical Symptoms</p> <ul style="list-style-type: none"> • Headache • Flushed face • Body pains • Fatigue • Palpitations • Upset stomach • Respiratory problems • Sleep problems

Proceed with the following information:

- Stress can manifest as a constellation of elements experienced in varying degrees.
- The signs and symptoms of stress differ among individuals, both in duration and intensity.

ASK--- Having identified different elements of stress, why do you think is it important to identify these elements in ourselves?

Collect responses and elaborate with the following information:

- Being aware of signs of the stress you could experience and **identifying these signs early** on will give you a chance to manage your feelings of stress effectively before having to deal with the negative impact the stress could have.
- Noticing these signs early on can help you deal with the situation effectively, rather than getting caught up in your anger, which can escalate the situation and cause more stress.

DISCUSSION



Coping with stress

ASK—What are positive ways and negative ways of dealing with stress?

SAY— Coping skills are strategies that people use when they face difficult or stressful situations. They help manage painful emotions, stressful events and also aid in maintaining emotional health and well-being. Coping skills can be positive (healthy) or negative (unhealthy).

Examples of negative coping strategies:

- Negative self-talk (I am no good, I will never succeed, etc.).
- Avoiding stressful/difficult situations or people (might lead to operative impairment, especially if work-related).
- Becoming aggressive or violent (hitting someone, throwing or kicking something).
- Eating too much or too little.
- Smoking excessively or drinking a lot of coffee.

Negative impact of unhealthy coping skills:

The mentioned examples can seem like good options because they can quickly relieve some stress and anxiety in the short term. However, they are temporary solutions that have a negative long- impact on a personal and interpersonal level, especially at work.

Examples of positive coping strategies:

- Accepting what is in your control and what is not.
- Reminding yourself of past successes in dealing effectively with a stressful or difficult situation.
- Educating yourself about something that makes you feel stressed. For example, educating yourself about a project that you are working on. This can increase your confidence while decreasing anxiety and stress that stem from uncertainty or a lack of knowledge.
- Having a support network (trusted contacts, peers, family members, counsellors, supervisors, etc.) to discuss problems or stressors that you might face.

- Maintaining self-care. Maintaining a healthy life style, such as getting enough sleep, eating healthy and being physically active.
 - Getting involved in recreational cultural or religious activities.
 - Applying other skills, you might have, to manage a difficult, stressful situation (e.g., problem-solving skills, conflict resolution, time management or organizational skills).
-

EXERCISE



Breathing to relax

Taking deep breaths is one of the easiest stress reduction practices because it simply requires you to focus on your breathing. As you slowly take deep breaths, you gently disengage your mind from distracting thoughts and sensations. This can help you to control any anxiety, stress or other difficult feelings.

Steps:

1. Sit or lie down in a place that is as quiet as possible. You can close your eyes or keep them open if you feel uncomfortable closing them.
2. Place one hand on your chest and the other over your stomach.
3. Breathe in deeply for four seconds with your nose, hold your breath for four seconds, then exhale with your mouth as if you are blowing a candle for four seconds.
4. Notice your hands as you breathe in. You want your stomach to move more than your chest as you breathe.
5. Repeat taking a deep breath ten times, twice a day if you feel stressed and unable to relax.

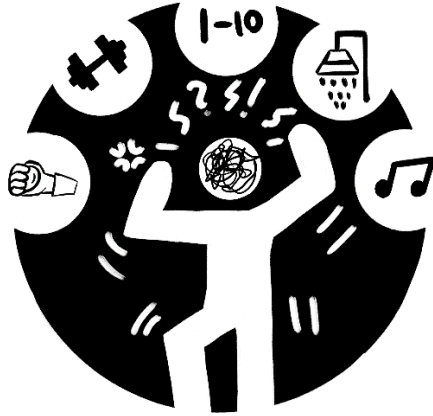
Important points: Breathing too quickly can make you feel dizzy – or even more anxious. Take it slow!

Conclusion: BALANCED SELF-AWARENESS

- Carrying your “baggage” unconsciously, ignoring it weighs you down, being a heavy weight on your shoulders, not noticing it means not getting ahead, it takes energy to keep your emotions under control, it leads to resentment and unexpressed anger.
- Carrying your “baggage” consciously by acknowledging its weight is easier, not everything has a solution immediately.
- Keeping a healthy balance of being able to live without constantly being overwhelmed with emotions and at the same time not completely avoiding or pushing emotions forcefully away.
- Processing and dealing with your emotions means taking “stones out of your baggage”.



8. Anger management



Objective:

- To develop our ability to deal with our anger in a way that doesn't hurt us and others

Material: Picture of casava plant, Early warning signs of anger, anger management brochure

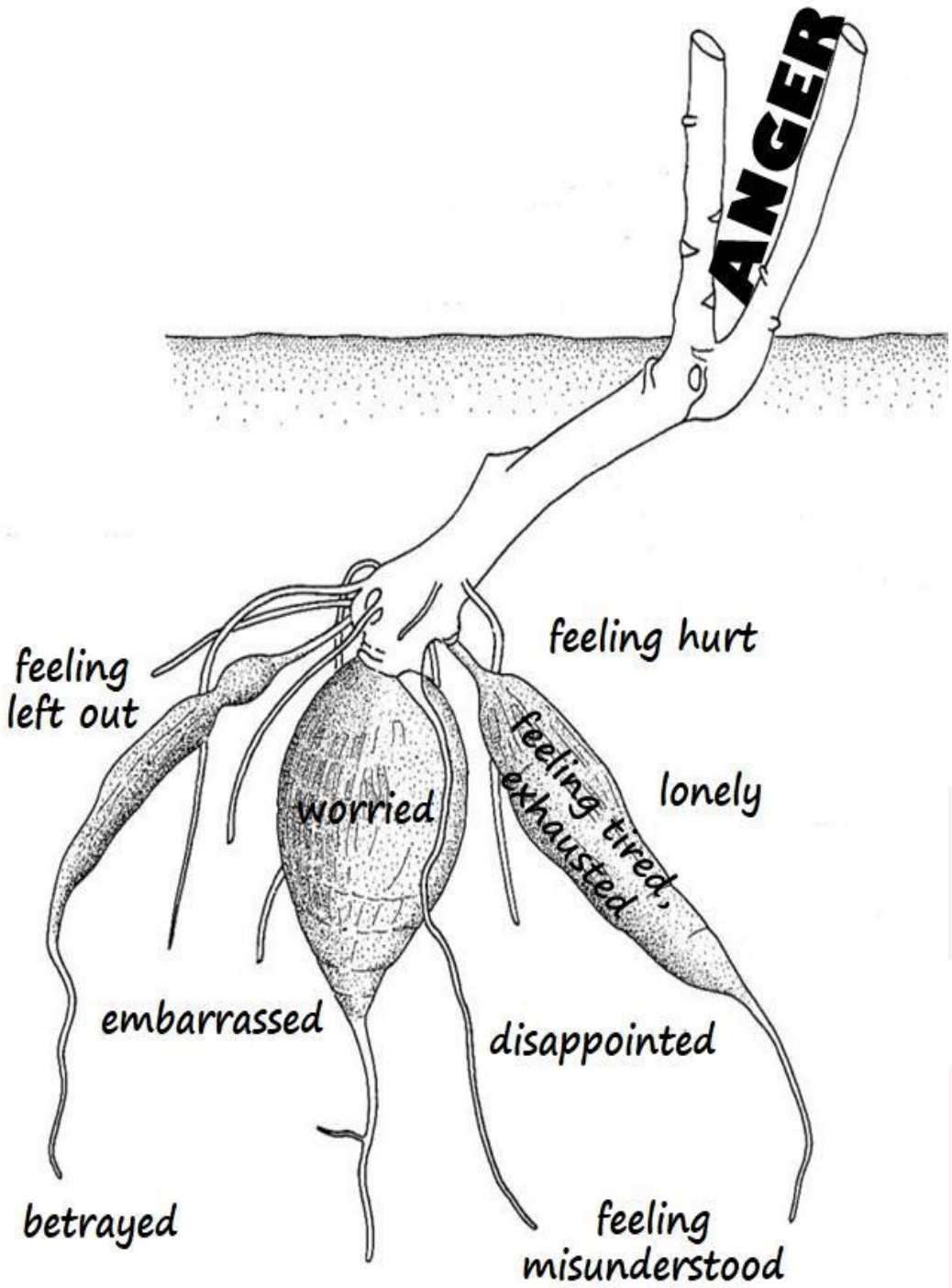
Duration: 45 minutes

EXERCISE



What is anger?

Please ask the participants to look at the picture below and collect their understanding.



ASK---

- In which kind of situations do people usually get angry?
- How do they react?
- Is anger useful?

EXPLAIN--

Anger is an emotion, the feeling when a situation upsets you or you don't like how you are treated.

It is normal to feel angry – because it tells you when something upsets you – but it is not good to act violently on it because hurting other people emotionally or physically will not reduce your anger, it will just bring more problems.

As seen in the picture of the casava plant, anger is what we can see from a situation, but roots of the problems are much deeper. They need to be considered when dealing with anger.

We are all able to control our anger if we practice. Anger management can be learned. It goes in steps:

1. Understand your anger
2. Calm down
3. Step back

Step 1: Understand your anger:

- Understanding your anger is the first step to be able to calm down – understanding how your anger STARTS before it is too late or understand what TYPICAL SITUATIONS always agitate you, is even more important. To stop yourself from aggressive behaviour when you are already at high rage is much more difficult than in the beginning when your anger feeling is just building up. So to stop aggressive behaviour, you have to identify and recognize it early!
- Although it might sometimes feel like your anger “explodes” and comes out of nowhere, this is not always the case. Anger can build up slowly and it can affect what you say or do before you even recognize how you're feeling. The first step to managing anger is learning to recognize your personal warning signs that will tip you off about how you're feeling.

ASK--- In your body how do you feel that you react when you are starting to get angry? Give the paper and explain: Please look at the paper about early warning signs and select which ones you think are early warning signs that apply to you? You may add other signs that apply to you?

Early warning signs of anger

I punch walls	I feel hot	It feels like a knot in my stomach
My breathing gets heavy or fast	I stare at the other person aggressively	I make an angry face
I become argumentative	I go quiet and “shut down”	I start crying
I pace around the room	I get a headache	I can't stop thinking about the problem
I scream, raise voice, or yell	I clench my fists	I feel sick to the stomach
I say mean things	My heart beats faster	I get a tunnel view

Step 2: Calming down

When you are very angry, you cannot think clearly. So, you need to calm down.

ASK--- What are ways to calm down?

EXPLAIN---

Ways to calm down:

- Take 20 deep breaths
- Do 20 push ups or another exercise you prefer
- Count to 10
- Take a walk
- Squeeze a ball or a fruit, like an orange
- Listen to music or radio or sing a song
- Slowly repeat calm words to yourself: “relax!” “Take it easy!” “Calm down!” “Everything will be ok!”
- Yell into a pillow
- Drink some cold water
- Splash cold water on your face
- Put hands in your pockets

Step 3: Step back

EXPLAIN---

Eventually you will calm down and then you can think more clearly: what happened? What made me so angry? What can I do if I get angry again?

Expressing your anger in a healthy way is the best strategy!

You can express your anger through words, actions, art, or any other ways such as:

- Talk to someone about your problem
- Think and find arguments for the situation
- Try putting yourself into the shoes of the other person
- Agree to disagree – accept differences

Give the brochure about “Anger management” to the participants, and then review each of the steps with them.



ANGER

Anger is an emotion, the feeling when someone upsets you or you don't like the way you are treated.

It is normal to feel angry, because it tells you when something upsets you. But it is not good to act violently on it because hurting other people emotionally or physically will not reduce your anger. It will just bring more problems.

We are all able to control our anger if we practice. Anger management can be learned.

UNDERSTANDING YOUR ANGER

Understand what situations usually make you angry will help you anticipate how to deal with these situations.

Early warning signs

Although it might sometimes feel like your anger “explodes” and comes out of nowhere, this is not always the case. Anger can build up slowly and it can affect what you say or do before you even recognize how you're feeling. The first step to managing anger is learning to recognize your personal warning signs that will tip you off about how you're feeling.

Some of the signs can be:

- My breathing gets heavy or fast
- My body or hands shake
- My muscles tense up
- I say mean things
- My heart beats faster
- I feel sick in the stomach
- I scream, raise voice, or yell
- I become argumentative

CALMING DOWN

When you are very angry, you cannot think clearly. So you need to calm down first or at least try to distract yourself. If you cannot think clearly or you are about to hurt someone: **FIRST WALK AWAY!**

TIPS FOR CALMING DOWN

- Take 20 deep breaths
- Do 20 push ups or another exercise you prefer
- Count to 10
- Take a walk
- Squeeze a ball or a fruit, like an orange
- Listen to music or radio or sing a song
- Slowly repeat calm words to yourself: “Relax!” “Take it easy!” “Calm down!” “Everything will be ok!”
- Yell into a pillow
- Drink some cold water
- Splash cold water on your face
- Put hands in your pockets

AFTER CALMING DOWN

- Anger will eventually decrease. Then you can think more clearly: What happened?
- What made me so angry?
- What can I do if I get angry again?
- Did the person that annoyed me have his/her own problems?

Expressing your anger in a healthy way is the best strategy! People can express their anger through words, actions, art, or any number of other ways such as:

- Talk to someone about your problem
- Think and find arguments for the situation
- Try putting yourself into the shoes of the other person
- Agree to disagree – accept differences

“Do not let your anger lead to hatred, as you will hurt yourself more than you would the other.”



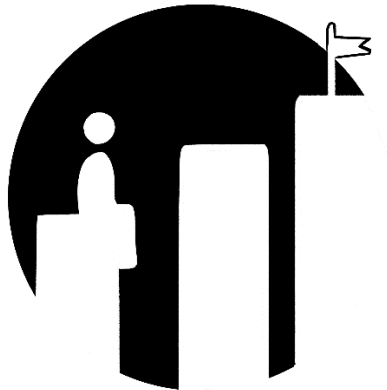
MANAGING MY ANGER

“Holding on to anger is like grasping a hot coal with the intent of throwing it at someone else; you are the one who gets burned.”

Source: VIVO INTERNATIONAL



9. Goal orientation



Objective:

- To reflect on steps to undertake to reach our goals

Resources: My goals worksheet

Duration: 1 hour

Introduction

Today we are going to talk about goal Orientation. **Goal orientation** is a process through which an intended objective or target that someone is trying to reach is achieved.

EXERCISE



Reflections and resolutions

Tell participants to pair up. Then each of the participants shortly responds to the below questions to the other. After 15 minutes, the counterpart tells the answers to the rest of the group as if he/she was the one answering:

- What are you most proud of having achieved in the past year?
- What do you think you could have done better in the past year?
- What's something you felt particularly passionate about in the past year?
- What new goal would you like to accomplish in the next year?

