



# SAMMANIT JEEVAN

Living with Dignity

## TEEN MANUAL

The adolescent development sessions were adapted from the Skhokho Supporting Success for Families intervention developed by the South African Medical Research Council. The social and gender norms, communication and relationships sessions are based on the Zindagii Shoista manual developed by International Alert and Cesvi, itself an adaptation of the Stepping Stones manual developed by Alice Welbourne (1995) and adapted by Jewkes, Nduna and Jama (Shai) 2002 in South Africa. This manual is contextualized and adopted into Nepali context by VSO Nepal and Bhimapokhara Youth Club through a participatory workshop process.



WhatWorks  
TO PREVENT VIOLENCE  
A Global Programme To Prevent  
Violence Against Women and Girls



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What works to prevent violence against women and girls

South African Medical Research Council

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## FOREWORD

“*Sammanit Jeevan for Teen*” is a participatory, group based, family oriented workshop series designed in 2016. This manual is developed as a part of the One Community One Family (OCOF) project which is designed mainly for trainers/facilitators for training and sensitizing teenagers on adolescent development, social and gender norms, assertive communications and relationships. It is adapted and contextualized based on the findings from formative research to ensure effectiveness of these content. Besides, participatory workshop and pilot testing helped in making these content more relevant to the Nepali context.

This training manual is intended to develop teenagers’ understanding on social and gender norms, increase their assertive communications skills and improved their relationship with their parents, peers and other relatives by developing better understanding on gender and social norms exist in their community and families. It comprises contents on understanding gender, gender equity, social and gender norms, child rights and gender based violence.

VSO Nepal remains committed to achieving gender equality and mainstreaming it in all of our programmes and practices. VSO Nepal is thankful to UK Aid who funded this project and team of What Works, SAMRC and BYC for successful delivery of One Community One Family project. This manual is one of the significant outcomes of the project intervention which aims to promote the family centered interventions to change gender and social norms. It is envisioned that this manual will be a milestone document in constructive engagement of teenagers in transforming gender responsive society addressing issues of unequal gendered power relations. We anticipate suggestions from all stakeholders and individuals for further improvement of the manual that can be incorporated in future documentation and interventions.



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This manual was written by Nwabisa Jama-Shai (South African Medical Research Council), and Ratna Shrestha, Abhina Adhikari and Anita Shrestha (Voluntary Services Overseas, Nepal). Alice Kerr-Wilson, Geeta Devi Pradhan and Amanda Peskin reviewed the manual as part of the One Community One Family (OCOF) research and intervention project. It is an output of the 'What Works to Prevent Violence, a global programme for low-income countries funded by the UK government. It must be noted that the views expressed in this manual are solely those of the authors and do not necessarily reflect those of the UK government.

The *Sammanit Jeevan for Teens* is built up of sessions on adolescent development, social and gender norms, communication and relationships. Many of these sessions have been adapted from elsewhere. The adolescent development sessions were adapted from the Skhokho Supporting Success for Families intervention developed by the South African Medical Research Council. The social and gender norms, communication and relationships sessions are based on the Zindagii Shoista manual developed by International Alert and Cesvi, itself an adaptation of the Stepping Stones manual developed by Alice Welbourne (1995) and adapted by Jewkes, Nduna and Jama (Shai) 2002 in South Africa. The adaptation has taken into account the Nepali context.

The authors are, however, very grateful for the opportunity to draw on its material in the process of writing this document.

This manual is developed as part of the One Community One Family (OCOF) research and intervention project. We gratefully acknowledge all the OCOF team members Ratna Shrestha, Abhina Adhikari, Geeta Devi Pradhan, Bikash Kumar Koirala and Anita Shrestha, Amanda Peskin and Technical Advisor Phambili Nwabisa Jama Shai and Alice-kerr-Wilson and Consortium Director: What Works to Prevent Violence, Global Program Prof Rachel Jewekes in supporting the process of developing the manual.

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## INTRODUCTION TO THE MANUAL

*Sammanit Jeevan for Teens* is designed to develop teenagers' communication skills, to support their understanding of gender norms and to improve their relationships with parents, friends and other relatives. The workshop series consists of eight sessions which will help teenagers to understand the gender norms that exist in their community and family and improve their communications skills. It will provide them with information about their sexual and reproductive health and help them develop their future goals and ways to achieve these, including improving future career prospects. The photo story in the manual will assist teenagers to understand the current context of society and problems that teenagers face.

In the workshop sessions, teenagers will learn and practice assertive, respectful communication skills as well as conflict resolution and negotiation skills and will discuss different aspects of close relationships including what makes them caring, happy, and safe. In the dialogue session, teenagers will discuss about dating, violence, and sexuality.

The sessions will strongly influence teenagers' ability to communication as well with others skills – how we act, the possibilities available to us, and our ability to follow paths that are safe and happy. Knowledge is important, but to make changes in our lives we need practical skills more than knowledge – we need an understanding of what effects our behaviour and that of people around us, and we also need skills to communicate well within our family and community. We also need to critically reflect on ourselves and our relationships and any new knowledge we receive so the manual will help teenagers to have in-depth information about it.

*Sammanit Jeevan for Teens* sessions provide opportunities for participants to identify and share their hopes, expectations, and concerns for their own and their families' futures and potential facilitating factors and barriers to achieve the future goals and build harmonious relationship at the family and community level. It also provides an opportunity to understand their emotional/psychological, social and physiological development.

The workshop sessions are based on participatory learning approaches as we all know that we learn better when our current knowledge is affirmed and we are able to discuss and decide things for ourselves, rather than just receiving lectures. They are designed for use with teenagers. Each session described here represents a stepping stone on the path across the difficult river of life. Each session has been designed to build on previous sessions.

### THE MANUAL

The adapted *Sammanit Jeevan for Teens* is set out in this manual and each session is intended to build on the previous ones. It is important to follow the sequence of exercises in the sessions and not simply picking and choosing exercises. The earlier exercises are build-up to working through some difficult issues. Missing out those earlier exercises might make it difficult for participants to cope well with the harder, later exercises. Missing the later exercises would mean that participants would miss out on key skills to help them to put their knowledge and ideas into practice.

The whole programme aims to enable individuals, their peers, their parents, and their communities to change their behaviour, individually and together, through the step-by-step process in which the sessions are delivered. Participants are strongly encouraged to make a commitment to attend all the sessions.

### FACILITATING SAMMANIT JEEVAN

*Sammanit Jeevan for Teens* training demands a number of skills from the facilitators. These include: experience in participatory learning approaches, facilitation, communication and gender and sexuality awareness, open-mindedness, creativity, imagination and humour. This manual was written for people who have some of these skills – that is, the ability to engage with other people on the topics covered in the sessions, have some degree of knowledge on the topics, or even personal experience – to become effective facilitators, and who work with local groups.

If you have these skills and approaches, then this manual may be suitable for you. If you do not already have all these skills, the training outlined below will enable you to build on skills you already have, or provide you with new skills. But running *Sammanit Jeevan for Teens* is about more than just having the right skills to make the training work. It is also crucial that you have the time – and institutional support – to run the workshop over a certain time period.

Active facilitation of *Sammanit Jeevan for Teens* is vital. As a facilitator you must summarise and draw conclusions from each exercise and enable participants to summarise what they learn from each session. You also must be able to challenge the participants. The key to building participants' knowledge through participatory processes is being able to challenge what is said in the groups in a way that makes participants reflect and feel comfortable with being challenged, rather than just saying "you are wrong". It is very important to do this as a facilitator, otherwise the group environment can potentially reinforce unhelpful attitudes, hierarchies, or popular myths. The order of exercises in the programme is designed to help facilitators do this as it is best to draw on ideas and principles discussed in earlier sessions to help a group question things that are raised in later sessions.

Ideally before you begin working with this manual you should attend a training course. Otherwise, it is important that you work through the material in it even if it seems familiar to you. Begin by reading the whole manual, together with the colleagues you will work with to run workshops. Then try out the exercises on each other, going through in the sequence the manual suggests. This will enable you to explore your own experiences, for example, your gender attitudes, and enable you to get to know the material so you will be confident in using it and can think about how you may use ideas from earlier exercises in discussion of later ones.

This programme is designed to challenge people's (including our own) attitudes and behaviour towards themselves and others. You are likely to find this rather frightening. You may also feel rather nervous about things going wrong, or not going according to plan. Going through it beforehand in this way will help you work through some of your worries and also to work out any areas that might be difficult to use in the community and any challenges you think you might face. Practicing the material as if you were a participant gives you a chance to find out the effect that it has and how it would feel to experience it at first hand, which will make you more effective as a facilitator for others.