- What's a behaviour you'd like to stop in the next year?
- What's a behaviour you'd like to start doing in the next year?
- What's something new you'd like to try in the new year?

EXERCISE



My Goals worksheet

Have participants fill the sheet below. Explain if needed. This sheet is interesting as it helps them look at different aspects of their life. They reflect on their needs and the goals to fulfil them. The facilitator's goal is not to tell them what is right or wrong but help them look at different aspects of their lives if they struggle finding needs and goals (try using open questions as not to influence them). If eventually participants don't find the goals during the session, that is also fine, as they don't need to immediately know what they want. At the end of the exercise, ask a few participants to share the content with the rest of the group.

Name:



MY GOALS

Describe your needs in each of the following categories below, from those needs, determine what good goal statements would be. In the middle box, describe yourself.

Healthy Living

Finance

Me

Friendships

Work or School

EXERCISE

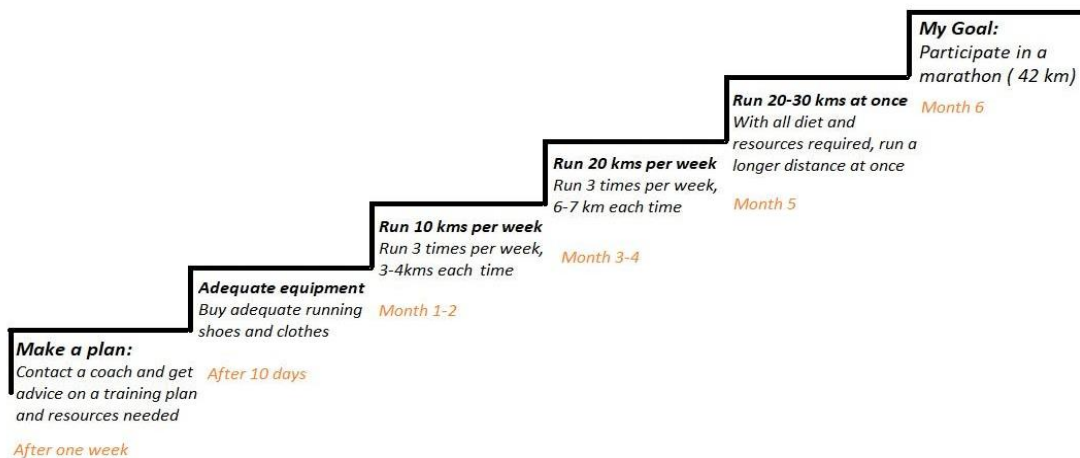


Goal Ladder Exercise

Using a stair-step visual for goal-setting, youths can break down their goals into doable steps. Choosing one of the goals from the previous exercise, **follow this simple method:**

- Write down your GOAL at the top of the staircase.
- Write down your FIRST STEP at the very bottom of the staircase and the first action towards that goal.
- Create your second goal and the first action towards it.
- Create your third goal and the first actions.
- Continue “climbing” the stairs. Add dates, drawings, anything that helps motivate you!

For example, youth chose running as an interest and running a marathon as a goal. They can have different steps that lead them to their goal. For each step, they may explain how they intend to achieve. The first step should always be related to planning and then others may give information on how to reach it (for example by starting small with running 3-4 kms each time).

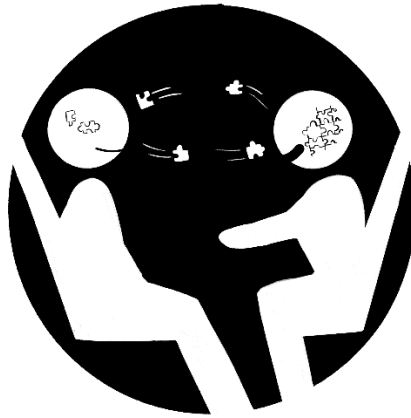


Give the youth 20-30 minutes to prepare theirs and have some of them present it to the rest of the group.

ASK---

From the exercises done today what did you learn?
Is it better to have big goals to achieve or small ones?
Are financial goals more important than others?

10. Communication



Objective:

- Participants reflect on barriers to effective communication and acquire new communication techniques

Resources: Miscommunication cycle picture, flipchart

Duration: 2 hours

ASK— What is communication?

SAY — Communication is the process of information transmission from a person to another. Communication is a two way- process involving a sender and a receiver. It is not only about talking but also about listening!

Open communication where people are honest, where they listen and where they try to understand the other person's point of view is the cornerstone to peace. This sort of communication can only happen when both sides in the communication are willing to try.

EXERCISE



Miscommunication

PERFORM --

Perform this drama with your co-facilitator to illustrate the miscommunication cycle. Prepare it well before, and try to be theatrical. Explain to the participants that you are thinking loud:

Fatima: 'I need some help from my old friend Ali.' 'Hmmm, he doesn't look very happy today. Perhaps I'll wait for a better time to ask him for my favor.'

Ali: 'Look there is my friend Fatima. What? She walks by without even greeting me? Obviously she is too proud to remember to speak to her old friends. See if I ever speak to her again.'

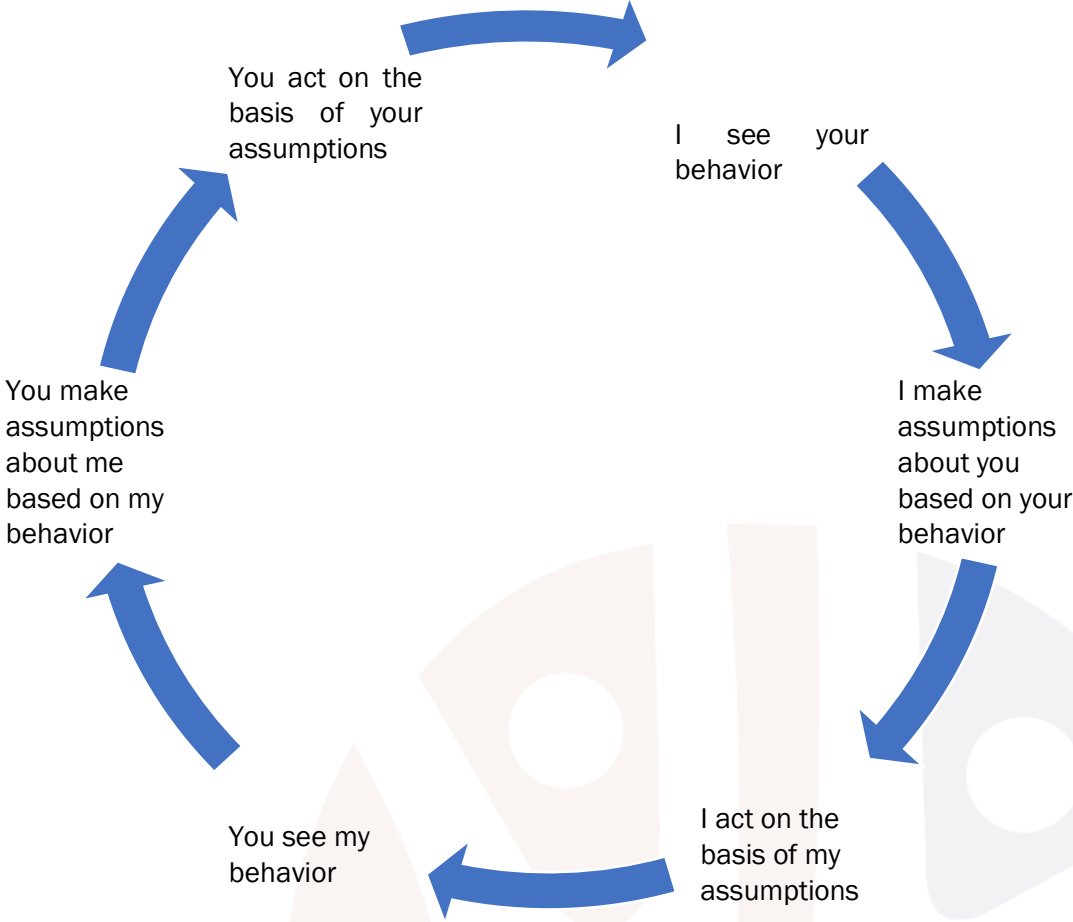
Fatima: 'See now he refuses to speak. What is he trying to prove? Well, I will just avoid him from now on.'

ASK --

- Do you see how miscommunication is a cycle in this drama? Have you seen other examples of miscommunication cycles?
- What misunderstandings arise out of miscommunication cycles?
- Can you think of a solution to get these characters out of their cycles?

Distribute the following paper/draw it on a flipchart and explain it:

Miscommunication cycle



In order to avoid miscommunication, we shall go through different aspects to consider what may be important when communicating: These are:

-Listening: Listening is a skill that can be developed. Sometimes we hear without really listening to people. We shall look at how effective listening can be useful for communication.

-Observation : When we communicate with someone, often we will tend to make judgments about him which will affect the way we listen to him or talk to him. It is important to be aware of what we observe without bias.

-Identifying and expressing our own feelings: When we communicate, it is important to identify and express our feelings, because it allows us to step back before reacting, and communicate in a way that is based on facts rather than interpretations.

-Expressing our requests: When our needs are not fulfilled, after expressing our observations, feelings and needs, we may formulate a specific request: specific actions that may fulfil our needs. How can we do it in a way that the person will respond with good will?

COMMUNICATION STEP 1 : LISTENING

ASK--- What is listening?

SAY--- Listening can be defined as the ability to accurately receive and interpret messages in the communication process.

Purposes of listening:

- We listen to obtain information
- We listen to understand people and situations before responding to it
- We listen for enjoyment
- We listen to learn

EXERCISE



Listening

The first part of communication is to listen.

We all think that we listen, but most of us are really very bad listeners and, because of this, we pass on misinformation, not because we are malicious but because we think we have listened and are passing on the correct information.

Send four people out of the room. The rest of the group will be watching the exercise. Then you will tell the people outside to come one by one. You are going to tell a story to the first person who is to listen without interrupting, asking questions or for repetition. Then you will call the second person. The first person now tells the story he listened from you to the second person, who will then tell it to the third person, who will then tell it to the fourth, who will finally tell it to the group. It is important that every time the story is being told, the listener cannot interrupt, ask questions or make the person repeat.

Then repeat the original story to the whole group.

The group is to listen carefully to the story and see how it has changed from person to person.

Listening Story

One day I went to the market and I was going to buy some tomatoes from a stall, I saw some young boys near the stall. They looked like street children and I thought they were waiting for an opportunity to steal something from the stall. Then I saw two or three strong young men coming towards the stall. I thought they were armed with sticks or maybe guns and I was afraid and thought perhaps I should run away. Then the stall keeper started to shout that there was a thief and the boys ran away. Then an old lady started to cry and dropped her shopping and all her things spilled on the ground. I ran to help her and found that she had taken some soap to look at and the stall keeper thought it had been stolen. I helped the old lady to pick up her things and explain to the stall keeper that she was not a thief.

ASK —

- What was the difference between the first story and the final story?
- Were any of the stories accurate?
- What changed?
- Did anybody add things to the story?
- Did events or characters change in the story?
- What does this tell us about the way we listen?
- Have you observed stories changing when they are retold in your own life?
- How does faulty listening affect our ability to communicate with others?
- What are the different ways that misinformation and miscommunication happens?
- What does communication have to do with peace and resolving conflicts?
- How does miscommunication occur?
- In the recent conflict, can you give examples of miscommunication?

Sometimes communication is based on what we assume about other people. This can be the result of the other person's body language, or their race, their level of education,

their religion, their culture, their age, their sex. Not surprisingly, sometimes this type of communication is very faulty and can lead to misunderstandings and resentment.

EXERCISE



Poor listening and active listening

PERFORM --

Do a 'poor listening' role-play with a volunteer.

Ask the volunteer to tell you about what they did this week.

While they tell the story, use the following poor listening skills:

- yawn
- get distracted by something else
- interrupt the speaker
- don't make eye contact

ASK-- What did the person do wrong as a listener? Don't be afraid to criticize, it's part of the activity.

Repeat the exercise, this time displaying the following **active listening skills**:

- make eye contact
- look and be interested
- clarify information
- ask questions
- give summaries
- ask for feedback

ASK--

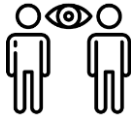
- What did the person do right as a listener?
- When and to whom should you listen?
- Should you listen to women? Children? People you disagree with? Why or why not?
- Have you ever heard someone but not really listened to them?

SAY-- Being a good listener is as well very important for the wellbeing of the other person. Active listening is particularly relevant for being a good friend or family member.

DO-- Distribute the following paper and go through it before the exercise

TIPS FOR ACTIVE LISTENING

DO



- Nod or use facial expression or gestures to encourage the person to say more or to let them know you understand
- Share eye contact (appropriate amount)
- Notice the person's body posture
- Notice the facial expression
- Look for what is not said as well as what is said
- Find the real feelings behind the story and body language



- Listen carefully and try to remember what the person says
- Re-state what has been said to show you understand
- Ask to clarify or to understand the person better
- Give appropriate feedback – reassurance, suggestions, encouraging responses



- Give undivided attention to the person (free of other thoughts or worries)
- Avoid interruptions or distractions
- Show interest in the person
- Be kind and respectful
- Concentrate on the person, not on your problems or what you want to say



- Be patient. Give time to the speaker
- Be a trustworthy person who keeps secrets
- Be empathic and approachable
- Be tolerant and accept the person without judgement
- Avoid keeping in mind rumours about your speaker that will influence you listening
- Have courage to tolerate reactions or behaviour that is off-putting (there's a reason someone behaves that way)
- Believe there is good in every person

DO NOT

- Blame
- Undermine or minimize what the person says
- Give advice or solutions (listen to the solution of the speaker)
- Immediately tell your story of a similar experience
- Lie or tell half-truths
- Promise things that you cannot afford (you will lose trust)
- Discipline or use an intimidating voice
- Interpret what they say without clarifying it

EXERCISE



Practice listening

Now we're going to practice our active, two-way listening skills by interviewing each other.

EXAMPLE BY FACILITATOR —

The facilitator demonstrates by interviewing one of the participants, asking them to describe who they are, name, relationships (married or single, parent), what they do, where they come from, etc. The facilitator should demonstrate the following active listening skills:

1. Listen without interruption
2. Paraphrase – say the same thing in different words
3. Listen for emotions and acknowledge them.
4. Ask for clarification if you don't understand something.
5. When the speaker finishes summarize their main points and check that what you have said is correct.

What active listening skills did I use?

PARTICIPANTS PRACTICE —

Now choose a partner – one of you will be the interviewer, the other the interviewee. As the interviewer, use your active listening skills. When you both have finished, the interviewer will summarize what they have learned about their partner.

As the participants share what they learned from the interview, the facilitator writes what they describe on a flip chart.

COMMUNICATION STEP 2 : OBSERVATION

SAY--

When we communicate with someone, often we will tend to make judgements about him which will affect the way we listen to him or talk to him. It is important to be aware of what we observe without bias. For example, if we think the person is not clever, we may talk in a certain way, and this person in return may feel disvalued and talk back in a certain way as well. It will be a situation where both people don't communicate effectively.

EXERCISE



Difference between observation and judgement

Observations should be unbiased specific facts, while interpretations are often general and reflect opinions.

Examples:

- "Yesterday, John was angry against me with no reason" (**Interpretation**)

Explanation: "was angry", and "with no reason" are both interpretations. Maybe John has another negative feeling, such as sadness, for a specific reason.

More specific observation would have been:

- "Yesterday, John told me he was angry". (**observation**)

- "Yesterday, John punched the wall". (**observation**)

Now ask participants if the below statements are observations or interpretations. Throughout the exercise, explain the reasons why such and such a comment is in either category.:

- "Yesterday, Lillian was biting her nails while watching TV (**observation**)
- "Oliver didn't ask my opinion during the meeting" (**observation**)
- "My father is generous" (**interpretation**)
- "Henry is aggressive" (**interpretation**)
- "Kate was the first in the office every day this week" (**observation**)
- "Today, my friend didn't greet me at the supermarket" (**observation**)
- "My friend is rude" (**Interpretation**)
- "My neighbour has been using the same bicycle for 20 years" (**observation**)

- “My neighbour is poor” (**Interpretation**)
- “You are completely unreliable; you never keep your word!” (**Interpretation**)
- “You said you were going to take out the rubbish last night and you haven’t done it until now.” (**Observation**)
- “My son is so smart” (**Interpretation**)
- “My son got an A on his spelling test” (**Observation**)
- “She is hardworking” (**Interpretation**)
- “Lydia harvests over 10 tons of maize every season” (**Observation**)
- “You often don’t listen when I’m speaking,” (**Interpretation**)
- “In our meeting today, I noticed that you were on your phone.” (**Observation**)

COMMUNICATION STEP 3: IDENTIFYING AND EXPRESSING FEELINGS

SAY---

When we communicate, it is important to identify and express our feelings, because it allows us to step back before reacting, and communicate in a way that is based on facts rather than interpretations.

EXERCISE



Expressing feelings

Sometimes we express our feelings in certain ways. In the below statements, tell us if the person has expressed a concrete feeling.

Statement	Feeling	Not a feeling	Explanation from the facilitator
I have the feeling you don't like me		X	“You don't like me” doesn't say the feeling of the person talking, but describes what this person interprets from the other. To be clearer the person could have said “I feel sad” or “I am unhappy”.
I am scared when you say that.	X		The feeling is clearly expressed.
I am sad that you are leaving	x		The feeling is clearly expressed.
When you don't greet me, I feel left alone		X	Feeling left alone is not a feeling but the representation the person has of what others do to him/her. A clearer way would have been, “when you don't greet me, I feel lonely”

I am happy that you are coming	X		The feeling is clearly expressed.
You are annoying		X	Annoying is an interpretation of what we think of the other rather than what we feel. "I am annoyed" would have been more accurate.
I feel that I want to bit you up		X	This expresses what we want to do and not how we feel. "I am furious against you" would have been more accurate.
I feel misunderstood		X	Misunderstood is not a feeling. The person is talking of his opinion about how others understand him/her. The person could have said "I am disappointed", or "I am discouraged".

SAY--

When faced with a negative message from someone else, there are usually four ways we react. To illustrate these options, let's use the example of criticism. Someone tells us "You're so selfish". We may react in the following ways.

1. Take it personally: "I really am selfish..."
2. Fight back: "I'm not selfish; you're selfish!"
3. Consider your own feelings and needs: Say something like: "When I hear you say that I am selfish, I feel hurt because I need some recognition of the effort I make to consider your preferences." By connecting his feelings with his needs, the speaker makes it easier for their partner to respond compassionately.
4. Consider the other person's feelings and needs: Ask something like: "Are you feeling hurt because you need more consideration for your preferences?" This response opens space in the conversation for the other person to express their underlying needs.

EXERCISE



Taking Responsibility for our Feelings

1. Have participants take a moment to think of a time when they felt a distinct feeling such as anger, sadness, or fear.
2. Have each participant then write the following about the distinct feeling they had:
 - a. What situation they were in when the feeling occurred

- b. What the distinct feeling was that they had
 - c. The cause of the feeling.
3. After everyone completes that task ask them to write how they could have had responded for each of the four ways to receive negative messages
- a. Blaming ourselves
 - b. Blaming others
 - c. Seeing our own feelings and needs
 - d. Seeing others feelings and needs

COMMUNICATION STEP 4: EXPRESSING REQUESTS

When our needs are not fulfilled, after expressing our observations, feelings and needs, we may formulate a specific request: specific actions that may fulfil our needs. How can we do it in a way that the person will take pleasure responding?

Examples of unclear and unspecific requests:

- A request that is **vague**: “Can you respect me more?”
- A request that says what you **don’t want**: “Can you stop walking around the table?”
- A request rather **impossible to fulfil**: “Would you like to always bring me breakfast to bed?”
- **A demand**: “Take these plates to the dishwasher immediately or you will regret not doing it.” -“I don’t want you to spend so much time at work.”

Clear and specific requests:

- “Could you please look at me when we talk about our relationship?”
- “Can you tell me how you understood what I have said?”
- “When you want me to look after your children, can we agree now that you will ask me at least two days before?”
- “I’d like you to spend more time with me at home”

EXERCISE



Expressing requests

Ask participants to pair up, and write 3 examples of vague requests, 3 of impossible requests, 3 that are demands, and 3 clear and specific requests. After 15 minutes have them present them to the class and discuss if needed.

11. Peace and conflict



Objective:

- Determine the causes and sources of conflict
- Recognise the early signs of a conflict and the key drivers and characteristics of a conflict

Duration: 45 minutes

Resources: Coins, flipshart

DISCUSSION



Peace and Conflict

Peace

ASK — What is peace?

SAY— Peace: is the absence of violence and a state of harmony within and between people or groups.

SAY — Many people divide peace into:

'Negative peace': it is absence of violence only without looking or addressing the root causes of the conflict. (for example, there is absence of physical violence, but underlying tensions that may still lead to violence).

'Positive peace': a state of harmony within and between people or groups, this kind of peace addresses the root causes of the conflict and brings people to a new positive life.

Conflict

ASK — What is conflict?

SAY — **A conflict is a clash of interests.** Conflict is a disagreement through which the parties involved perceive a threat to their needs, interests, or concerns.

ASK— Is a conflict violent?

SAY— Conflict can be violent or peaceful, it depends on the circumstances.

Example of non-violent conflict: People disagree on who should be their president. They debate, they go to vote, the vote is done in a regular manner. One of the parties is elected and both parties accept the results.

Example of violent conflict: People disagree on who should be their president. They debate, they go to vote. One of the parties is elected but the loser claims the other cheated. They start demonstrating. Hate scales up and people start becoming violent within each other.

EXERCISE



ROLE Play

Make participants divide into small groups of 2 or 3. Give them 5 minutes to prepare a small scenario that they will act out, in which they have a conflict. Then have them play the scenario in front of the others.

After each scenario, ask the whole group the following questions:

- What did each party want?
- Did they solve the conflict? If yes, how? If no, what could they have done to solve it?

DISCUSSION



Handle conflict

ASK — How should we handle conflict?

EXPLAIN —

Main ways to handle conflict in a peaceful manner:

- Communicate: openly share and listen to differences, including emotions
 - Collaborate: look for what we have in common and work together to bridge the gap between our differences
 - Negotiate: build agreements based on the real needs of all participants
-

EXERCISE



Negotiation

Divide the group into teams of three and give each group two coins.

Now the objective is each team members negotiate amongst themselves and decide which of the three in the group gets to keep the coins. The better they can sell and negotiate, the higher their chances of winning. Now have them decide who gets to keep the money.

ASK---

- In this exercise, how did people come to an agreement?
 - Did people get what they wanted? If not what are the consequences?
-

DISCUSSION



Impact of conflict

ASK --- Is conflict positive or negative?

EXPLAIN --

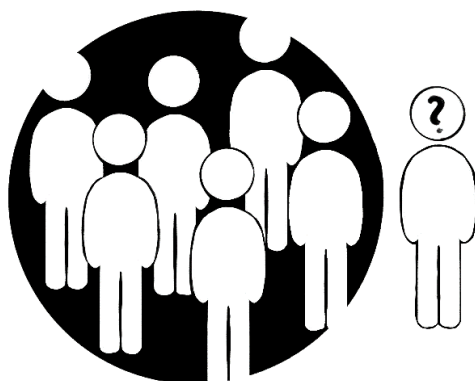
CONFLICT IS NEGATIVE WHEN IT:

- Distracts people from dealing with the really “important issues”
- Makes people frustrated
- Stops people or groups from communicating and cooperating with each other
- Leads to injustice or violence.

CONFLICT IS POSITIVE WHEN IT:

- Motivates people to discuss important issues
- Improves communication between people
- Releases emotions that have been kept inside
- Gets people interested and involved in an issue
- Results in problems being solved

12. Discrimination



Objectives:

- To understand discrimination and the impact it has on the individual and community

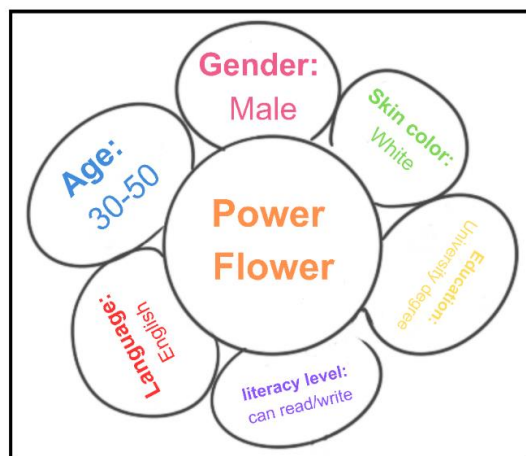
Duration: 1.5 hour

Materials: Flip charts, markers

EXERCISE



Identity: The power flower exercise



Prior to exercise:

- Draw a flower on a large piece of paper and place it on the wall. Each petal represents one category, which can include: sex, race, ethnic group, class, language, religion, age group, education, ability/disability, location (urban/rural), relationship status (married, divorced, partner, single), geographic region (origin), geographic region (current), etc.

In plenary:

- Explain what is “identity”: “a person’s sense of self, established by their unique characteristics, affiliations, and social roles”¹.
- Introduce the flower by explaining that everyone has its own identity composed of different aspects. Depending on the environment or the situation, one may want to identify him.herself – or be identified by the others – through one specific petal, while will identify him.herself through another one in another situation or environment.

Individually:

- Ask each participant to reproduce the flower on their own chart and to fill in the different petals – based on the one you draw, following the same characteristics – based on their personal identity.
- As participants consider their petals, ask them to think about how some of these aspects may have changed over the years and how they have developed their identities over time, how they have helped create the person they are today?

In plenary:

- A ‘garden or flower show’ is held in which the flowers are affixed to the wall. Everyone takes a stroll around the garden to view the flowers.
- While standing, ask participants to explain their flower in terms of: how their flower has changed over the years, what they have done to change it, and how these changes may influence their relationship with others?
- Brainstorm what are some of our commonalities and differences? In other words, where do our characteristics intersect and converge and where do they not? Record on flip chart.

In buzz groups:

After completing individual reflections (back at tables), encourage group to think about implications of these on differences and intersections;

Addition: After having asked the participants to fill in their own flower, you may want to add another layer of petals showing the majority in the society (or in the room) of every

¹ E. Yilmaz, “Identity : Definition, types, examples”, Berkeley Well-Being Institute, <https://www.berkeleywellbeing.com/identity.html>

aspect. Then, ask the participants to compare their two layers. This is to show the power dynamics in society and to encourage participants to reflect on their own position. They may be part of the majority on one aspect, but not on another.

What are one or two things you learned from this reflection about identity and identities?

Invite people to comment on their group discussions, record key ideas on flip chart.

Wrap up: summarize their important comments and clarify any major misunderstandings, and depending on your goals, emphasize and recognize some of the following:

1. How we change according to our stage of life and how this can change our relationships,
2. That each petal contributes to who we are as a whole, highlighting the rich diversity of our multiple characteristics/identities, and that these intersections of our identities make up who we are as individuals and are called intersectionality;
3. That with each petal, comes particular problems and privilege – being a woman triggers sexism; being indigenous or of a certain color triggers racism; being more educated can bring authority, opportunities and greater access to certain kinds of knowledge, etc.
4. That we gain strengths and collective power from coming together across our differences, and from finding common problems and agendas to tackle that given our diversities, we will inevitably have different perspectives on some things which lead to creativity but also to potential conflict, hence the importance of learning to deal with conflict constructively.

DISCUSSION



Discrimination

ASK— What is discrimination?

SAY— Discrimination is the unjust treatment of people based on the group or class they belong to **OR** Is the unfair treatment of people and groups based on characteristics such as race, gender, sex, age, tribe, etc.

In simple terms, it is when people treat others badly because they are different from them.

Discrimination often stems from biases or ignorance or misunderstanding someone who is different.

Discrimination happens at individual level, institutional level, community at large. It may also be experienced on a daily basis. This may have serious impact on people's mental health and contribute to worse physical health.

ASK— What are the types of discrimination?

SAY— Discrimination may take different forms and some of the types include:

- Ageism: It is when someone is treated badly because of their age i.e. in some societies teenagers are not listened to or given as much respect. For example, in meetings, people may think that their views are not important.
- Racism: It is when someone is treated badly because of the colour of their skin or where they come from.
- Sexism: It is when someone is treated badly because of their sex, gender or perceived gender.
- Fat Phobia: It is when someone is treated badly because of their body size.

People may discriminate someone due to one's work, characteristics such as religion, immigration status, health status, disability etc.

EXERCISE



Exclusion and inclusion

- Form a circle and stand together very closely so that nobody can get into the circle.
- We need a volunteer to step outside of the circle.
- Close the circle again tightly.
- Now our volunteer has to try and join the circle again while the others are sticking tight to prevent him/her as much as possible from entering the circle.

DISCUSS —

- What did the person who was excluded do or say when they were excluded from the circle? Begged, tried to find similarities, tried to bribe, or tried to force his/her way in?
- What happens in real life when people are excluded from groups?

- How did it feel to be excluded? Did these feelings change when you tried different ways of entering the circle?
- How did it feel to be included? Did these feelings change when the volunteer tried to enter the circle?
- Do groups exclude people?
- Do they exclude people who are actually mostly similar?
- Do all groups have the same amount of power? Or do some groups have an advantage over others?