## DISTRIBUTION OF IEC MATERIALS

While facilitating the session we will provide participants with the booklet providing the information on sexual health and menstruation which will provide them the information regarding the menstruation cycle so that all teenagers are aware of fertility period as a result they can take care of themselves during menstruation. In addition we will provide a referral card developed for adult group which provide information on existing referral mechanism in the district for survivor of violence.

# SESSION 1:

## BEING A TEENAGER TODAY

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**Aim:** During this introductory session, the facilitator and participants will get to know one another. Participants will discuss what it is like to be a teenager today, and share some of their hopes and dreams for the future. They will also share their expectations for the group and the facilitator will address these by linking them to future sessions. Together they will establish some ground rules for the group to make it a safe space. Participants will also reflect on their relationships with their parents.

### Content:

Exercise 1.1: Welcome and Introductions	10 minutes
Exercise 1.2: Workshop expectations and creating a safe space	20 minutes
Exercise 1.3: Why do we trust some people?	30 minutes
Exercise 1.4: The joys and problems of being a teenager	1 hour
Exercise 1.5: Our hopes and expectations	30 minutes
Exercise 1.6: Envisioning our future Part 1	20 min
Exercise 1.7: Closing Circle	10 minutes

### Total time needed:

**3 hours**

### Materials needed:

- 2 bags of sweets
- Flip chart and marker pens
- Index cards or small pieces of paper
- Referral sheet

### Exercise 1.1: Welcome and introduction

**Aim:** To get to know one another and begin building an interactive group atmosphere.

**Description:** Introductions among the facilitator and participants, sharing sweet treats during each round.

### Directions:

1. Stand in a circle and explain that we are going to be meeting and discussing many things related to being a teenager and family relationships over the next several weeks. Let us start today by getting to know one another.
2. Explain that you are going to pass a bowl of sweets and each person should take just one and introduce themselves. Then pass the sweet bowl on to the person sitting next to you. Explain that the group is going to say their name for the group in a way that gives the group a flavour of who they are through their tone of voice and movement. For example, people could sing their name, can say the meaning of their name, dance or clap or make any gesture that helps us to know the person who has this name. After a person has introduced themselves, then the group will reflect back by imitating what the person said and did before continuing to the next person. The facilitator should start to model the introduction and then move around the circle.
3. Thank everyone for their participation and ask them to sit down.
4. Go through a second round of introduction during which participants will again say their name and tell the group something that they are good at or like about themselves.

**Facilitator notes:**

- Some people may feel shy; take note of these people as they may need extra support throughout the group sessions to participate in the exercises and discussions.
- Give a lot of encouragement and praise for participation throughout the group.
- If you do not have sweets, then just go around the group talking through the introduction.

## Exercise 1.2: Workshop expectations and creating a safe space

**Aim:** To introduce the workshop focus and to establish a set of ground rules as a group.

**Description:** Group discussion and consensus on ground rules.

**Directions:**

**Part A:**

1. Give a brief overview of the workshop: In this group we are going to talk and learn about the positive and the negative experiences of being a teenager including your relationship with your parent(s) or other family members. Teenagers will learn and practice communication skills and how to express ourselves in respectful ways. They will also learn and talk about other life skills they need when they are facing problems.

We hope that at the end of the workshop you will have some ideas and the needed life skills to help you to achieve success in your life and relationships and to avoid some problems.

We will meet here at the training venue every week; please make sure you come to every group on time. Most of the sessions we will spend in separate peer groups: as teenage girls or teenage boys and after a few sessions, they will meet as one group, teenage girls and boys together to share their experiences and build understanding of what it is like to be a girl or a boy.

At the end of the workshop, there will be a final meeting where they can invite their parents to hear some of the experiences teenagers would like to share.

*a. Does anyone have any questions?*

2. Explain to participants that it is helpful for the facilitator to understand what the participants expect from the workshop and to record these views so that together the facilitator and participants can review them at the end of the workshop.
3. Ask group members to share any hopes, concerns, or questions they may have about the group. Record these on a flipchart.
  - a. You can structure this activity by asking each participant to say first “I want to understand/learn more about...” and second “I don’t want...”
4. Make some comments about the expectations that participants have shared. Specifically, if there are any hopes that are not going to be addressed in the workshop, explain that to the participants. Try to reassure participants about their concerns.

**Part B:**

5. Explain to the group that it is important that everyone participates in the discussions both by sharing their views and by listening to what others say. In order for everyone in the group to feel comfortable with one another and make the most of the time that we have, we should agree on what is acceptable and what is unacceptable behaviour.
6. Ask the participants what other ground rules they think are important so that the group becomes a safe and also lively place for open discussions and learning. Record these on a flip chart.

7. If participants do not come up with these items, add them to the list:
8. No hitting, pinching, name-calling, etc. (explain concept of treating each other with respect and kindness)
9. No cell phones during the session.
10. Explain the concepts of trust and confidentiality.
11. Only one person talks at a time during group discussions and we actively listen to one another (“no side meetings”)
12. Active participation of all members of the group.
13. Choosing the leader of the day among participants whose responsibility is to ensure the ground rules made are strictly followed.
14. Review the final list together and clarify any questions that may arise. Encourage all participants to remember to behave in acceptable ways in this group and to help remind anyone who is not respecting these rules during group sessions.
15. Explain that some of the unacceptable behaviours have consequences.
16. For example, cell phones must be switched off or on silent; if we see them or hear them then the leader will confiscate them for the rest of the session.
17. Ask participants whether other consequences can be discussed as needed.
18. Explain that our code of conduct or group rules are only meaningful and only work if we all agree to abide by them and if we all help each other stick to them.
19. Ask participants if they are willing to abide by the code of conduct and also to help one another stick to the code.
20. Explain that if we find that certain behaviours become disruptive to the group or certain ground rules are not working then we can go back and discuss them.
21. Explain that it is very important that they all agree to come, on time, to every session because each one builds on previous ones and we will not have time to catch up.
22. Display these rules during each group session. Encourage participants to take a photo of the rules so that you can all refer to them whenever it is necessary.

**Facilitator notes:**

- Remember to use the positive discipline skills you learnt during training.
- Use specific, labelled praise to encourage participants’ appropriate and desired behaviour such as listening to one another, participating in the exercises, sharing their own story, etc.
- Use **“I” statements**.
- Be consistent in following through with appropriate consequences for inappropriate behaviour.

### Exercise 1.3: Why do we trust some people?

**Aim:** To explore the concepts of ‘trust’ and ‘confidentiality’ and how these can be applied to the group in the workshops and in relationships.

**Description:** A brief discussion and self-reflection.

**Directions:**

1. Ask participants to think about a very personal problem or worry they have experienced in their life.
  - a. *Who would you tell about this issue? Ask volunteers to share who their confidante is. They do not need to share their personal problem. You must record the different aspects of the discussion on the flipchart. Record the next question by each person whom they say they would tell.*
  - b. *Why would you tell that person and not someone else?*
2. Summarise participants' descriptions of the trustworthy person and note especially the behaviours that will be important in the group to maintain confidentiality and build trust.
  - a. Non-judgmental
  - b. Listens well
  - c. Will not tell other people
3. Ask the group to think about themselves:
  - a. *Do you behave in a way which helps people trust you? (You will not have time to actually discuss this).*
4. Discuss with the group the benefits and risks about discussing our personal experiences in the group.
  - a. Explain that we learn a lot from talking together about our own real life experiences. It can help us understand our lives, to solve problems, to feel better and to gain strength from one another, and know that we are not alone in our struggles.
  - b. Explain that we cannot be sure that none of us will talk to other people about our stories. If one of us tells someone a secret outside the group, someone might be angry or hurt; and a member of the group may get into trouble with a parent or spouse.
5. One of the ways that we can try to reduce the risks and enjoy the benefits of being open and honest in this group is to make sure that we all behave in ways that build trust like making sure we keep our discussions confidential (you can share your own experiences and lessons, but not what other people say), listening to one another, and being non-judgmental.
  - a. These behaviours are already on our list of acceptable behaviours. *Would you like to add any others?*

## Exercise 1.4: The joys and problems of being a teenager

**Aim:** To discuss participants' self-perception, the challenges, strengths and successes that they face and their experience of the new developmental stage of adolescence.