SAY---When we create a group, we exclude certain people; this is what makes people feel that they are not belonging to the group which they were excluded from.

Sometimes the exclusion of people make them feel discriminated; the fact that some people are excluded or discriminated against can lead to resentment and a wish to create a rival group.

ASK--- What do you think are the effects of discrimination?

SAY---

- Denial of quality education
- Denial of opportunities i.e. work, promotion, remuneration etc.
- Denial of proper medical care
- Access to housing and other basic needs
- It may have impact on people who want to get married or someone starting a family,
- It may have a serious impact on mental health which may lead to depression.

BIAS

ASK--- What is Bias?

SAY--- Bias is a tendency to believe that some people, ideas, etc., are better than others that usually results in treating some people unfairly.

It is a strong inclination of the mind or pre-conceived opinion about something of someone.

Examples of Bias

1. Preferring to socialize with people that only look like you or have similar identities to yours.

2. Feeling discomfort when you are around individuals or groups with certain characteristics (race, gender) even when you don't know about them.
3. Regularly showing more respect or giving preferential treatment to certain people based solely on characteristics.
4. Changing how you speak to others i.e. classmates, co workers
5. Having a negative opinion about someone, for example assuming that someone is unhealthy
6. Consciously using language that is derogatory, disrespectful especially when speaking to people with different identities.
7. Reacting angrily or disrespectfully to someone speaking another language or wearing a piece of cloth that is significant to their culture, religion, ethnicity.
8. Treating a person with disability like they are unintelligent or immature
9. Bullying or excluding someone from social activities because they are different from you because of your own biases.

Institutional bias

10. Passing someone over a promotion based on gender, sex, race, age, parental status.
11. Using derogatory jokes about someone's ethnicity or religion, in the work place.
12. Being hesitant to sell or rent i.e. home to someone based on their disability, race, religion or family status.

STEREOTYPES

ASK--- What is a stereotype?

SAY--- It is any commonly known public belief about a certain social group or type of an individual.

It is an assumption regarding a group of people's personal qualities or features i.e. people may not take into consideration that everyone is unique.

When this point of view is applied to all people in a group.

Examples of stereotypes:

- Westerners are rich
- Americans are loud
- Women are emotional
- Men are strong

Ask participants to give more examples.

DEALING WITH DISCRIMINATION

ASK— What can I do if I am experiencing discrimination?

SAY—

- Talk to someone you can trust about the nature of discrimination you are experiencing such as friends, family, care givers, school counsellor, teachers etc.
- Practice self-care and positive self-talk.
- Know that you are not alone, there are many supportive organizations or groups that can help people talk, share, come together and raise awareness.
- Organise with other students in your school i.e. student's council, human rights groups when you share stories and experiences.
- Focus on your strengths: focusing on core values, beliefs and perceived strengths that can motivate people to succeed or overcome negative effects of bias.
- Seek support systems i.e. family, friends etc. that can remind you of your worth and help you to reframe those faulty beliefs.
- Seek professional help especially in cases where discrimination is associated with symptoms of depression.

DISCUSSION



Preventing discrimination

Divide the participants in two groups and ask the question below: How can we stop discrimination at an individual level, Institutional level and community level at large?

Then after the two groups select one representative from each group to give a presentation.

How do I stop discrimination?

- Evaluate your attitudes and behaviours daily
- Step out of your comfort zone and get to know different types of people, their stories, their types, their dreams.
- Learn from people who are different from you.
- Organise awareness building events at school
- Have respect for everyone.

13. Trust



Objective:

- Have participants understand the strategies on how to deal with situations of trust
- Have participants reflect on the concept of trust

Resources: Scarves for the blindfolding exercise

Duration: 1 hour

EXERCISE



Trust

Ask the group (or part of the group) to stand in a circle while you stand in the middle – if the group is of mixed gender form two groups (A woman should conduct the exercise with the group of girls).

Make sure that the radius of the circle is smaller than your body length.

Tell them to stand close together and ask them if they can be trusted. Turn around in the circle asking each part of the circle if you can trust them and then just fall [preferably sideways].

The shock of you falling and them having to catch you is a good tension breaker and it is easy to point out how much they can be trusted.

DISCUSSION



Introduction to trust

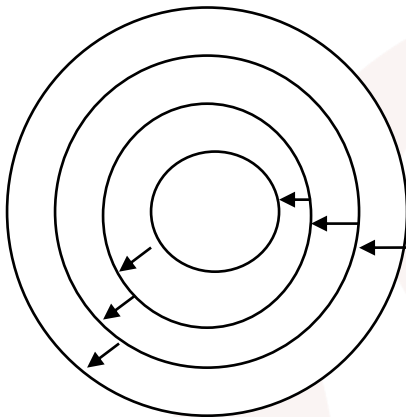
ASK---

- What is trust?
- What happened during the game?
- Why do we need to trust each other?
- Why is trust important?
- Is trust something we give to others or something they earn from us, or both?
- Who do you trust?
- Do you trust all these people equally?
- Do you trust all your relatives or tribal members or people in your community equally? What are the differences?

GENERAL COMMENT

Your trust in someone is your belief that they are honest and sincere and will not deliberately do anything to harm you.

Draw the diagram on a board:



Use the diagram to explain the following:

Generally, we trust those people we know. If we think of the people closest to us, they tend to be also those whom we trust. For example, not only family but sometimes a friend is closer to you than a family member. As people are less close to us, we trust them less. Trust develops as we get to know the other person but we must be prepared to be open to other people and to leave suspicions behind. Without communication and an attempt to understand another group or person, no trust is built. We establish contacts and interact with people we don't know. We begin to trust them as the trust

increases. The person begins to draw closer to us in the circle. However, people who are close to us can also break trust and when this happens we tend to move them outside the circle and anywhere from us.

DISCUSSION



Suspicion

ASK--

How does suspicion grow?
What is suspicion?

SAY-- It means the act or an instance of suspecting. Sometimes wrong without proof or on sight evidence.

Sometimes the way you classify people even when it is not meant to be harmful gives a certain picture to other people. Sometimes the words you use to tell us whether you should trust or not trust someone. The following are some of them: traitor, collaborator, bandit, liar, drunk, friend, guest, traveller, funny etc.

ASK--

- If these words are used about people we do not know, are we inclined to trust them?
 - Is it right to use these words for people we don't know?
 - Is there a risk we classify people the wrong way when we don't know them?
 - Do you see that people classify each other without knowing everything about their background?
-

EXERCISE



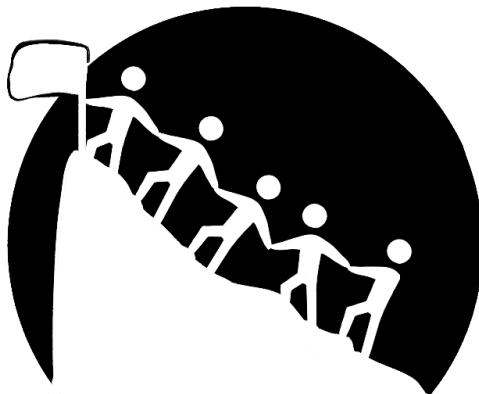
Blindfolding

Ask participants to make pairs of two, blind fold one person. The other leads the blind folded person without touching him/her, just by giving instructions. It is the duty of the other person to take responsibility that the blind folded person doesn't get any harm or being hurt during the game. This should preferably be played in an open area. Place few obstacles in a room. Then switch the roles.

ASK--

- What happened during the game/exercise?
- Why did you trust or not trust each other?

14. Collaboration



Objective:

- To reflect on dynamics around collaboration

Materials: Shapes for the back to back drawing exercise

Duration: 45 minutes

ASK— What is collaboration?

SAY— It is a partnership, a union, the act of producing or making something together.

EXERCISE



Dog, Rice, Chicken

Divide the class into small groups. Explain the story to the members.

In this activity, one of the participants is assigned the role of a farmer and the rest team serves as villagers.

The farmer bought a dog, a bag of rice, and a chicken, and he needs to get them across the river to return home. However, his dilemma is that he can only carry one item with him on his boat.

He cannot leave the **dog alone with the chicken** because the dog will eat the chicken, and he cannot leave the **chicken alone with the bag of rice** as the chicken will eat the rice.

The team has to collectively brainstorm and come up with a way for the farmer to get all three of his purchases back home safely.

ASK--

- What is your solution?
- How did you collaborate in the discussion?
- Why is your solution a good way to collaborate?

EXERCISE



Back-to-Back Drawing

Teams are divided into pairs, with each pair sitting with their backs touching. One person is given a shape and the other a sheet and a pen.



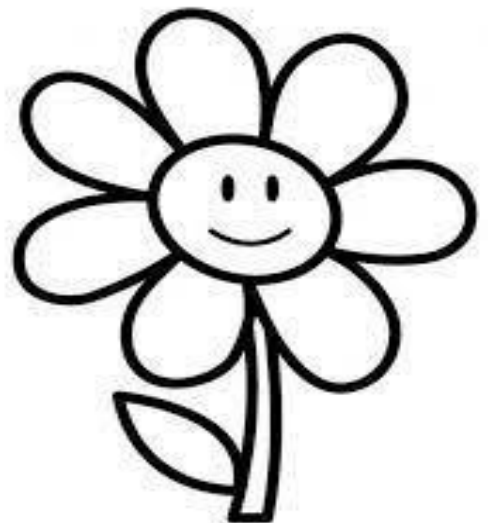
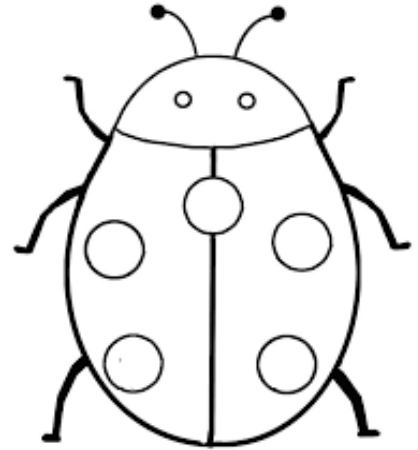
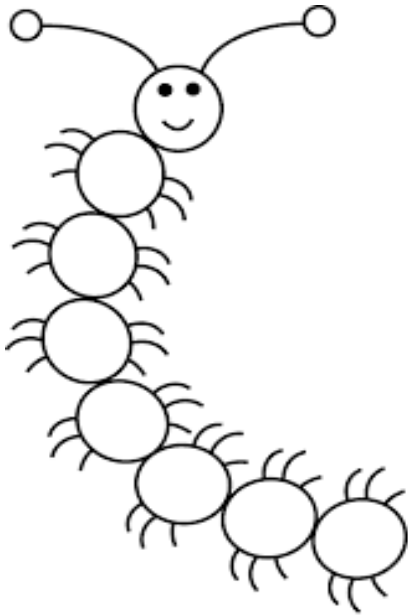
The person holding the image must give verbal instructions to their partner as to how to draw the image without telling them what the image or shape is.

This activity focuses on the listening and collaborating skills. The pair with the best image replica wins.

ASK--

- What did you learn from this exercise?
- What skills were important for the instructor and the person drawing?

Print the following shapes in advance, to use for the exercise.



EXERCISE



Photo Shoot

Break down the team into smaller groups comprising 3-4 members. Ensure that each member of the group has a **camera phone**. Give them a list of situations of which they have to make a maximum of pictures, where themselves have to represent the following:

- The market
- The zoo
- Cleaning the latrine
- A petrol station
- Conflict at the grocery store
- Unhappy wedding
- Milk production
- Waiting at the bank
- Uganda winning the world cup
- Crocodile attack
- Grandmothers' reunion
- Too many babies at the maternity

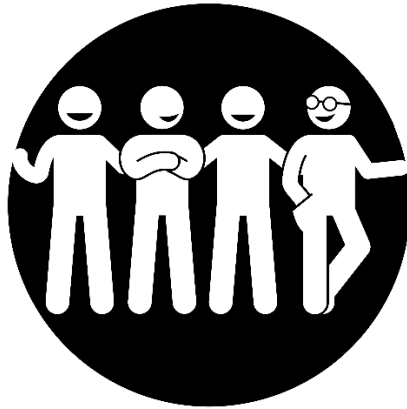


Give them 20 minutes to come back with their photographs. The groups that click photos of the most items win.

ASK---

- What did you learn from the exercise?
- Were some situations easier to work on than others?
- Did time constraints play a role in collaboration?

15. Friendship



Objectives:

- To discuss the healthy signs, warning signs and unhealthy signs in friendships
- To explore strategies to deal with difficult situations in friendships

Resources: Printed stoplights and situations

Duration: 1 hour

DISCUSSION



Introducing friendship

ASK--- What is a friend?

SAY--- Friends are people we feel close to. Friends are people who have similar interests, people who care about us, and people we can trust. Friends offer support and understanding when we really need it.

ASK--- How do you think self-esteem is related to friendships?

SAY--- When we feel good about ourselves, we are more likely to choose friends that are good for us. There is a saying that says, “we teach people how to treat us”. In other words, how we behave toward ourselves and other people gives them clues as to how they should behave towards us. If we feel good about ourselves and respect ourselves, and treat others with respect, we are showing people how we would like to be treated.

ASK--- Why is it important to have good friends?

SAY--- True friendship is important. Friends support one another, listen to each other and give advice. When you and your friend share personal information about yourselves, you can learn from each other and explore what you have in common and what makes you different. Friends can teach us many things like how to play a game or how to make a craft. Friends can introduce us to exciting things like delicious new foods and interesting customs or celebrations. You can also learn about acceptance by appreciating the different qualities that make us unique individuals. When you accept people for who they are, you are being a respectful friend.

ASK--- How can we be good friends?

SAY---

- Share our interests and activities
- Trust each other and be honest
- Share our thoughts and feelings
- Respect each other's opinions and beliefs
- Try to relate to how the other person feels
- Be sincere with each other
- Accept each other for who we are
- Encourage and support each other
- Commit to the friendship

EXERCISE



Ball Toss

This is a warm-up activity to help participants explore the qualities of healthy relationships.

Have the students stand up behind their desks or in a circle at the front of the room. Toss the ball to someone in the group, and ask them to call out a word that represents qualities of a healthy relationship (for example: trust, supportive, kind, fun...). Ask that person to then toss the ball to someone else. Each time a new student catches the ball, ask them to share a new quality... and so on.

EXERCISE



Want Ad for a Friend

Tell your students that you would like them to think about the characteristics that are most important in a friend. Tell them to write on the top of a page: “Want Ad For A Friend”.

Ask your students to complete this assignment individually. Allow students ten to fifteen minutes of quiet writing time. Once students have written the advertisement, ask some students to share their work by reading aloud to the class.