**Description:** Group work and discussion

**Directions:**

1. Explain to participants: We are now going to talk about what it is like to be a teenager for each of you – in your home, among your friends, at school, with your family, or in your community. You might all have some different experiences and some similar experiences. Many people find that being a teenager can be tough, but at the same time it can be fun and exciting. You might have fun stories or difficult experiences to share; you might have questions or concerns about being a teenager today. This exercise will help participants to express all of these experiences, ideas, and questions.
2. Divide the participants into smaller groups of 4-5 as appropriate and give each group a stack of index cards or small pieces of paper and some pens or markers.
3. Explain to participants: *On each paper write about any good, bad, funny, happy, fun, sad, or frustrating experiences you have had as a teenager.* Remember to think about different areas of your life.
  - a. If participants struggle to get going, use a word association task. Ask them to just write down the first things that come to mind when you say "being a teenager".



4. Ask the small groups to come together again. On the wall or board, stick up two headings: “Joys” and “Problems” at opposite ends. Ask each group to share their contributions and together decide whether it is a joy or a problem and stick their card under the appropriate headings. For any issues that are neither a joy nor a problem, stick them between the two groups.
  - a. Make a note of any cards about hopes, dreams, or concerns about the future so that you can refer to them in the next exercise.
5. When each group has shared their contribution, ask participants if they found anything surprising or interesting about what they learnt during the exercise.
6. After discussion ask participants to divide into two groups and do a role play. One group showing the problems that teenagers face and the other group showing the joys that teenagers’ experience.
7. Summarise the information that the participants reported, especially noting that there are both good things and difficult things about being a teenager and that our group work is going to focus on celebrating our strengths and successes and building skills to deal with the difficulties.

**Facilitator notes:**

- If the group is small enough or if you do not have cards or paper and pens for participants to use, you can do this exercise as a group brainstorming project. Remember to let the participants lead.
- It is important to validate all participants’ experiences and also clarify any misconceptions. Feel free to use prompts or ask clarifying questions, but be careful not to define teens’ experiences for them. Remember too that participants in the group may have very different experiences and ideas from one another – allow this diversity to be fully expressed and respected.
- This exercise will help to set the tone for the group in which we want to make sure that they are able to express themselves and listen to one another.

## Exercise 1.5: Our hopes and expectations for our future

**Aim:** To identify and share their hopes, expectations, and concerns for their own and their families’ futures and potential facilitating factors and barriers.

**Description:** Group work.

**Directions:**

1. In the previous exercise, participants will likely have included some thoughts about their futures – point these out now.
2. Ask participants to think by themselves what kinds of hopes and dreams they have for their own future.

Ask participants to sit in pairs and give each pair a piece of paper or flipchart paper. Show participants how to divide the page into four quadrants and write their responses to each prompt in the appropriate quadrant as shown below.

Our hopes and dreams for our future:	Concerns or worries we have about our future:
People, skills, or other things that will help me to achieve my hopes and dreams	People, behaviours, or other things that might prevent me from achieving my hopes and dreams:

3. Each participant in the pair should contribute at least one idea for each topic.
4. Ask all pairs to return to the bigger group and report back on their discussions.
5. As a group, brainstorm what the participants can do to:
  - a. Ensure their success in achieving their dreams
  - b. How to overcome possible obstacles
  - c. How to cope with their worries or concerns
6. Ask everyone to remember what they have said, so that at the end of the workshop, you can review them all together.
7. Conclude the exercise by saying that how we can achieve our dreams by coping with our worries and concerns within ourselves and from outsiders. We will discuss this more on our coming session about the aspirations of teenagers and the help they need from family to achieve their aspirations. We will prepare a future plan that we can use to help us as they pursue their aspirations.

**Facilitator notes:**

- Explain the participants that in our upcoming sessions on teenager’s aspiration we will discuss more on risks and opportunities related to the vision of teenagers and how to successfully reach their goals. In this session we emphasise actions that teens can take themselves especially in terms of the choices they make every day. Discuss how small things done every day can lead to achieving big dreams.
  - o Discuss these examples:
    - Doing your homework everyday not only makes sure that you don’t fall behind in your learning, but also helps you to do better at school so that you are more likely to be able to go to a training college or university and succeed there and eventually get a good job. And there is opportunity to convince parents for higher study when you perform better in school.
    - If you are given any money at home, saving a small bit of money every week can eventually build up to a large amount of money with which you can buy that special item you’ve been wanting.
    - Practicing a sport and keeping fit by exercising every day will help you develop good skills so that you could play for your school or community team and it will help to keep your body strong and healthy.

- Look for scholarships provided by government for girls and marginalised community and try to receive them for further studies
- Discuss possible solutions to dealing with obstacles and concerns. Note that we will be talking and learning about skills that can support our success such as a positive relationship with our friends and families and good communication skills and also about possible obstacles such as gender inequality and violence.
- o Examples:
- Teens might find it difficult to balance doing fun things with their friends and making sure they get their school work and chores done. Perhaps one solution is to make sure that they do their homework and chores first before visiting their friends.
  - Teens might have a group of friends who are doing more and more dangerous things (staying out late, then beginning to drink, then beginning to vandalise property, etc.) and they are worried about getting into trouble or getting hurt, but they are also worried about not having any friends at all if they lose this group. One solution might be to find a trusted adult to talk to about this problem and get to know other people of your age who do things that you enjoy and are comfortable with.
  - Teens might not have access to internet and other information centres to know about opportunities. In this case teens can discuss with school principle and teachers to know about opportunities available within the district and across Nepal.

### Exercise 1.6: Envisioning our future part 1

**Aim:** To create statues depicting teenage participants’ aspirations. This is part 1 of the exercise.

**Description: Statues.**



**Direction:**

1. Explain to participants that in this session we will explore what we want to achieve in our lives in the future. Teenagers have certain aspirations for their future. Sometimes if our aspirations are not met we can get frustrated and end up miserable.
2. Before starting remind participants to recall the exercise on their hopes, expectations, and concerns for their own and their families' futures and potential facilitating factors and barriers.
3. Explain participants that now we will discuss what kind of support they are looking for from their families and how they can achieve what they have envisioned for their lives in previous exercise.
4. Ask participants to work in pairs to create statues with their bodies that will demonstrate what they would like to achieve in their lives.
5. Give them a few minutes to think what they would like to achieve in the future – these achievements can include areas of health, lifestyle, economic conditions, education and so on. They can think about the future role that they would like to play in society.
6. Allow them to practice their statues in the pairs.
7. Invite each pairs to present their statues in the bigger group. With each statue, ask the group to guess what the statues are demonstrating.
8. After all statues are shown, summarise that everyone aspires to be something of value in their future.
9. Explain that we will come back to the exercise to develop our plans for the future. Give participants an assignment to bring back after the peer group session for Session 4.

**HOMEWORK FOR SESSION 1**

- a. **ASSIGNMENT:** Write down what you envisioned about your future.
- b. In the assignment please answer the following:
  - i. What do you envision for your future?
  - ii. What would you like to achieve for your future?
  - iii. What do you need to achieve that vision?
  - iv. Who do you need to support you to achieve these things?
- c. Give them pieces of A4 paper and pens on which to write these.
- d. Remind participants to bring the Homework assignment for Session 1 and the date of that session. Explain that Session 1 comes after a peer group session where they will be meeting with the other gender group

**Exercise 1.7: Closing circle**

**Aim:** To build group cohesion through participants sharing things they have in common.

**Description:** Group work with paper and pen for each group, two bags of sweets.

**Directions:**

1. Divide the participants into 3-4 groups and ask them to come up with five or as many things as possible that they all have in common. Give them examples like birthdays, early schooling, hobbies, physical body characteristics, residence, places visited, hobbies, talents or skills, favourite food or music or movies or TV shows and so on. The rule is that all of them in the small group must share the same things.

2. Give them about five minutes to come with the list.
3. Ask groups to put down their pens and then each group will share what they found they have in common. Find out which group has all five, which group has all four and which group has all three commonalities. Give the winning group a bag of sweets and the rest another bag to share.
4. Ask participants what they found surprising from this activity.
  - a. Explain that this exercise is useful for us to learn more about each other, and to appreciate what we may have in common as well as the differences we have amongst one another.
5. The facilitator must prepare for the next session using the **facilitator information** provided in exercises 2.2 and 2.4. The information in these exercises is critical to read before going into the sessions with participants. Being prepared will help the facilitator come up with the examples to illustrate the points of discussion during the exercises.

## SESSION 2: OUR BODIES AND OUR GENDER

**Aim:** This session covers the adolescent development stage and the ideas about gender, that is, ideas about being a girl or being a boy. Teenagers will reflect on gender socialisation and gender norms with the aim of challenging harmful notions of masculinity and femininity, and building attitudes supporting gender equality and equity.

**Contents:**

Exercise 2.1: Energising activity	10 minutes
Exercise 2.2: How we are changing	50 minutes
Exercise 2.3: Menstruation	50 minutes
Exercise 2.4: Being a girl/boy, becoming a man/woman	1 hour
Exercise 2.5: Closing circle	10 minutes

**Total time needed:**

**3 hours**

**Materials needed:**

- Flip chart and marker pens
- Index cards or small pieces of paper
- Referral sheet
- Coloured beads or beans



## Exercise 2.1: Energising activity

**Aim:** participants will have fun and some physical exercise while learning about their body parts.

**Directions:**

1. Ask participants to stand up in a circle.
2. First the facilitator will show participants how to write his/her name with their right hand in the air.
3. After this they should continue to write their name with their left hand, right leg, left leg, right knee, left knee, head and then with their bottom!
4. The facilitator must end the exercise by mentioning that all parts have their own function and play an important role in our lives.

## Exercise 2.2: How we are changing

**Aim:** To provide participants with an understanding of their development, from children to youth. During the change we will have psychological, social and physiological development.

**Description:** Groups discussion and activity. Facilitator must prepare for this session using the notes below.

**Directions:**

1. Discuss with participants: We talked about the many fun, exciting, happy, sad, confusing, and frustrating aspects of being a teenager. Many of you identified changes that you are experiencing during the activity. We all know that our bodies are changing, but have you noticed that other aspects of your feelings, thoughts, relationships, and life in general are also changing?
  - a. Go through, with the teenagers, and categorise the issues they identified by developmental area (e.g. social, emotional, physical, psychological/cognitive).
2. In small groups, ask participants to brainstorm how teenagers are different from when they were younger children. They can record their ideas on a flipchart to discuss with the group later. Participants do not need to come up with exhaustive answers to each question but rather just a few examples to make sure to get through the whole list. You can ask each question one after another, giving participants time to record their answers on the flipchart.
  - a. *How do people treat you differently? How do you expect to be treated differently?*
    - i. At home
    - ii. At school
    - iii. In the community
  - b. *What did you need your parents/carers to do for you as a child? Do you still need the same things from them or do you want things to be different?*
  - c. *What are the things that you find most worrying or hurt you or make you sad as a teenager?*
  - d. *Do any of these changes and expectations differ for girls and for boys?*
3. Gather as a group and ask each small group to report back.
4. Summaries and contextualise participants' discussions within a developmental framework. Refer to some of the examples they gave in the previous exercise categorising the joys and problems in developmental areas.
  - a. The changes that you experience are about growing from a child into an adult; these changes are not only physical. Your body is changing inside and out, the way you think and what you think about is changing, how and what you think about yourself and who you are is changing, your responsibilities are changing, how people react to you is changing. All this change can sometimes be exciting, but it can also feel confusing and scary.

5. Group discussion: *Have you and your parents talked about these changes? What have they said?*
6. Invite participants to ask questions that have not been addressed in the exercise, or those questions they have always wanted to ask about adolescent developmental stage or the changes that are occurring in their bodies.
  - a. Jot down each question. Check if the information can be covered by this workshop.
  - b. To respond, refer to the Facilitator Information **1: Adolescent development notes** and **Facilitator Information 2: Reproductive anatomy and physiology** at the end of the manual.

**Facilitator notes:**

- Participants need to give only 2-3 examples for each prompt question.
- Explore how these changes have impacted on their family and personal relationships, especially focusing on improvements, conflicts, and other changes.
- Explore issues around growing independence and conflict around rules and boundaries and desires for freedom.
- Explore community attitudes or messages about adolescents/adolescence.
- Any serious concerns should be dealt with individually after the session (e.g. linking someone with appropriate services or talking through the concern).

**Facilitator information: Adolescent development**

**N.B.** Facilitators must read this information before the session and refer to it during the session.

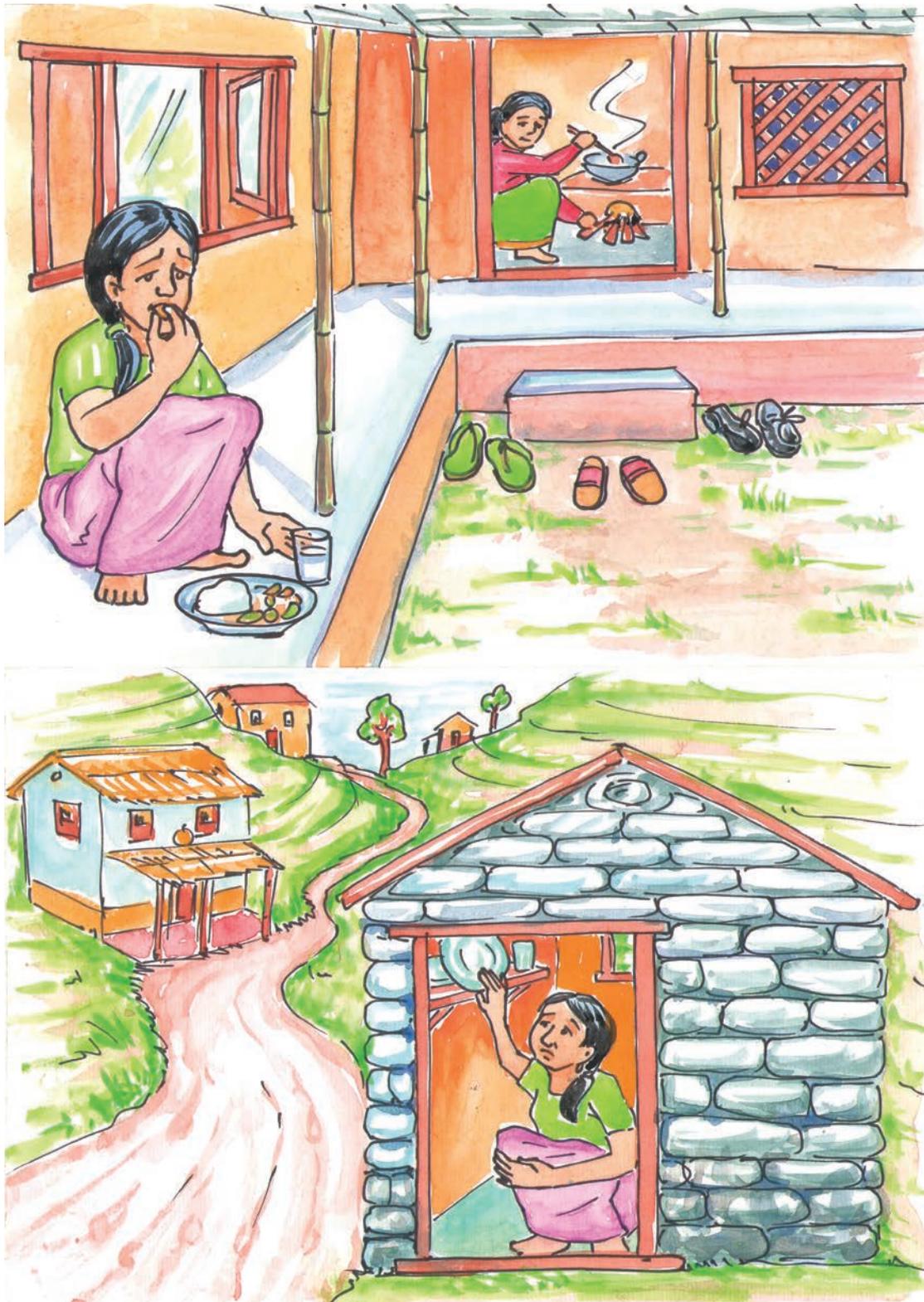
- *Physical development (changes to the body):*
  - Physical growth and maturation including development of secondary sex characteristics and reaching reproductive maturity
  - Hormonal changes
  - Neurological growth (especially development and sophistication of particular areas of the brain) and development that has an impact on intellectual or cognitive abilities and processes
  - Sexual development
  - Most people become sexually active after marriage
  - Need for comprehensive sexual education including sexual and reproductive health, menstruation and, importantly, sexual decision-making and negotiation skills (including skills they can use in their marriages)
- *Intellectual development (changes to the way they think about and understand things)*
  - How process information, think about things, make sense of the world, and make decisions.
  - How process and cope with these processes of developing and growing and changing.
  - In the early teenage years there is a transition from thinking in simple terms – perceiving things as good or bad, right or wrong – to thinking more abstractly, imagining the future, understanding and recognising the consequences of their actions, and anticipating what others are thinking.
  - In early adolescence, the capacity to think through complex and abstract ideas is still limited.
  - Teenagers need to learn how to think through different issues including how to weigh different consequences so that they can make decisions.
  - Youth may begin to question traditions because they are growing to be more independent and making decisions and choices for themselves.
  - It's important that teenagers are encouraged to question and think critically about issues, but also still important to balance their rule-challenging behaviour with safety, responsibility, and respect.
  - Teenagers' emotional processing centre in their brain is very active and so they often think about things and make choices based on their feelings.
  - Often results in fight-flight-freeze-freak out types of responses.
  - Can compromise strategic reasoning skills and impulse control.
  - May lead to misinterpretation of social cues such as facial expressions (and we know that the social sphere is of heightened importance during adolescence AND that behavioural responses are then based on these interpretations from a highly emotional centre of the brain).
  - Still primarily "Knowing through doing"
  - Learning how to express oneself.