EXERCISE



Stoplights

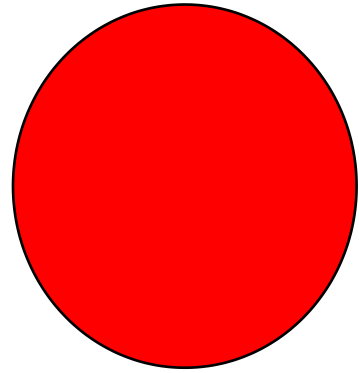
The object of this game is to decide which scenarios are most compatible with each of the following three statements: “these are bad signs in a friendship”, “these are warning signs in a friendship” and “these are good signs in a friendship”.

At different corners of the room, put one of the three stoplights. Then for each scenario, ask the participants where it should go and make a consensus after discussing around whether each scenario constitutes a good, a warning or a bad sign in a friendship.

STOP!!!!

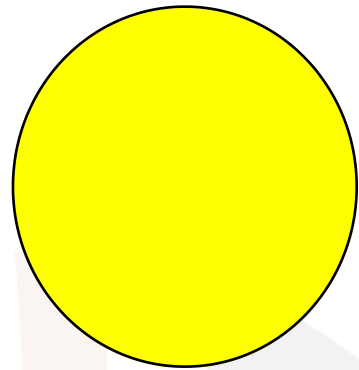
THESE ARE BAD SIGNS

IN A FRIENDSHIP



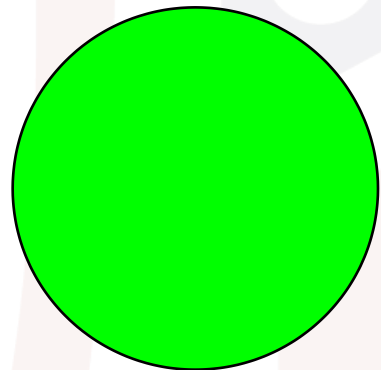
CAUTION

THESE ARE WARNING SIGNS IN A FRIENDSHIP



GO!!! THESE ARE GOOD SIGNS

IN A FRIENDSHIP



You are afraid of your friend's temper.	Your friend criticizes you or people you care about.	Your friend threatens to hurt you.
Your friend bullies and makes fun of you or other kids at school.	Your friend pressures you to do things you do not want to do.	You are nervous that if you tell your friend something personal, s/he will tell other people.
Your friend sometimes makes fun of you.	You rarely get to plan what the two of you will do together.	You say that you agree with your friend, even when you really don't. You are afraid they won't be your friend anymore if you disagree.
Your friend is happy when good things happen to you.	Your friend tells you not to hang out with certain people.	You usually feel happy when you are with this person.
Your friend respects your feelings and your opinions.	Your friend talks to you about his/her feelings.	You enjoy being with this person, but you also enjoy spending time with other friends.

16. Social media



Objectives:

- To Reflect on both the positive and negative impact of social media

Duration: 1 hour

Materials: Flipchart

DISCUSSION



Impact of social media

In two groups, ask members to discuss positive and negative impact of social media for about 10 mins and later present to the general group.

Wrap up the discussion with the following:

Positive impact

- Communicate and stay up to date with family and friends around the world.
- Find new friends and communities; network with other people who share similar interests or ambitions.
- Join or promote worthwhile causes; raise awareness on important issues.
- Discover (with care) sources of valuable information and learning.

Negative impact

- Inadequacy about your life or appearance. Even if you know that images you're viewing on social media are manipulated, they can still make you feel insecure about how you look or what's going on in your own life.
- Fear of missing out (FOMO) and social media addiction. Social media sites such as Facebook and Instagram seem to exacerbate feelings that others are having more fun or living better lives than you are. The idea that you're missing out on certain things can impact your self-esteem, trigger anxiety, and fuel even greater social media use, much like an addiction.
- Isolation. High usage of Facebook, Snapchat, and Instagram increases rather than decreases the feeling of loneliness.
- Depression and anxiety. Human beings need face-to-face contact to be mentally healthy. Nothing reduces stress and boosts your mood faster or more effectively than eye-to-eye contact with someone who cares about you.
- Cyberbullying. About 10 percent of teens report being bullied on social media and many other users are subjected to offensive comments. Social media platforms such as Snapchat can be hotspots for spreading hurtful rumours, lies, and abuse that can leave lasting emotional scars.
- Self-absorption. Sharing endless selfies and all your innermost thoughts on social media can create an unhealthy self-centeredness and distance you from real-life connections.

DISCUSSION



Online safety

SAY--- Let's do a quick survey to understand how we use social applications online in this room. I am going to ask a number of questions. If your answer to the questions is yes, clap loudly.

- How many people in this room have mobile phones?
- How many people in this room have Facebook?
- How many people in this room have WhatsApp?
- How many people use private settings options online?
- How many people do not know what privacy settings are?
- How many people have heard about online bullying?

ASK--- Can you think of any ways people can stay safe online?

SAY--- There are some things you can do to try to stay safe online.

- Be your own person.
- Be nice online.
- Think about what you post
- Passwords are private.
- Be aware of what people might want from you.
- Don't talk about personal things with strangers.
- Use privacy settings in your account. (for example by making your profile private as to select who can see your content)
- Avoid in-person meetings.

ASK---

- What other apps apart from WhatsApp and Facebook do people use?
- Can you spend two days with no access to your social media?
- Can you put up a post on social media for a week with no likes nor comments?

DISCUSSION



Cyberbullying

ASK--- What is cyberbullying?

EXPLAIN--- Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumours spread by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

ASK--- What are some things you can do to protect yourself and others from cyberbullying?

SAY--- Always think about what you post BEFORE you actually post it. You never know where your post might go or what someone might forward or share. Being kind to others online will help to keep you safe. Don't share anything that could hurt or embarrass anyone.

REMIND THEM--- Keep your password a secret from others. Even those who seem like friends could give your password away or use it in ways you don't want. Let your parents have your passwords.

EXPLAIN--- Think about who sees what you post online. Complete strangers? Friends? Friends of friends? Use privacy settings to control who sees what.

SUGGEST--- Keep your parents in the loop. Tell them what you're doing online and who you're doing it with. Let them "friend" or follow you. Listen to what they have to say

about what is and isn't okay to do when you're online. They care about you and want you to be safe.

ADD— Talk to an adult you trust about any messages you get or things you see online that make you sad or scared. If it is cyberbullying, report it.

While many of us enjoy staying connected on social media, excessive use can fuel feelings of addiction, anxiety, depression and isolation. Therefore, there is a need to modify our habits and improve our mood.

DISCUSSION



The role social media plays in mental health

ASK— What can be the impact of social media on our mental health?

SAY— We need the companionship of others to thrive in life, and the strength of our connections has a huge impact on our mental health and happiness. Being socially connected to others can ease stress, anxiety, and depression, boost self-worth, provide comfort and joy, prevent loneliness, and even add years to your life.

In today's world, many of us rely on social media platforms such as Facebook, Twitter, Snapchat, YouTube, and Instagram to find and connect with each other.

Signs that social media is impacting your mental health:

Indicators that social media may be adversely affecting your mental health include:

- Spending more time on social media than with real world friends.
- Comparing yourself unfavourably with others on social media.
- Experiencing cyberbullying.
- Being distracted at school or work.
- Having no time for self-reflection.
- Engaging in risky behaviours in order to gain likes.
- Suffering from sleep problems.
- Worsening symptoms of anxiety or depression.

Take home message

While each has its benefits, it's important to remember that social media can never be a replacement for real-world human connection. It requires in-person contact with others to trigger the hormones that alleviate stress and make you feel happier, healthier, and more positive.

17. Living together with HIV/AIDS



17.1. Inclusion of people living with HIV/AIDS

Objective:

- To identify the possible ways of including people living with HIV/Aids

Duration: 1 hour

Materials: Printed version of Johan's story, flyer "Key facts about HIV-Aids", flyer "Supporting a friend living with HIV/Aids"

Introduction to HIV-Aids

Evaluate the level of knowledge of people about HIV-AIDS key facts (transmission-signs-tests-treatment). Depending on the level of participants, go through the questions below:

ASK---

- How can HIV/Aids be transmitted?
- What are the signs and symptoms of HIV/Aids?
- How can it be tested?
- How can it be treated?

Distribute the flyer "Key facts about HIV/Aids" and explain its content.



KEY FACTS ABOUT HIV AIDS

HIV stands for Human Immunodeficiency Virus.

AIDS stands for Acquired Immunodeficiency syndrome.

TRANSMISSION OF HIV

HIV can be transmitted through:

- Unprotected sexual intercourse
- Blood contact
- Mother to child transmission
- Unsafe blood transfusion
- Sharing sharp objects like needles, razorblades, safety pins, etc.

SIGNS AND SYMPTOMS OF AIDS

AIDS being a syndrome, it does not have specific signs and symptoms. These depend on which disease is presenting as a result of a lowered body immunity. HIV

destroys the body immunity, making it possible for the opportunistic diseases to attack the person.

NB. one can have HIV without AIDS whereas one can not have AIDS without HIV. AIDS comes in after the HIV virus has destroyed the body's immune system.

TESTING/DIAGNOSIS OF HIV/AIDS

HIV is tested from approved health facilities. It can be tested from blood and oral mucosal lining contents that detect antibodies responsible for HIV. This does not mean that HIV is spread through the mouth, it only means that there is presence of human antibodies that the body forms in a way to fight the HIV virus.

TREATMENT

HIV virus can be treated but can not be cured. It is treated using Anti Retro Viral Drugs (ARVs). These ARVs are taken for life time to achieve viral suppression all the time. These ARVs are available in approved health facilities for free.

PREVENTION OF HIV

1. Condom use during sexual intercourse
2. Being faithful to one partner for the married persons
3. Abstinence
4. Avoid sharing sharp objects
5. All blood transfusions to be done from licensed health facilities.
6. Prevention of mother to child transmission of HIV through timely attendance of antenatal care by all pregnant women living with HIV and ensuring that they deliver from the hospital.
7. Through Pre Exposure & Post Exposure services available at health facilities.

PREVENTION OF AIDS

Persons tested positive for HIV are advised to start ARVs as soon as possible to prevent destruction of the body's immunity to prevent AIDS.

They are advised to visit the nearest health facilities in case they are not feeling fine to allow for early diagnosis and treatment of any Opportunistic infection.

Source: St. Francis Health Care Services

DISCUSSION



Discrimination of people living with HIV/Aids

SAY--

HIV discrimination is the act of treating people living with HIV/Aids differently than those without HIV/Aids.

ASK---

What are some of the examples of stigma and discrimination that you have gone through or heard of?

Allow participants to give their examples then complete

Examples:

- Isolation: some PLHIV are not allowed to share a bed, utensils, clothes with their family members
- Some children are rejected by their family members where they deny that they belong to them and even claim that they were bewitched.
- Some PLHIV are not considered in key decision making because it is believed that they are going to die at any time
- Some employers first want to know the HIV status of applicants before they employ them, hence if one is HIV positive, he/she is not given the job

ASK---

What are the causes of discrimination of people living with HIV/Aids?

Allow participants to give their examples then complete.

Examples:

- Ignorance about HIV/AIDS
- Lack of self esteem
- The way the services for HIV care are offered may also cause stigma
- Un-informed social beliefs where most people believe that if one has HIV/Aids then they must have had sexual intercourse with multiple partners
- Fear of death and likely bad health state HIV/AIDS is likely to cause e.g. the symptomatic HIV/AIDS clinical stages

EXERCISE



Examples of discrimination

Distribute a printed version of the text or read it.

Joan's story:

I am called Joan, aged 17 years,

I came to know about my HIV status when I was 11 years old, a year after my mother passed on and was given to my paternal grandmother. While at my grandmother's house I was assigned my own utensils, a basin and a mat for fear of me transmitting the virus to other children in the house.

On Sundays, I was always told to remain behind to keep the home as others attend church prayers because my appearance was not good and this was for fear of the community knowing that my father and mother had died of HIV/AIDS (a bad image they can't bear).

At school, when I was in primary 3, the teachers had known about my status and because of this, they assigned me the back chair and was never allowed to play with other children and this prompted many questions among my fellow pupils at school, until some started suspecting that I am HIV +ve and started branding me names "OWA AKAWUKA" and this made me feel so bad until I left school, as even the grand was not interested in my schooling. She used to say it's a wastage of money as I was going to die any time, so she was free with me dropping out of school.

I am currently looking healthy; I take my medicine from a health facility offering HIV related services around my area. I am virally suppressing and I am working in someone's poultry farm where I earn a living. My employer does not know my status as I see it irrelevant to tell him.

I have gained more courage and esteem in myself since I started attending a young positives club (a youth friendly club for the young PLHIV) located at my health facility where I get my medicines. I have learned a lot from this club and I am now more determined to help my fellow young positives going through stigma and discrimination.

Divide the participants into groups of 3 or more and let them answer the following questions:

- From the story, how was Joan discriminated?

- Which role was played by Joan’s family in the stigma and discrimination she went through?
- Explain how Joan’s school should have supported her?
- How is Joan coping with discrimination?

Ask participants to tell stories of how they could themselves have ever been discriminated or witnessed discrimination. Pick some of the stories that are more relevant for study purpose. Then ask the same questions as for Johan’s story.

Distribute the flyer “Support a friend living with HIV/AIDS”.

17.2. Living with HIV/AIDS

Objectives:

- To understand the different ways of achieving positive living or supporting others to achieve it

Duration: 45 minutes

Resources: flyers on positive living

ASK--- What is positive living with HIV/AIDS?

SAY--- Positive living means taking care of one’s health and body when living with HIV. A person with HIV can live a healthy, normal and productive life when they practice positive living.

DISCUSSION



Introduction to positive living

Separate participants into groups (mixed between people living with HIV and others).



ASK---

- How do you think people feel when they learn they have HIV?
- What do you think can stress them?
- What do you think can help them?
- Is the situation different for children who are born with it? How?

SAY--

Different ways of how one can achieve positive living

1. Seek early medical check-up whenever not feeling well
2. Exercise and stay active
3. Have enough sleep and rest
4. Avoid stress and learn ways of coping with stress
5. Feed on a balanced diet
6. Avoid alcohol, substance abuse and harmful habits
7. Join a social and adherence support group

	Seek medical follow-up
<p>ASK-- What is important in terms of medical follow-up when Hiv-positive?</p> <p>SAY-- After being tested positive for HIV, acceptance of the results and coping with them, good adherence to medications like ARVs and timely management of opportunistic infections.</p>	
	Stay active and exercise
<p>ASK-- Why is it important to stay active and exercise?</p> <p>SAY-- Staying active makes you feel happier, helps you sleep better, increases your appetite, and reduces stress. Activity also keeps your body strong so it can fight disease and allow you to carry on with your day-to-day activities. You can stay active by playing sports, gardening, dancing, and continuing with daily house chores.</p> <p>See a health worker if you become too tired and weak to do your daily activities.</p>	



Have enough sleep and rest

ASK— How much sleep and rest do I need?

SAY— Although each person is different, it is important for all HIV-infected people to get plenty of rest to fight illness and remain healthy. When you are tired, your body can become weak so you are more likely to get sick.

Try to sleep 8 hours each night so that you can feel strong during the day. Always rest when you feel tired so that your body can become strong again.

If you are tired, find someone to help you with household activities and duties so that you do not become too weak. Or try to take a short break or rest during the day so your body can recover and you can continue with your work.



Avoid Stress

SAY—

Do not force yourself to work when you are tired.

Do not commit yourself with things that you will not be able to do or achieve.

Share your problems with someone you trust.



Feed on a balanced diet

ASK— Why should I eat a balanced diet?

SAY— A balanced diet gives you strength, energy and protection from illnesses. When you are taking medication, your body needs extra nutrients and minerals. A healthy diet can make your HIV treatment like ARVs, INH and Cotrimoxazole more effective.

A complete balanced diet includes:

Body-building foods such as meat, beans, peas, fish, and eggs.

Energy-giving foods such as rice, papa, bread and potatoes.

Protective foods like fruits and vegetables.

It is also important to drink lots of clean, safe water. Drink safe and clean water.

Clean and safe water helps in a number of roles in the body like dissolving the

medicines and enabling them to join the blood, filtering wastes from our body through urine and sweat, as well as keeping our body temperatures controlled and body well hydrated.



Avoid alcohol, substance abuse and harmful habits

ASK— Why is it important to avoid alcohol and drugs?

SAY— Alcohol and drugs make your immune system weaker, which allows HIV to multiply in your body. They can weaken your body by making it harder to get vitamins and minerals from the food you eat. Abusing alcohol and drugs also make your medicine like ARVs, INH and Cotrimoxazole less effective which can make side effects worse.

When you use alcohol and drugs, it's harder to remember to live positively. You may stop taking ARV's or using condoms.



Have a support system

ASK— Why is it important to find a support system?

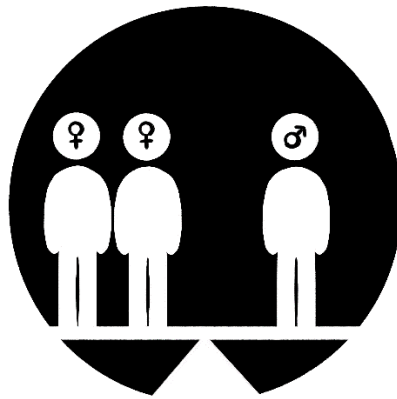
SAY— A support system allows you to share your worries and relieve stress. You can learn ideas on how to cope with your HIV status and manage your symptoms and treatment. The members can also share how they overcame some of the same challenges you might be facing. Remember, you are not alone; there are people in your community, workplace, church or health facility who can help and support you. Support participants can help each other. For example, if you are sick, need food to eat or need someone to watch your children.

Conclusion Discussion

ASK—

- What are the challenges that may hinder HIV positive people to live positively?
- What are the solutions to tackle these challenges?
- Do you know of adherence groups in your locality?
- Do you have other ideas to support people living with HIV/Aids?

18. Gender



Audience: Both single and mixed group

Objective:

- To help participants speak out and share their experience of gender issues
- To develop better understanding of and empathy for the experience of the other gender

Duration: 1.5 hour

Materials: Flip chart, 10 charts on “Choosing to Do it Differently”

ASK--- What do you understand by gender?

After receiving all the answers, explain the different between Gender and Sex:

Gender = society’s ideas about what it means to be a man or a woman and its definitions of the differences between men and women

Sex = the biological (body) differences between males and females, in terms of their bodies and the different roles that males and females play in reproduction (giving birth to babies). We are born with our sex.

EXERCISE



Gender Fish Bowl Exercise

Divide the participants into two groups (Male and Female Group).

Ask the girls/women to sit in a circle in the middle and the boys/men to sit outside the circle. Begin a discussion with the women by asking the questions listed below. The men's job is to observe and listen to what is being said. They are not allowed to speak out.

Questions for women

- What do you think is the most difficult thing about being a woman in your community?
- What do you want to tell boys/men that will help them better understand women?
- What do you find difficult to understand about men?
- How can men support and make life better for women?
- Who typically makes decisions in your household? If men, how does it feel to have men making all the decisions?
- What is something that you never want to hear again about women?
- What rights are hardest for women to achieve in your community? and why?
- What do you remember about growing up as a girl in your community?
- What did you like about being a girl? what did you not like?
- What was difficult about being a teenage girl?
- Who are some of the positive male influences in your life? Why are they positive?
- Who are some of the positive female influences in your life? Why are they positive?

Once the women have talked for about 30 minutes, close the discussion. Then ask men to switch place with the women and lead a discussion with the men using the questions below, while the women listen.

Questions for men

- What do you think is the most difficult thing about being a man in your community?
- What do you want to tell women that will help them better understand men?
- What do you find difficult to understand about women?
- How can men support and make life better for women?
- What do you remember about growing up as a boy in your community?
- What did you like about being a boy? what did you not like?
- What was difficult about being a teenage boy?
- Who are some of the positive male influences in your life? Why are they positive?
- Who are some of the positive female influences in your life? Why are they positive?

Discussion after the role play

When the groups (Male and Female) have completed the discussion on the questions given, discuss this overall activity using the following questions:

- What surprise you about this activity?
- How did it feel to talk about these things with others listening?
- What did you learn?

Exercise conclusion

Conclude the exercise by sharing the following key points with participants

Often, our opinions and perspectives about the other sex are informed by stereotypes and gender and social norms that are reinforced over time by many sources such as media or our peers. This often makes it difficult for us to understand the other sex and their needs and concerns

By having better understanding of the opposite sex and their needs and experiences, we are able to have greater empathy of how they experience gender and how it affects them, and try to make life better for especially women/girls whose lives are more disadvantaged by many of the gender roles and responsibilities, gender related expectations, privileges, limitations, access to and control over goods and services, rights, etc.

EXERCISE



Gender rules and behaviour: «Act like a man, Act like a woman»

(Audience: Both mix and single group)

ASK---

1. Have you ever been told to « act like a man » or « act like a woman»? If yes, please show us by either acting or verbally sharing out characteristics and behaviour you have been told when reminded to act like a man or a woman.
2. Why do you think this was said to you and how it made you feel?
3. How can these rules of behaviour make one feel powerful or powerless?

SAY---

We are going to look more closely at these two phrases, « act like a man », « act like a woman » because by looking at them, we can begin to see how society creates very

different rules on how men and women are supposed to behave, through determining what is « normal » for men to think, feel and act and what is « normal » for women.

These rules restrict the lives of both women and men and try to keep women in their « Act like a Woman » box and keep men in their « Act like a Man » box, and in this case, placing a lot of gender related limitations, roles/responsibilities, rights, privileges for women and men.

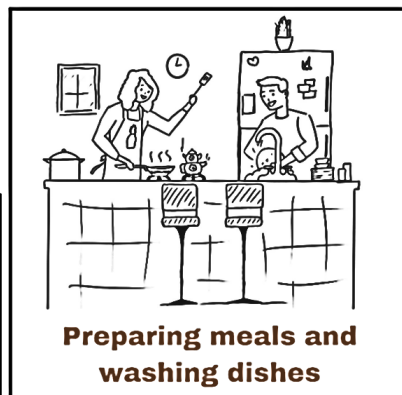
ASK---

Ask participants to share and discuss some of the characteristics of a relation/marriage in which a man and a woman are living outside the box, or doing things that seemed to be different from some of the things society points out as the right thing for women and men to do. (Please ensure that names of persons are not to be mentioned during this discussion)

Once participants have discussed the above questions, share with them the job aid cards on « choosing to do it differently », and ask them what they see happening in the cards.



Supporting wife during pregnancy and delivery



Preparing meals and washing dishes

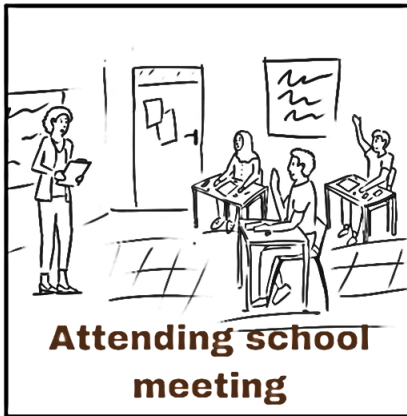


Caring for children

Shopping for household items, food, and clothes



Farming activities



Attending school meeting



Cleaning

For each of the cards, ask the following:

- What is happening in the picture?
- Is this happening in your community?
- If they answer no, ask why is that behaviour not common?

Once they have discussed the « Choose to Do it Differently » cards, ask them to share and discuss some of the benefits that men and women would have in their homes and communities.

Session conclusion

Conclude the session by sharing the following key messages with the participants

These messages and gender rules about « acting like a man » have the following effects in men's lives:

- Men are valued more than women
- Men are afraid to be vulnerable and to show their feelings
- Men need constant proof that they are real men
- Men use violence to prove that they are real men

These messages and gender rules about « acting like a woman » have the following effects in women's lives:

- Women often lack self-confidence
- Women are valued first as mothers and not as people
- Women depend on their partners
- Women have less control than men over their sexual lives

19. Sexual and Gender Based Violence (SGBV)



Objective:

- To understand different types of sexual and gender-based violence (SGBV)

Duration: 1 hour

Materials: Flip Chart and markers, stickers

FACILITATOR NOTE: *Everyone need to remember:*

- No form of abuse happens by accident.
- Abuse is not the fault of the person abused.
- One of the reasons one person abuses another is to control them. Some abusers use their physical strength to force the other person to perform sexual acts.
- Abuse can happen once or many times by the same abuser.
- Often abuse is a pattern repeated over time.

Some participants in the session may have experienced abuse or know someone that has. You should pay close attention to the behaviours and comments from the girls. Notice who seems quiet, disengaged or visibly upset and/or aggressive. Make sure you follow up with those girls after the session.

EXERCISE



Healthy relationships

DO— Give the participants a small piece of paper each.

SAY— This piece of paper stands for the self-confidence of the girl in the story. (Refer back to the session on feeling good about ourselves to clarify). I want you to tear off a piece of your paper and drop it to the floor if you hear anything that would make the girl lose her confidence.

READ— *Joseph and Sara have been engaged for about a year. Joseph is working and Sara is in school. Joseph tells Sara that she is not very smart. Joseph told Sara that she should leave school and stay in the house as school was not a place for girls. Joseph gets mad at Sara sometimes and says things like 'you are no good for anyone.' Joseph does not care if he hurts Sara's feelings. When Sara tries to tell Joseph that she doesn't like something he is doing, he gets angry and starts shouting at her.*

DO—When you have finished the story, ask the girls to show the group how much of their paper they have left.

ASK— How did you think Sara was feeling every time you tore the paper?

DO— Break the youth into small groups and ask them to think about what Sara can do in this situation.

ASK— Now, we will finish the story of Joseph and Sara. How do you think the story will end? Ask them to think about who Sara can talk to, skills or information she needs to deal with the problem.

DO— Ask them to present their stories to the group. Clarify any misconceptions.

SAY—Girls who are in difficult relationships might feel that they can't talk to anyone, but it's important that they can find a trusted person/place they can turn to for advice – like the safe space. If a girl ever experienced something similar to Sara, she could turn to a social worker, a trusted person.

Discussion understanding different types of violence

SAY— Today, we are going to talk about a difficult topic. We are going to discuss violence, especially violence against women and girls. Let's remember the group agreements discussed in the first meeting.

Violence and abuse can happen to anyone, man, woman, boy, or girl but violence happens to females more often than to males.

If girls or boys want to discuss personal experiences of violence, they can approach me any time after the session so that we can discuss in a private space.

There are different kinds of violence, let's go through some examples:

Emotional violence

SAY—*Rozana is walking down the street and she sees a group of boys standing outside a shop. She crosses the road because she wants to avoid them. They start shouting at her, saying things about the way she is walking, the way she is dressed and the way she looks.*

ASK—Is this an example of violence? If yes, what kind? If no, why not?

SAY—**This is an example of violence called emotional violence:** This is when someone makes another person feel fear to gain control on them. Examples include: threatening to hit someone, yelling or shouting, saying hurtful things, calling someone worthless or stupid (like in the story of Joseph and Sara). Stopping someone from seeing their family, parents or friends. Making comments about a girl's appearance or anything related to her body.

Denial of opportunity

SAY—*Mary's parents stopped her from going to school because they didn't think school was important for girls. One day, Mary tried talking to her parents about going back to school. Her mother told her that only her brothers were allowed to go to school and there was no use for Mary to attend.*

ASK—Is this an example of violence? If yes, what kind? If no, why not?

SAY—**This is an example of violence called denial of opportunities:** Examples of this include when someone is stopped from attending school because she is a girl, or when someone is not given their basic needs such as water, food and shelter because she is a girl. Not being able to go to the doctor because she is a girl.

**Not being allowed something because of other reasons, such as lack of money or safety issues is different to being denied something because of being a girl.*

Forced marriage

SAY— *Aisha is 15 years old. One day when she came home from her friend's house, her mother told her that she has to get married next week to a man that requested to marry her. Aisha doesn't want to marry this man but her parents told her that she has no choice.*

ASK— Is this an example of violence? If yes, what kind? If no, why not?

SAY— **This is an example of violence called forced marriage:** this is when someone has to get married when they don't want to get married, and they have no choice in the decision.

Physical violence

SAY— *Betty's mum and dad argue a lot at home. One day, Betty was woken up at night as she could hear her parents shouting. She went to see what was happening and she saw her father hit her mother.*

ASK— Is this an example of violence? If yes, what kind? If no, why not?

SAY— **This is an example of physical violence:** examples include hitting, pushing, using force to hurt or hold someone, or using any kind of material (i.e. hands, stick, harmful tools) to harm someone.

Sexual violence

SAY— *Lillian always goes to the same store to buy bread. One day, when Lillian tried to pay for the bread, the shopkeeper said she didn't need to pay. A week later, the same thing happened. Lillian was happy because she saved some money. But the third time she went, the shopkeeper asked Lillian if she will be his girlfriend. When she said no, he said to her that she cannot say no, because of all free bread he gave her.*

ASK— Is this an example of violence? If yes, what kind, if not, why not?

This is an example of violence called sexual violence: examples of sexual violence include rape, sexual favours in exchange for assistance, unwanted kissing or touching, and FGM/C.