- *Emotional development (changes to the types and range of mood and emotion):*
  - Teenagers might be “moody” because they are experiencing many changes and their lives can become quite confusing as they experience new feelings and thoughts and deal with several developmental challenges and people’s expectations.
  - Time of increased anxiety, although the anxiety might not be visible.
  - Dealing with change without much structure/guidance/knowing.
  - Also the increased consciousness of the social sphere and social evaluation also contributes to an increase in anxiety.
  - Immaturity around understanding and dealing with emotions.
  - Expression of emotions through action.
  - Need to learn to express emotions appropriately.
  - Teenagers may engage in difficult behaviour to express emotional pain.
  - Teenage girls face many challenges during menstruation at school and at home. They are not allowed to touch male members of the family, go to temples or in the household kitchen, and are not even allowed to touch the household water source. This changes the way they communicate or the contact they had with their brothers, fathers, and other male members of the family.
  - Increased vulnerability to mental health challenges, especially mood disorders. However, it’s important to remember that some “moodiness,” sadness, anxiety, and anger or irritability are normal for teenagers to experience; when these feelings seem to “rule” their lives and interrupt their daily functioning (e.g. they stop doing well at school; don’t see friends at all, etc.) then it is likely they need mental health care.
- *Psychological development (changes to how they think about and understand themselves and who they are as an individual):*
- Personal identity – Who am I? Am I important in this world?
  - May explore identity through exploring different clothes, hairstyles, friends, music, and hobbies as a way of expressing different identities that they may be trying. They are trying to find an identity which “fits” them best and with which they are comfortable.
  - Very focused on themselves.
  - Preteens and teens believe they are the centre of attention because they are learning and experiencing their independence and ability to have an impact on the world around them. This explains why they feel that everyone will notice and care if they have pimples or don’t have nice clothes and this will be a disaster for them.
  - Dreams and hopes for the future contrasted with a living-for-now disregard for consequences and sometimes difficulty with impulse control.
  - Meaning making and purpose in life – where is my place?
  - Values (what’s important and what isn’t) to teens.
  - Boundaries and independence and limits.
  - Teenagers want to assert their independence and this is often through testing boundaries with adults.
  - Ideas that are teenagers’ own ideas and not given by adults.
  - Teenagers’ self-esteem and self-confidence can be very fragile.
  - Learning how to express themselves.
  - Preteens and teens tend to believe that bad things won’t happen to them. This helps explain why they are risk-takers. For example, a teenager may believe he or she can have unprotected sex without becoming pregnant.
- *Social development (changes to their social world processes and needs):*
- During adolescence, people learn to become independent and develop a social network wider than just the family.
  - Teenagers begin to spend more time with peers. In fact, their peers and peers’ opinions and ideas become very important to them as they try to figure out who they are themselves.
  - Teenagers find comfort among peers because they might feel better understood and accepted among people who are going through similar changes.

### Exercise 2.3: Menstruation

**Aims:** To describe the menstrual cycle and when and how pregnancy occurs and changes in a woman's body throughout the cycle. This section is for teens who have received basic sex education in the past as well as those who have not. Sex education provided by schools may have been incomplete. For additional information, facilitators can refer to the menstrual information booklet written by Chhori (photocopied and distributed to facilitators during training). This session will also provide the information about the chhaupadi Practice in Nepal.

**Description:** Discussion exercise using three different coloured beads or beans and information sharing on chhaupadi.



**Directions:**

1. Explain that we are going to think about how pregnancy occurs and changes on women's bodies. Start by asking the group: When do young women's and men's bodies become ready for reproduction? How do you know that children turn into youth?
  - a. Do not debate these questions. This is just to enable participants to start thinking about the topic of how women get pregnant.
2. Explain that we know that most women who are not pregnant menstruate each and every month, we call this the menstrual cycle. You want them to think about menstruation using the coloured beans.
  - a. Show them the bag with the red and white beans, take away the yellow ones for the moment.
  - b. Ask: *When we think about the menstrual cycle, how many days each month do most women bleed?*
  - c. Explain that there are ways to track one's menstrual cycle by doing simple math. This can be done with colourful beads, by writing in a journal, or by using technology, such as mobile phone period-tracker apps that track your menstrual cycle for you. Not everyone's cycle is exactly the same every month, but it should be a fairly similar number of days.
  - d. Ask for suggestions from different people in the group. There will be some disagreement as it varies somewhat. When you sum up, suggest you agree on five days as that is the average. Take the **five red beans** and put them in a line to signify the days a woman menstruates.
3. Mention that a menstrual cycle is usually around four weeks or 28 days like the cycle of the moon, though it is also quite normal to have a cycle from 21-35 days. If a woman bleeds for five days how many days does she have without bleeding? Place the **23 white beads** in the row after the five red ones – these signify the days when a woman is not menstruating. Different women have different menstrual cycles, though, and it is normal for some periods to be shorter than five days.
4. *Does anyone know of the time when women are most fertile?* Ask for ideas from everyone. Then take out the **three yellow beads** and explain that these signify the days when a woman is most fertile. Explain that the most fertile period is the middle of the menstrual cycle – days 12-14 – and that you count these from the first day of menstruation. Place the yellow beads down next to white beads signifying days 12-14 below these beads.
5. Then explain what is happening inside a woman. Explain that menstruation occurs when the lining of the womb is shed – it is rather like cleaning the house after a cold winter. After that in the days leading up to the fertile period the womb lining gets renewed and the womb is prepared in case there is a pregnancy. This period is like preparing the home for something special. If the woman gets pregnant, her womb lining grows (and then her womb grows) so the baby is nurtured. If she does not get pregnant her body keeps the womb lining for a couple of weeks and then decides it is better to clear it out and start again and so after 14 days the process of menstruation starts again.
6. *This explains what is happening in the womb, but what other parts does a woman have in her body?* Show the class the picture in the manual of a woman's reproductive organs and ask what each one is called. Explain that at the top of the vagina is the cervix or neck of the womb. The cervix has a very tiny passage through it; it is about as wide as a straw. If you pass through this, you come to the womb. There are two narrow tubes, coming from the top of the womb, these are called the fallopian tubes. At the end of the fallopian tubes are the ovaries. Explain that a woman's eggs are made in her ovaries and when she is fertile, during those yellow days; one tiny egg is released and passes down the fallopian tube to the womb. If it does not meet with a fresh seed of a man (or sperm), it passes out of the womb into the vagina and it dies. If it meets with a fresh sperm, a pregnancy will result. Sperm can only live in a woman for 24 hours then they die if they do not meet an egg.
7. Summarise the exercise by saying that there are aspects of menstruation that in our society are perceived in ways that mistreat women. Ask participants if they know ways in which women who are menstruating may be mistreated. Note these ways and assess whether they are connected to *chhaupadi*.

8. Ask participants about the kitchen taboos that exist in this region of Nepal:
  - a. Explain: 'In some regions of Nepal chhaupadi is practiced where girls and women have to sleep in a small room outside the house during their menstrual period. In Baglung this is not the case, though girls and women may not be able to enter the kitchen during their period.'
  - b. Ask participants if they know anything specific about *chhaupadi*.
  - c. Ensure that you explain that the following about *chhaupadi*:

**What is chhaupadi?**

- i. *Chhaupadi* is notion that 'when girls begin to menstruate, they must sleep outside the main house'.
- ii. *Chhaupadi* is a belief that uphold for ritual purity and pollution.

**How is chhaupadi practised?**

- iii. *Chhaupadi* is practised in some regions of Nepal but not in all areas where girls are not allowed to live in their home during menstruation and are made to sleep in the shed. The girls are not allowed to go in kitchen and cook food, not allowed to go in temple and not allowed to touch male member of the family during the menstruation period.
- iv. *Chhaupadi*-related restrictions can affect women and girls' ability to maintain basic hygiene or to study as they are required to live in rooms outside the main house, and are unable to bath or wear clean clothes.

**Why is chhaupadi a problem?**

- v. This belief is not necessarily true when we consider what happens when girls menstruate.
- vi. In these current times, having girls sleep outside may in fact be putting them at risk because they are exposed to the outside world which is unsafe instead of the security of being among family.
- vii. Girls could also be at risk of sexual violence if they are sleeping outside in the shed, for example, and without adult supervision.

9. **Conclusion:** What is the key message that *Sammanit Jeevan* want teenagers to understand about menstruation?
  - a. The key message is that menstruation is a biological process and every women passes through this cycle in their lifetime. It is good because it is part of women's ability to have children at the right time.
  - b. We need to have a positive mind-set about menstruation. People who still believe in practices that discriminate against women and girls during menstruation need to understand that doing so puts women and girls at risk.
  - c. So as a younger generation we need to be aware about menstruation and its process and understand that it is important to seek and maintain the wellbeing of women and girls during this period.

## Exercise 2.4: Being a girl/boy, becoming a man/woman

**Aim:** To allow participants to reflect on and discuss their experiences of gender norms and inequalities.

**Description:** Critical reflection and group discussion. Facilitator must prepare for this session using the notes below.

**Directions:**

1. Explain that we are going to talk about what it is like to be a girl or a boy in different situations such as at home with your family, at school, among your friends, and in your community.
2. Ask participants to sit back in their chairs, close their eyes and think about a time that they were been treated in a particular way because they are either a girl or because they are a boy (girls and boys will be in separate groups/sessions).

3. Ask participants to open their eyes and in pairs to discuss:
  - a. *What happened?*
  - b. *How did you feel at the time?*
  - c. *How do you feel about it now?*
  
4. Then ask them to divide into groups of three or four and share their stories and select one they can show to the larger group through a role play.
  
5. After each group has shown their role play ask them what they think about the role plays. Record their responses on separate flip charts (one for “boys” and the other for “girls”). Boys and girls could also express opinions about how the opposite sex is treated differently.
  - a. Allow participants the opportunity to add to the lists.
  - b. Ask participants what other people in the community say about how “real women” or “real men” are supposed to behave or what they are supposed to do or not to do.
  - c. Probe participants on their thoughts about these ways of being a real woman or a real man.
  
6. Point out which issues are biological and which are social for boys and girls.
  - Examples of biological differences: being excluded because of menstruation.
  - Examples of social differences: being given different types of household chores; being allowed to go to boarding or private schools; being called on by a teacher in class to answer a question; being given different types or different amounts of food compared to other family members; being expected to get married at a certain age; being expected to care for family members or parents; being expected to move away from home or live with parents in the future; being expected to get a certain type of job in the future; being expected to contribute to the family income.
  
7. As a group, discuss similarities between boys’ and girls’ experiences. Note that although we are told that boys and girls are very different, in many ways we are not so different. For example, even though there may be ideas about “women’s work” and “men’s work”, in reality both men and women are capable of doing many of the same types of work. Ask participants to mention some of the ways boys and girls are similar.
  
8. Discuss some of the differences especially the issues that reflect social norms or expectations of how to be a “real” man/boy or woman/girl. Label stereotypes on the flipchart and mention these to participants. Explain why these are stereotypes. First explain what a stereotype is: a widespread belief that is fixed in people’s ideas or image about a particular type of a person – for example, a boy will grow up to be a leader. Explain that it is not a given that a boy will grow up to be a leader as we also have girls growing up to become a leader, such as our Nepali president.
  - a. Ask what values are being shown by these differences (e.g. men more valued than women, women’s work is not as important as men’s work because they don’t bring money)
  - b. Ask whether these differences are fair. *Do they fit with the human rights that emphasise that each Nepali individual has a right to be treated equally as enshrined in our constitution?*
  - c. *What happens when you start to think about groups of people as very different?*
  - d. *What happens when you start to think about marginalised and disadvantaged groups?*
  
9. Ask some reflection questions to continue the discussion as a group:
  - a. *How might some of these ideas about how to be a man and how to be a woman affect our futures? How do you feel about the ideas and messages we get about how to be a man and how to be a woman?*
  - b. *What is it like living with these expectations and norms?*
  - c. *Do you think that the differences we have been talking about are fair?*
  - d. *Were you surprised by anything that you heard?*

**Facilitators' notes:**

- Refer to **Facilitator Information 3: Ideas about the roles of men and women** for this discussion.
  - Provide more information on **gender and power** during this discussion as appropriate.
10. Conclude the session by pointing out that these gender norms and role of men and women or boys and girls are not naturally existing virtues. They come about because of the way people like to think. People like to think in ways that will help them make sense of their lives. But thinking in ways that undermine women and girls can be harmful and we need to think carefully about not creating harm for women and girls.

## Exercise 2.5: Closing circle

Everyone can stand in a circle in the middle of the room and the facilitator can ask all of them to say one or two words that they are feeling after this exercise. The facilitator can be the last one to share his feelings.

## SESSION 3: PEER GROUP DIALOGUE

**PURPOSE:** To share peer group ideas so far and promote conversation and empathy

**TIME NEEDED:** Maximum 2 hours

**MATERIALS:** Flip charts from session 3

**PARTICIPANTS:** Members of the two teenage peer groups meeting together (No one else may attend)



**DIRECTIONS:**

1. Explain that this is a peer group where boys and girls will share their experiences of the workshop with other group. Each peer group will present their discussions on the **Joys and Problems of being a teenager** and **Being and boy and Being a girl**.
2. First participants will present on the discussion from the joys and problems of being a teenager in Session 1 exercise 1.4.
3. Discuss with everyone how we can mitigate or solve the problems and challenges to achieve our future expectation or goals.
4. Discuss with everyone:
  - a. *How do we feel about being a teenage boy or a girl today?*
  - b. *What makes us happy?*
  - c. *What are the challenges we experience?*
  - d. *How can we mitigate against these challenges?*
5. Discuss: *What can we all do to help each other reduce our problems?*
6. Second each peer group will present their discussion on being a girl and being a boy today from session 2 exercise 2.4.
7. Discuss with everyone:
  - a. *Does everyone agree with the ideals that have been presented?*
  - b. *Does our society only have one way of being a teenage boy and teenage girl that we consider an ideal?*
  - c. *Can anyone think of examples of people who are considered role models or stars in our society who are different?* This role model must be someone of their own age and well known to everyone.
  - d. *What makes this teenager a role model?* Record their thought on a flipchart and assess if the qualities are appropriate by ensuring that there are not unrealistic or gender inequitable aspects among those qualities.
8. This exercise has shown us that most people struggle to live up to society's ideals. But we have also just discussed how there are different ways of being a girl and a boy. We do not always have to follow the 'ideal'. Sometimes we have to compromise in some areas and accept that we cannot fulfil ideal roles, but this is acceptable because we can offer something different. For example, a teenage boy may struggle to go for higher education but can support family members in household activities and be proactive in youth club to raise awareness on VAWG.
9. Sum up the main points and encourage everyone to continue coming to meetings, explain that all the issues raised will be discussed in later sessions.

## SESSION 4:

# CONCERNS FOR OUR LIVES AND FUTURE

**Aim:** This session will cover teenagers' aspirations for their future, and concerns they may have about their ability to achieve their aspirations. The concerns relate to their future vision of their lives. During the session they will discuss risks and opportunities related to this vision and how to successfully reach their goals. The session will also describe and discover the aspirations of teenagers and the type of family help they need to achieve these aspirations.

### Contents:

Exercise 4.1: Energising activity	10 minutes
Exercise 4.2: Envisioning our future Part 2	1 hour
Exercise 4.3: Risks to our future success	40 minutes
Exercise 4.4: When children are mistreated	1 hour
Exercise 4.5: Closing circle	10 minutes

**Total time needed:** 3 hours

### Materials needed:

- Flip chart and marker pens
- Index cards or small pieces of paper
- Referral sheet

### Exercise 4.1: Energising activity

**Aim:** Participants will have fun through some physical exercise and develop connections with their group.

#### Directions:

1. Welcome everyone to the new session. Thank everyone for coming. Ask how they are feeling after peer group dialogues.
2. Now explain that we are going to discuss other thing but will start up with a game.
3. Ask participants to divide into two equal groups and make two rows. Give each row an object (a ball or water bottle or whatever is available).
4. At the start the person at the front of the each row holds the object. The first person passes the object to the person standing behind them in the same row.
5. The first person should pass the object to the second person behind them underneath their legs and then second person should pass the object to the third person above their head; teammates continue passing the object under or over till the final person gets the object.
6. Then the final person who receives the object will run to the front of the line and pass the object either under (through their legs) or over their head, beginning the process again.
7. This process continues till each person gets back to their original position. Whichever team completes the process fastest wins the game.
8. Ask participants what they learnt from this activity. This game will help us to understand how to plan strategically in life to achieve your aspirations.