DISCUSSION



Blame

SAY--- Sometimes, when a girl experiences the examples of violence we mentioned, they might not want to discuss it with anyone.

ASK--- What could be some of the reasons why girls keep this information to themselves?

Complete if necessary: Not knowing who to trust, being scared of the news spreading, judgement from people, thinking they are to blame. Some girls may as well not be conscious that they are experiencing violence because of a lack of information on what is acceptable and what is not.

ASK--- What could be some of the reasons why it's helpful to share this information with a trusted person?

Complete if needed: Feel you are not alone, that person can help you find solutions and develop a plan.

ASK--- Is the survivor of violence ever to blame for what happens to them?

Clarify it is never the fault of the survivor.

SAY--- I will read out a number of stories and I want you to tell me who is responsible for what happens:

Scenario 1: A man forgets his phone on a table in a restaurant. Someone steals the phone. Who is responsible? *It is the responsibility of the person who took the phone, because it is a decision that person made.*

Scenario 2: A girl is walking home late at night after spending time at her friend's house. She is wearing tight trousers. A man comes and tries to grab her, she manages to run away. Who is responsible? *The girls may say that the girl shouldn't be walking at night or wearing those clothes. It's important to emphasise that sometimes we can try to prevent situations by walking in groups or during the day (for our safety), but a girl is never to blame in this situation. The perpetrator made the decision to approach her, he is responsible.*

Scenario 3: A husband and wife are arguing because the wife did not cook dinner. The husband pushes the wife and she hurts her arm. Who is responsible? *They may say that the woman is responsible as she should have completed her chores. It's important to tell them that under no circumstances is she to blame for being physically assaulted by her husband. There are different ways to solve problems.*

Scenario 4: A boy is walking home from school. He stops at the shop to buy a soda. When he leaves the shop, a group ask him to give his soda. The boy says no, so the group beat him. Who is responsible?

They may say that the boy should have handed over his soda. It is important to say that even if the boy could have done that, he is not to blame, the group made the decision to behave in this way.

KEY POINTS: The survivor is never to blame for the abuse that happens to them. Even if some people may think that the survivor could do something to prevent the abuse from happening, it's important to understand that the perpetrator has a choice not to abuse and the responsibility always lies with the perpetrator.

If a girl is being abused, it is never her fault. A girl should tell a person whom she trusts that she is being abused and that she might need help to stop it.

If a girl does not know who to tell, social workers may help. They will keep everything a girl says a secret and will help them come up with a plan to try and keep them safe.

EXERCISE



(exercises for girls)

DO— Tell the girls to stand in a circle.

SAY— After 3, we will all yell 'NO' as loud as we can.

DO— When the girls have finished, ask them to each individually yell 'NO'.

ASK— How did it feel to yell 'no'?

SAY— Sometimes girls don't say NO because they are not aware of their rights or because the situation when experiencing violence is very difficult for them to deal with. We are going to go through some situations to explore together how to deal with them.

EXERCISE



Response (Exercise for girls)

DO— Split the girls into three groups and ask one girl to volunteer to read the scenarios (if no girls can read in the group, read the scenario for the group).

Ask them to discuss the steps they would take to deal with the scenario they have been given.

1. How should the girl react in that situation?
2. Should they tell anyone? Who? What can they say?

When they have finished, they can describe their scenario and solutions to the wider group.

Scenario 1

Nadia and her friends are followed by some men on the way to school. The men start to make comments about the way the girls are dressed, the way they talk. They are very rude. Nadia and her friends are beginning to feel scared. (*Think about safety plan/safer routes*)

Scenario 2

Rabia and her sisters moved to a new village with their mother. They live with their uncle. Rabia's uncle makes her feel very uncomfortable; he is always making comments about the way she looks. Rabia does not like to be alone with her uncle and tries to avoid this as much as possible. (*Think about how to avoid being alone with him*).

Scenario 3

Maya's situation at home is very difficult. She lives with her mother and younger sisters and her mother is very ill and cannot go to work. Someone much older in the

community, who makes Maya feel uncomfortable, tells her that he wants to help. He says if she becomes his girlfriend, he will help her and her family. (*Think about who she can ask for advice*).

ASK— Are these situations realistic to what girls actually experience? What other situations do girls face and how could they respond to those?

Key points: Girls should try to find someone they trust to discuss issues related to violence that they might face. They can also speak to a social worker/counsellor.

Reminder

- No form of abuse happens by accident.
- Abuse is not the fault of the person abused.
- One of the reasons one person abuses another is to control them. Some abusers use their physical strength to force the other person to perform sexual acts.
- Abuse can happen once or many times by the same abuser.
- Often abuse is a pattern repeated over time.

Some participants in the session may have experienced abuse or know someone that has. You should pay close attention to the behaviours and comments from the girls. Notice who seems quiet, disengaged or visibly upset and/or aggressive. Make sure you follow up with those girls after the session.

20. Inclusion of people living with disability



Objective of the session:

- To better understand the situation of people living with a disability

Duration: 1.5 hour

Materials: Game of life story

Disability and impairment

ASK--- What do you know of the terms Disability and impairment?

SAY---

Disability

Disability has a simple mathematic when explaining for the audience to know properly:

Disability = Impairment * barriers

This therefore means, having an impairment is never any problem itself but, the barriers in the environment, community and other government and non-governmental sectors, makes it problematic to a person who has the impairment because the barriers will prevent him from actively participating in activities like others.

As an example, "if someone cannot walk, that is his impairment, but if he/she does not have access to a building because it was not conceived to allow access for a wheelchair, that becomes a disability".

Impairment

The United Nations convention on the rights of persons with disabilities gives the following definition of a person with disability:

“Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interactions with various barriers may hinder their full and effective participation in society in an equal basis with others.”

Types of impairments

There are several types of impairments that people can have. Some of these are visible and others are difficult to see or notice.

ASK---

What are the types of impairment? And what can be done to support the people living with these impairments?

SAY---

The following are the types of impairments internationally recognized.

Visual impairment

This is a partial or total loss of vision or ability to see and read. Visual impairment can be categorized as follows:

Partially sighted; difficulty to see or read. Low vision: Severe vision loss which makes it difficult to see or read at normal distance.

People with low vision require supportive tools to make them see and read (such as glasses) and be provided with large prints if necessary. Children and youth in class may be given the possibility to sit in the front row.

Totally blind; inability to see at all; There is a need for non-visual resources such as braille or audio releasing equipment.

Tips for interacting with people with visual impairment

- Always ask first before offering any help and do not be offended if it is refused. Some people have had very bad experiences of what a sighted person thinks is being helpful!
- Always treat a blind person normally; speak first and introduce yourself.

- Be precise if giving instructions – giving directions by pointing and saying, ‘it is down there on the right’, is not much help and very thoughtless.
- The use of a white cane does not necessarily mean that a person is totally blind.
- Once into a conversation, never leave without saying you are doing so. Do not allow the blind person the embarrassment of talking into the air!
- Shake hands only if a hand is offered.
- It is also politeness to look at him/her during conversation and adopt the same level of position, e.g., sit or stand.
- Explain noises and silences and do not shout.

Hearing impairment

There are several degrees of loss of hearing. The degrees of loss of hearing are:

Mild; difficulty in hearing soft sound such as whispering. A person having this can benefit from hearing aid.

Moderate; difficulty hearing during conversations. A person having this can benefit from hearing aid.

Severe; can only hear loud sound or noise.

Profound; difficulty in perceiving any sound at all. This is also referred to as deafness. This person cannot benefit from hearing aid.

Depending on the severity of the hearing impairment, this may affect the speech particularly if it begins before the child had acquired language.

Tips for communicating with people with hearing impairment:

- Find out how they like to communicate.
- Make sure your face is visible and in the light.
- Speak clearly and don't shout.
- Try to reduce background noise.
- Try writing your message down or texting on your phone if you're struggling.
- Use gestures and facial expressions and don't give up!

Physical impairment

These are set of condition that results into difficulty in movement, movement coordination, holding, grasping, feeling and ability to perform physical activities.

Technology is allowing material resources for people with physical impairment such as wheel chairs or prothesis. However, note that in most situations, this equipment will as

well need an accompaniment of the people targeted. Otherwise, it may end up to be useless as the person would not have the ability to use them.

Tips for interacting with people with physical impairment

- Ask first and follow their lead: Don't assume people need help. Ask if they need anything to make the process more effective or easier for them. They are the experts on their needs and how to best meet them. If they do ask for help, ask for specific instructions on how you can help.
- Be aware of personal space: Some people who use a mobility aid, such as a wheelchair, walker or cane, see these aids as part of their personal space. Similarly, never start to push someone's wheelchair without first asking the occupant's permission. Don't touch, move or lean on mobility aids. This is also important for safety.
- When setting meetings, check accessibility.
- If you will be speaking for some time with a person in a wheelchair, sit down so they don't have to strain their neck to look up at you. Do not lean over a person in a wheelchair.

Intellectual impairment

This comes in many varieties but refers to life-long challenges when it comes to processing and understanding new information. They can affect the ability to comprehend and learn; ability to solve problems, ability to remember, ability to learn new information and skills including social skills. Learning disabilities often become noticeable in childhood. Intellectual impairment affects persons in education, work and daily routines.

Some may be due to poor nutrition at young age, which has affected the development of the child or accidents. Others may have genetic sources. Some genetic disorders such as down syndrome can be associated with intellectual disability.

Tips for communicating with people with intellectual impairment

- Do not call them kids if they are not.
- Use clear, simplified language and try, if needed speaking slower, not louder.
- Treat them as you would your peers. Do not speak down to them. They love a good joke, tease, or challenge just like we do.
- Ask them their thoughts and allow them to answer. Don't put words in their mouths.
- Ask if you can help them before acting and assuming they actually need help. Have fun and enjoy their candor! Be prepared for their bluntness.

Psychosocial/mental impairment

Psychosocial impairment refers to persons affected by a medical or psychiatric condition that affects an individual's cognition, emotion, behavioural control, and interferes his or her ability to learn and function in the family, at work or in society. There is a broad range of acute or chronic psychosocial impairment. They include conditions such as anxiety, depression, schizophrenia, post-traumatic stress disorder (PTSD). The duration may vary from one episode in life to recurrent experiences. Persons with psychosocial impairment may benefit from relevant medications prescribed by a health worker or therapy by a trained counsellor. Be aware that medication is not always the first solution to consider. Most persons with psychosocial impairment live an active life with proper and adequate supports. Although often confused, psychosocial impairments are different from intellectual impairment.

Tips for helping someone with mental health problems

- Set time aside with no distractions: It is important to provide an open and non-judgemental space with no distractions.
- Let them share as much or as little as they want to: Let them lead the discussion at their own pace. Don't pressure them to tell you anything they aren't ready to talk about. Talking can take a lot of trust and courage. You might be the first person they have been able to talk to about this.
- Keep questions open ended: Say, "Why don't you tell me how you are feeling?" rather than "I can see you are feeling very low". Try to keep your language neutral. Give the person time to answer and try not to grill them with too many questions.
- Listen carefully to what they tell you: Repeat what they have said back to them to ensure you have understood it. You don't have to agree with what they are saying, but by showing you understand how they feel, you are letting them know you respect their feelings.
- Don't try to diagnose or second guess their feelings: You probably aren't a mental health expert, and while you may be happy to talk and offer support, you aren't a trained counsellor. Try not to make assumptions about what is wrong or jump in too quickly with your own diagnosis or solutions.
- Talk about self-care: Discuss ways of de-stressing or practising self-care and ask if they find anything helpful. Exercising, having a healthy diet and getting a good night's sleep can help protect mental health and sustain wellbeing.
- Offer them help in seeking professional support and provide information on ways to do this. Try not to take control and allow them to make decisions.
- Know your limits. You will have your own limits on the support that you can provide. And it's important to take care of yourself too. Give yourself time to rest and process what they have told you or what's happened. Try to help them create a support network of other friends, relatives and mental health professionals who can help them too.

Speech impairment

This group of impairments affects the ability to communicate verbally. Communication is a two-way process that involves clear expression and full understanding of what is said. Speech impairment can affect either one or both ways, and this includes: production of speech; difficulty in verbal expression such as articulation of speech and loud sound, difficulty with the quality of voice, difficulty with sound formation (Stammering), or a combination of these.

Tips for communicating with people with speech impairment

- Reduce distractions: Ensuring the radio or TV aren't loud can help both the speaker to better articulate what they want to say and understand what you say. But it can help the listener to focus and hear what the speaker is saying too.
- Repeat what you did hear: Repeating back what you did understand means the person doesn't have to repeat the whole sentence again, which can be frustrating and tiring.
- Speak at the same volume: Don't be tempted to speak more loudly, remember the person doesn't have a problem with their hearing.
- Rephrase what you've said: If they haven't understood you, try rephrasing rather than repeating.
- Give them options: You can try offering options, for instance 'did you want to ask about your test or your treatment?' The person may then find it easier to recall the word once they've heard it.

Importantly, in Uganda, the following other types of impairments are identified. They have been identified as groups of impairments because they under-go a number of barriers.

Persons with albinism;

Persons with short stature (Persons living with dwarfism);

Persons with epilepsy;

Persons with cerebral Palsy;

General GOLDEN rules:

- Treat everyone as you would like to be treated.
- Always ask before giving assistance. Just because a person has a disability, they don't necessarily need or want your assistance.
- Avoid showing pity or being patronizing.

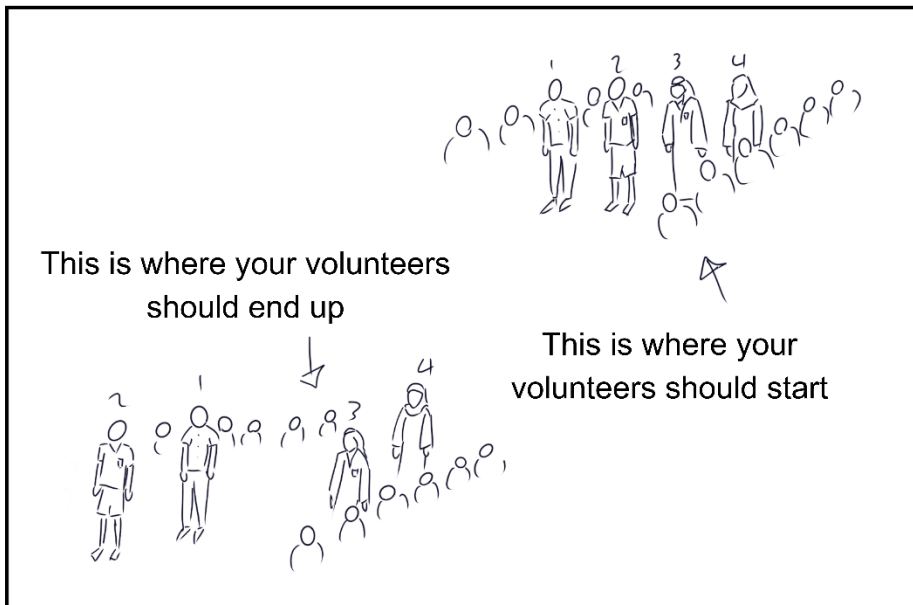
EXERCISE



Barriers/challenges persons with disabilities experience; GAME OF LIFE

Tips for facilitator: Story is a powerful means of conveying your message. And it's used to great effect in this visual representation of discrimination. It helps to reinforce concepts raised.