## Exercise 4.2: Envisioning our future Part 2

**Aim:** To explore the aspirations of teenagers and the help they need from family to help them achieve these aspirations. Participants will be encouraged to prepare a future plan that they can use to help them as they pursue their aspirations.

**Description:** Brainstorming, individual work and group discussion.

1. Ask participants to sit down, close their eyes, and think for five minutes about what they want to become in the next five years. Encourage them to develop a visual picture in their minds of what it is they would like to see themselves become in the future.

While participants are sitting down, ask the following questions to generate their thinking:

- a. *Have you thought of your future aspiration?*
  - b. *What kinds of opportunities do you think exist for you to achieve what you envision for yourselves?*
  - c. *How are you going to achieve your future aspiration?*
  - d. *What do you need in order to ensure that what you envision for yourself comes true?*
  - e. *What kinds of challenges exist?*
  - f. *What kind of support do you need to make these visions come true? From whom do you need support?*
2. Now, give each participant a piece of paper and pens, ask them to write down what they envisioned about their future and share that vision in pairs. Encourage them to find someone they have not worked with before.
  3. In the pairs, ask them to share with one another their vision for their future in the next five years.
  4. Bring participants back in the bigger group, select a few teenagers to share what they envision for their future. Record these on one column on a flipchart.
    - a. Ensure that similar aspirations are grouped together. For example, studying in a private school or a better education is similar.
    - b. Then on the other column, record participants' responses to the above questions, going over each type of vision teenagers have for their future.
  5. Divide participants into groups and give them flipcharts and pens. They must divide the flipchart into three columns:
    - In the first column, ask them to record: *what needs to happen to minimise the challenges to achieving their aspirations?*
    - In the second column, ask them to record: *what needs to happen to maximise the opportunities to achieve their aspirations?*
    - In the third column, ask them to record: *what do participants need to do to get support from parents and family members to achieve these aspirations?*
    - ❖ Participants will need about 15 to 20 minutes for this. Go around each group and assist if they need help.
  6. Ask participants to present their work to the bigger group. When every group has presented, check with participants:
    - *Are these ideas similar across all groups? If so how?*
    - *Are they different? If so, how?*
    - Give participants an opportunity to comment on one another's ideas.
  7. Explain that now that everyone has an idea of what they envision for their future, we will put it to paper to enable us to review it and hopefully use it outside of the workshop. Hand participants large pieces of paper and pens.

8. Ask them to prepare individual action plans to achieve the visions they have for their lives. In doing so, ask them to respond to the following questions and fill in the template below:
  - a. *What steps do you need to take to achieve your vision?*
  - b. *How will you accomplish each step?*
  - c. *When do you need to start on each step?*
  - d. *Who can you approach for support for each step (e.g. mother, father, cousin, friend or relatives)?*
  - e. *What moral and financial support do you need to accomplish each step? For example, to pay fee for higher degree, support to go for higher study, etc.*
  - f. *How do you manage to get moral and financial support and from whom?*

S.N.	Action Plan	How (moral and financial support)	When	Remarks

9. Select a few participants to present their individual action plans. If participants have questions, moderate the discussion so that it is not personal and does not leave the presenter feeling they are being singled out or victimised.
10. Lead participants through a discussion of the different resources and sources of help they need to achieve their individual action plans. Participants who have not presented also need to look at their own individual plans and check if they have any gaps, similarities or differences. The discussion needs to cover the following:
  - a. *Are there similarities or differences, or some ideas missing in all of our action plans?*
  - b. *Are our plans specific? Have we all explained in clear words what we want to do to achieve our vision for our future?*
  - c. *Are our planned actions achievable? Have we highlighted things that can be achieved in our context? For example, we live in Baglung. Are the resources we have mentioned available here?*
  - d. *Are our plans realistic? Are our expectations possible to achieve our vision? We live in Baglung with a certain type of life with a certain type of family and capabilities. Is the support we require to achieve our vision available at home, can our parents/family be able to assist us? Are we asking for things that need them to go beyond their reach?*
11. Now give participants time to revise the prepared individual action plans according to the information provided during the discussion. You can hand them new pieces of paper if they need them.
  - a. Ask participants to share the kinds of changes they have made and why.
  - b. Ask each participant to identify the things that can be achieved in the short term and those that can only be achieved in the long term. Give each a turn to share these and help those who need to improve their plans.
  - c. Ask participants to select an item that can be achieved in the next one to three months. Encourage them to start working on that and the facilitator will follow up with them about any progress they are making in two week and monthly thereafter.
  - d. Ask each group member to follow up with each other’s plan so that they can be reminded of their plan and support each other as per the need to achieve their action plan
12. Summarise the exercise here by saying we all have our own vision for our lives and that is a very good thing. However plans usually take a long time to be achieved. Some people give up along the way. We need to stay encouraged and work hard to achieve what we set out to do or to become as people. These individuals are meant to help us to be clear about what we want, whether these can be achieved and start working towards those things we want. Our capabilities, our family background will surely influence our ability to achieve our vision, but we need to stay encouraged all the time and never give up. The intervention can equip participants with the life skills to improve communication and relationships with participants’ families to achieve their aspiration. Participants may find it useful to draw using these skills

and apply them in their daily communication to see the change in their lives.

❖ **Critical facilitator note:**

When planning to achieve the individual action plans, we need participants to be aware of and be realistic about what is possible within their socioeconomic status. However, we need to encourage them and not let poor socioeconomic status limit them. If there are resources available the facilitator needs to identify these before the workshop and point these out to participants.

**Facilitator notes:**

- Give emphasis and importance of their future visioning in relation to ensuring success in life.
- Explain that the group future visioning action plans will be shared in the final peer group discussion in Session 8 where all parents will be invited to attend.

## Exercise 4.3: Risks to our future success

**Aim:** To identify the worries and potential risks that teenagers face

**Description:** Participants brainstorm

**Directions:**

1. During this workshop we have shared some of the joys and challenges we face as teenagers and we have discussed the kinds of changes teenagers are going through. We have also thought about how ideas about how to be a man and how to be a woman in our society may impact us. We can build on these ideas during this discussion about what worries or concerns us about potential risks we may face in their lives that could threaten our health and wellbeing, and our future success.
2. Ask participants to identify different types of concerns
  - a. For example, participants may identify: family expectations, lack of job and educational opportunities and resources in Nepal, dropping out of school, relationships between girls and boys, discrimination faced by boys and girls, and pressure to get married soon
  - b. If sexuality, sexual harassment, and violence (especially abusive relationships they have seen in families or the community) are not mentioned, add them to the list.
  - c. In addition to the above themes, ask participants to identify another 3-4 themes that they feel are particular concerns in their communities.
3. Choose about 4-6 themes (including sexuality, and violence) and write the heading on separate pieces of flipchart. Stick these pieces up around the room and ask participants to move around to each theme and add their ideas about specific risks within those themes. Ask them to read what others have written before them and not to repeat themselves but they can indicate with "+" or other symbols that they would add weight to a particular concern. Participants don't need to spend a long time doing this but should move through quickly and they can revisit stations as they wish.
4. Ask participants to return to the group and share the ideas in each of the theme areas.
5. Ask participants how these different risks may impact on their health and well-being or their future hopes and dreams.
6. To close the exercise, explain that we are going to spend time thinking about how to address particular concerns related to relationships with our family and relatives in the next session.

**Facilitator notes:**

Feel free to revisit the challenges that were raised during the previous session to build on them during this discussion. Explain to participants that identifying risk and its impact will help us to develop risk mitigation strategy and can be considered while developing action plan of our previous session.

## Exercise 4.4: When children are mistreated

**Aim:** To explore the different forms that child abuse and neglect may take, to reflect on the causes and consequences of abuse and how to help abused or neglected children

**Description:** This session starts with an exercise writing forms of abuse on pieces of paper, then the forms are organised into types of abuse and then causes and consequences of abuse are discussed. It ends with a group discussion.

**WARNING & PREPARATION:** Some people may find this session difficult and they should talk to the facilitator if they feel they need a break. Ensure that participants are reminded of the referral processes and the contact persons at the facilities are ready to provide any support that might be needed by teenage participants.