When the story begins and participants start to think about whether a disabled infant would be as welcome as a non-disabled one, you can talk about some of the prejudices surrounding disability – and some of the causes of this stigma. Throughout the story, there are many opportunities for raising issues of concern. Having a tea break afterwards is good, as participants often wish to discuss and reflect on the issues raised here with each other and need a little time for the message to absorb. This can make the final part of the afternoon especially productive.



Setting up the room is important. You may need to spend time reorganizing the chairs. You'll need enough space for four people to stand side-by-side, with the other

participants seated around the edges of the room, facing towards the volunteers. Creating a 'corridor' in the middle of the room, enabling you to use the full length of the room for the exercise, is ideal.

Ask for four volunteers from among the group (ideally, two men and two women), willing to stand for about 30 minutes to represent the following groups:

- A non-disabled man;
- A disabled man;
- A non-disabled woman;
- A disabled woman.

Assign each volunteer a role. Explain how you'll be telling a life story, taking the characters on a journey from birth to old age. As you reach each significant life event, you'll ask them to respond as they think their character (or their family) would react. They'll need to take:

- two steps forward for a very positive or very successful experience;
- one step forward for a positive or successful experience;
- one step back for a not-so-positive or not-so-successful experience;
- two steps back for a negative or unsuccessful experience.

Once your volunteers understand what they'll be required to do, reinforce they are representing a group of people, so they should respond accordingly. Encourage them to avoid thinking about specific impairments or basing decisions on their own life experiences.

Also, their response should be based on what they think is currently accurate for their culture and situation – not what it ought to be.

After each life stage and volunteers' responses, allow time for the others to react and comment. If there's disagreement, the group should decide by consensus and the volunteer may be asked to alter their move. The facilitator's role is to assess when to intervene and comment to clarify reasons for decisions and to bring out and discuss any prejudicial points. The specific impairment is not relevant to the main point of this exercise, so try not to focus on this too much. It won't alter the essence of the activity.

Set the scene for the story. You may add details to the story mentioned below. Since you want to emphasise links between disability and poverty, consider placing the story in a typical village. Describe it in as much detail as you can, explaining that income poverty levels are generally quite high – although most families have land and access to safe water. For entrepreneurs, opportunities exist in the nearby town where there are also health and educational facilities.

4. Tell the story...

'One fine day, after a long wait of nine months, your character is born. How does your family feel when they see who you are? Make your moves.'
Note what might happen:

- family is very happy (non-disabled son born), two steps forward;
- quite happy (disabled son/non-disabled daughter), one step forward;
- not happy (disabled son), one step back;
- very unhappy (disabled daughter), two steps back.

'Now you are a bit older, and it's time to start thinking about school. How likely is it that you will be able to attend school? Make your moves.'

'Now you are 20. You'd like to get married or form a relationship. How much do you think this will be possible for you? Make your moves.'

'You like to keep busy and want to make some money for your family. You try to get a job. How easy will it be for you to find one?'

'A few years go by. Everyone in your age group is having babies. How much will this be a possibility for you?'

Note to the facilitator: Check if the disabled woman takes two steps back or is instructed to do so by the group.

Why did this happen? They may say it's because most disabled women are physically unable to have children – a common myth.

Two steps back may well be an accurate response for a different reason – disabled women often don't have children because society thinks they can't or shouldn't.

'Now you're in your 40s. You have a lot of experience of life. You want to help your community by becoming involved in local politics. How likely are you to achieve this goal?'

5. Ask the group:

- Who is in the best position now? Who is in the worst place?
- Volunteers, how does this make you feel?
- Does any of this surprise anyone?
- Is it helpful as a tool for reminding us that disability and social exclusion seriously affects people's abilities to avoid poverty?
- The non-disabled man at the front of the exercise is regarded as living in poverty – what does this imply for disabled people?
- The most powerful way to end this session is to ask the group to look once again at where the characters are standing. Recall that this was all taking place in a rural

location where general levels of poverty are quite high. Even though the non-disabled characters are well ahead of the disabled ones, they're by no means wealthy. Ask the group – who benefits from your development programs at the moment?

EXERCISE



Respectful language when referring to persons with disabilities

Break the participants into groups.

Ask each group to list the different negative and the positive language they know when referring to the several types of impairments. When the sessions are done from the groups, let each group have representatives to come in front and present their findings.

If needed, complete with the content below:

- Generally, language is a powerful tool for driving prejudice and discrimination. This is particularly so for disabilities issues. Historically, persons with disabilities have been labelled and called names to emphasize that they are different and do not conform to the societal norms of abilities and beauty. In some communities, individuals are addressed with their impairments rather than by their given names.
- In talking about appropriate language to use when referring to persons with disabilities, positive attitude can be shaped, and the right perceptions can be put in place. And also, we can avoid keeping with old stereotypes about persons with disabilities.
- When talking about respectful language in reference to persons with disabilities, it is important to note disability etiquettes as shown below:
- Call a person with disability with his/her name and refer to the person's disability only if it is related to what you are talking about. Example do not use generic terms such as, "a girl on a wheelchair" rather, call the name.
- Talk directly to the person with a disability, not his/her guide or personal assistant or the interpreter in case you want to talk to him.
- Ask the person which term they prefer to be called with if he/she has a disability.
- When having the session on disability rightful terms to use, it is proper to say "persons without disabilities". Do not refer to those without disabilities as "healthy or normal people". These terms make persons with disabilities feel like something is wrong with them and it looks like they are not normal or sick.
- Avoid the use of acronyms like PWDs or WWDs. It is not nice to reduce people to an acronym.
- In conclusion, use respectful language and avoid disrespectful terminologies.

21. Inclusion of Children associated with armed forces and armed groups



Objective:

- To sensitize community youth on circumstances in which people joined armed groups when they were children and on non-discrimination towards them

Duration: 1 hour

Materials: Flipchart

ASK— What are children associated with armed forces and armed groups?

SAY— A child below 18 years of age, who is or who has been recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls used as fighters, cooks, porters, messengers, spies or for sexual purposes. It does not only refer to a child who is taking or has taken direct part in hostilities. This might also include children abducted for forced recruitment or sexual purposes by armed groups/armed forces.

Background in Uganda

In Northern Uganda, a conflict between the Lord's Resistance Army and the Government lasted from 1986 to 2006. 60'000 children were abducted to be trained as soldiers. The situation in Uganda is now peaceful. However, up to 50% of the formerly abducted youth and young adults still suffer from Post Traumatic Stress Disorder.

EXERCISE



Form 3 groups and distribute one of the stories below to each group.

Group 1

Moses is 34 years old. When he was 12, he was abducted by the Lord Resistance Army and stayed with them for three years until he escaped and returned directly to his village.

Group 2

Betty is 29 years old. When she was 11 years old, she was abducted by the Lord Resistance Army, and stayed in captivity during 2 years, during which she was a wife to one of the commanders. She returned to the village with a baby that was born during captivity.

Group 3

Joseph is 10 years old. His mother was among the Lord Resistance Army as she was abducted when she was a child. Joseph was born during his mother captivity. His mother returned with him to her original village after 4 years of captivity.

SAY--

Each group will have to prepare a presentation on flipcharts that will have images and words. It should be graphic (using images). They should describe the following:

- Challenges faced in the past and now (timeline can be adapted to the case)
- Ways to support them
- Take into consideration individual, family and community level

After 30 minutes of preparation, the groups will present their case to the rest.

After all participants have presented their answers, go through the following if needed.

DISCUSSION



ASK---

- What do you think are causes for children to join armed groups?
- What is the importance of adults within their family to prevent them from doing so?
- How do you think such children are likely to be treated by their community?
- Do you think they may also have problems within their own family?
- For those who have been in detention, what kind of challenges do you think they faced during the detention?
- What do you think will happen if they are discriminated against?

Risk factors

Risk factors for children to join armed groups may be economic, due to lack of educational/livelihood opportunities, religious or family pressure. In Uganda, in the past, most joined while they were kidnapped, under threat or to protect their family. They are most likely to be a combination of risk factors. **Most importantly, whatever the reason is when it comes to children associated with armed groups or armed forces, they are/were children, and may not have had an adult showing them the right direction.**

General challenges they may be facing:

Grief of their parents: Many of them have lost their parents. Even if these people committed bad things, they are their parents, and they are likely to be very sad about it.

Mental health problems: They might have gone through very difficult moments that may affect the way they behave. Sometimes aggressive behaviour, lack of concentration/attention when you talk to them, or asocial behaviour are related to a lot of suffering and due to what they went through.

Persecution: Some of them may not have committed any crimes but may have been persecuted and mistreated after the war, which may lead them to become radicalized even if they were not before.

Challenges during detention: Those who were in detention may have faced torture, abuse and sickness.

Discrimination: They may face discrimination at community level. People will make assumptions about what they did or did not do, and they might not always be true.

Relational problems: Some people may treat them aggressively and they may respond aggressively in return. This is therefore important to put efforts in peaceful relationships.

Access to education or livelihood is important for them to gain a peaceful life. It is important for other community members to try not to prevent them from such opportunities.

Security: Even if they were already for many years in detention, they may fear to move anywhere out of fear of retaliation. They may therefore feel like they are in detention again.

How to help children/youth/adults who may face challenges for their or their families past affiliation to armed groups?

Ask participants to explain what can be done to ensure a peaceful reintegration of CAAFAG. Note on the flipchart and add if needed:

- Encourage children to join school
- Be non-discriminative when it comes to business. If they have a business, be their client!
- Encourage non-discrimination in the community, by being an example!
- Include them in youth activities, clubs, and sport clubs
- If you feel they are in psychosocial distress, try to help them find someone who can help them (trusted adult, NGO worker, etc.)
- If they are isolated or lack self-esteem, try to be friendly to them and help them build their self-confidence by encouraging them.

ASK---

Do you think that the phenomenon of child soldiers could reoccur in Uganda?

If yes, ask participants to explain what can be done to prevent children from joining armed groups. Note on the flipchart and add if needed:

If you have a friend that dropped out of school, try to find out why and if needed, encourage him/her to join again, by informing him of the long-term benefit of education (employment, livelihood, status within society) and the disadvantages of stopping school.

If you see that a youth is isolated, try to be friendly to him and include him in youth activities, clubs, and sport clubs.

If you feel a fellow youth is in psychosocial distress, try to help him find someone who can help him. (a trusted adult, NGO worker, ...)

If you suspect a friend is willing to join armed groups, inform him about the damage this can have on his life such as:

- Being killed young,
- Being involved in fights affecting his long-term mental health,
- Creating enemies,
- Tell him that he may gain power in the short term but that it may not allow him to have a stable family life in the long term.
- If this doesn't work, try to help him find someone who can help him (trusted adult, NGO worker, etc.). You may get someone that you feel he trusts (brother, uncle, teacher, etc.).

22. Sources

- BIT.AI Blog, 2023, “50 Best Team Building Activities For Collaboration”
- Boal Augusto, 2004, « Jeux pour acteurs en non-acteurs »
- CWVYS, 2014, “Young people with disabilities methodology handbook”
- E. Ackerman, Courtney , 2022, “42 Goal Setting Activities for Students & Kids”
- Emerson J, 2019, “Helping someone with speech and communication difficulties”
- E. Yilmaz, 2022, “Identity: Definition, types, examples”, Berkeley Well-Being Institute, <https://www.berkeleywellbeing.com/identity.html>
- Habacon A, 2017, “6 ways you can support people with disabilities”
- HOPE worldwide Africa, 2002, “Basic Skills for Counselling Children Facilitator’s Manual”
- International Federation of Red Cross and Red Crescent Society, 2013 “Life skills, skills for life”
- IOM, 2022, “MHPSS and livelihood integration manual »
- Law Stephen, 2019, “Do you see a duck or a rabbit: just what is aspect perception?”
- Leu Lucy and Rosenberg Marshall, 2017, “Nonviolent Communication Companion Workbook”
- Mango Tree, 2015, « Masculinity and Femininity Trainers Manual”
- Manivelle Théâtre en mouvement, 2022, « Jeux corporels courts pour l’intégration, la dynamisation et l’expression d’un groupe »
- Massallay, J. L., 1990, “Methods, Techniques and Skills of Youth and Community Work: Community Action and Group Work”
- Mentalhealth.org, 2023, “How to support someone with a mental health problem”
- National Bullying Prevention Centre, 2020, “Cyberbullying, what parents should know”
- National Deaf Children’s Society, 2022, “communicating with deaf children”
- National Institute of Health, 2022, “Session on Bullying Facilitator’s Guide”
- Peel Public Health, 2018, “Changes In Me: A Puberty and Adolescent Development Resource for Educators”
- Positive Psychology, 2017, “42 Goal Setting Activities for Students & Kids”
- Rosenberg Marshall, 1999, « Les mots sont des fenêtres (ou des murs) »

Sanders Mark, 2009, "Decrease conflict in groups"

Special Olympics, 2023, "How to Speak With People With Intellectual Disabilities"

Stevens S., 2003 , "Assisting the blind and visually impaired: guidelines for eye health workers and other helpers"

Swiss Peace, 2020, "A Collection of Tools to Create Engaging Courses and Workshops"

Taylor Jim, 2019, "Perception Is Not Reality"

Team Tonny, 2019, « WORDS MATTER: "YOU" VS. "I"»

Terre des hommes, 2008, "Child protection psychosocial training manual"

U.S. Dept of Health and Human Services, 2005, "Assertive communication"

Uganda Ministry of Health, 2020, "UGANDA CONSOLIDATED GUIDELINES FOR PREVENTION AND TREATMENT OF HIV/AIDS 2020 in Uganda"

UNFPA and Unicef, 2017, "Adolescent Girls Toolkit Iraq"

VIVO Uganda, 2019, « Anger Management »

VIVO Uganda, 2021, "Emotions' regulation"

VSO, 2002, "A handbook on mainstreaming disability"

War Child Canada, 2009, "CONFLICT MANAGEMENT/PEACEBUILDING MODULE"

War Child Canada, 2016, "Youth to Youth training guide"

War Child Canada, 2022, "War Child Canada Life Skills Curriculum (Youth)"

War Child Holland, 2007, "I DEAL Conflict and Peace"

World Vision, 2021, "Game of Life"