### Directions:

#### PART A:

1. Explain that we are going to spend some time talking about child abuse and neglect. Some participants might find difficult to express and share their experiences and in such situation participants can ask for break if they want. We often hear these being discussed but less often consider what they mean, what forms they take, what causes them, and what the consequences are of these types of maltreatment.
  - a. When we talk about **abuse**, we are referring to acts that are done deliberately to a child. Very often these are intended to hurt or undermine a child.
  - b. When we talk about **neglect**, we refer to acts that are not deliberate but result in harm because of failure to provide the necessary care and attention.
2. Give every participant a set of pieces of paper (post-it notes) and a pen.
  - a. Explain that in this exercise, we want you to think back to your childhood and to think about experiences that you had that hurt you in some way. Write each experience on a piece of paper and add them to a communal pile.



- b. Explain that we are going to do this exercise anonymously so people will not have to say it was them that experienced different things.
3. Whilst participants are writing, also write some forms of abuse too and include them. These should at least be the following:
    - i. *Abandoned by a parent* (emotional and physical neglect)
    - ii. *Often hungry, but there was money for father to drink* (physical neglect)
    - iii. *Family member beat up mother in front of you* (emotional abuse)
    - iv. *Not being invited to sister's wedding* (emotional neglect)
    - v. *Family member touched me in ways that made me feel uncomfortable*
    - vi. *Made to touch family member's or another adult's sexual organs*
    - vii. *Family member and relative played with my private parts*
    - viii. *Family member hit me when I refused to do household chores.*
    - ix. *Family member did not allow me to go for a picnic with my friends.*
    - x. *Family member hit me when sometime I came late from my friend's house.*
    - xi. *Family members not allowing going to school for higher studies and pressuring for marriage.*
  4. Then take five sheets of flip chart and on each write the following headings: emotional abuse, physical abuse, sexual abuse, emotional or physical neglect and physical hardship.
  5. Collect all the cards into one pile. Show the flip charts pages and explain that we are going to sort the forms of abuse into the different categories.
    - a. Explain that physical hardship is not a form of abuse itself but you have included it as sometimes what is written on a card is not deliberate nor is it neglected because the parents or caregiver are doing their best for the child (e.g. making child go for firewood collection from jungle, plough the field etc.)
  6. Take each piece of paper from the pile, read out the statement and ask participants to classify it according to headings on each chart. Try to pull together similar types of abuse so as to make comparisons about whether they are similar or different while you are classifying these. For example, being hit by a family member versus being hit by another adult outside the home. This will allow you more time to discuss other types of abuse participants have written on the pieces of paper.
  7. At the end of the exercise summarise the following:

**Defining types of abuse:**

- a. If the child is deliberately exposed to violence through being hit or hurt that act will be **physical abuse**.
- b. If a child is deliberately exposed to words or acts to undermine his or her self-confidence and self-esteem that is an act of **emotional abuse**.
- c. If a child is exposed to sexual acts – whether touching or being exposed to pornography or more major sexual acts – this is **sexual abuse**.
- d. If a child is not given enough to eat, warm enough clothes to wear, protection from harm in the community or is not able to go to school that child is **neglected**, unless any of these needs are not met because the father and the mother are trying their best but are unable to do so because they are both too poor. (Refer to **the Facilitator notes** and **Facilitator Information 5: Violence against children**)
- e. If children (people under age 18) are taken out of their community to a different community or country to work against their will or perform sexual acts, this is **human trafficking**.

**Children need:**

- a. Love, affection and a sense of belonging to a family
- b. To have self-esteem and self-confidence
- c. Protection from violence, sexual acts and from witnessing violence against those they love
- d. Fair, constant and predictable rules and enforcement of these rules
- e. To have their physical needs for food, shelter, warmth, protection and education met

**Part B:**

8. Explain that we now want to talk about the consequences of abuse and neglect. Take a new flip chart and write “abuse or neglect” in the middle and draw a circle around it. Ask what the consequences are.
  - a. Record them with a different coloured pen as the root of the tree coming down the page. Prompt if some of the key ones are not mentioned.
  - b. Remind participants to think about physical, emotional, social, and economic consequences of abuse to the individual victims, their family and friends, and the community.
  - c. Also think about short-term or immediate (Refer to the **Facilitator notes** and **Facilitator Information 5: Violence against children**)
  
9. Ask: *what are the causes of child abuse?* Take another colour pen and record the causes in the roots coming from a tree. (Refer to **the Facilitator notes** and **Facilitator Information 5: Violence against children**)
  
- 10.
  
11. Explain to teenagers what they can do when they think or notice a child or another teenager is abused or neglected.
  
12. Ask participants: *what are the things that suggest a person is abused or neglected?* Take another colour pen and record the causes in the roots coming from a tree. (Refer to **the Facilitator notes** and **Facilitator Information 5: Violence against children**). Some of these ways of knowing a person is abused or neglected could include the following subtle changes in behaviour. They may:
  - i. become withdrawn
  - ii. become more naughty
  - iii. become more irritable and short-tempered
  - iv. begin sleeping much more or much less
  - v. eat much more or much less
  - vi. neglect their personal hygiene or being overly concerned with cleaning
  - vii. start getting into more trouble at school or in the neighbourhood or,
  - viii. see a significant change in their school marks, or display new, inappropriate behaviour.

The point is, you may notice a significant difference in their usual demeanour or behaviour which is a clue that something is wrong and it **may** be that they are being abused or neglected in some way.
  
13. Now ask participants: *what can do you when you are abused or neglected, or notice that another child or teenager is abused or neglected?* Emphasise that it is important to tell someone when one is abused. **But there is no guarantee of keeping confidentiality so teens should choose trustworthy person to share and keep their story secret and safe.** Here are some of the suggestions on what to do or not do:
  - a. **Remind participants of Exercise 1.3**, about why we trust some people. That session showed us that we usually look for certain qualities of being trustworthy, judgmental and being helpful when we choose someone we can share our secrets or sensitive stories with.
  - b. In such conditions, teenagers should share the experience of abuse either to their friend circle or parents or caregiver.
  - c. Teenagers should never keep secret or hide abuse which enables perpetrators’ behaviour.
  - d. It is important for children who are victims of violence, abuse, or neglect first be transferred to a safe environment and, once safe, begin to get counselling to recover from these experiences.
  - e. According to the law, if an adult becomes aware of or suspects that a child is being abused, maltreated, or neglected then he/she must report it to the police and/or a social worker.
  
14. Thank everyone for their contribution. Remind participants that we have come to know about different forms that child abuse and neglect may take, the causes and consequences of abuse. We also are aware of whom we can share our stories if we experience any of these abuses and how to choose a trustworthy person to share these stories with, what forms of help exist for abused or neglected children. For further information please refer to facilitator notes below.

**Facilitator note:**

- **Ask participants how do we know a person is trustworthy? What qualities do they look for in a trustworthy person?** Ask participants to recall the exercise 1.3 where they discussed trustworthy people.
- This exercise can be extremely difficult for participants, especially if they have been exposed to abuse or neglect in their lives. Be sure to be caring and supportive and check in with how participants are feeling and coping with the session.
- The exercise can take longer than planned so that to save up on time, you will need to be a bit strategic about sorting out similar statements as explained above.
- Think about doing something to relieve tension at the end of this exercise, if time allows. For example, you may want to enjoy a cup of tea or do some deep breathing, “shake-it-off”, local duet songs, and centring activity to help participants move on.
- Reiterate that although these topics may be difficult and painful, they are very important so we are not going to shy away from them.
- Provide helpful resources to all participants and mention that you would be happy to discuss specific concerns with individuals after the session or at the next meetings if they would like it.
- The facilitator should report to either VSO or BYC if they found any child facing abusive behaviour in their community. VSO has a Safeguarding and Child protection policy and Child Protection Officer based in the VSO Nepal office. If necessary take advice from the CPO on how to support an abused child. This policy has been shared with the implementing organisation.
- Share the referral card with participants.

### Exercise 4.5: Closing circle

Everyone can stand in a circle in the middle of the room and the facilitator can ask all of them to say one or two word that they are feeling after this exercise. The facilitator can be the last one to share his/her feelings.

## SESSION 5:

# OUR RELATIONSHIPS

**Aim:** This session covers the differences between happy, constructive relationships, and unhappy, unconstructive relationships in relation to family members and friends. These relationship sessions will also introduce open communication as one of the tools that can be used to build happy constructive relationships.

### Contents:

Exercise 5.1: Muddling messages	10 minutes
Exercise 5.2: Relating to our elders	1 hour
Exercise 5.3: Happy and unhappy relationships	1 hour
Exercise 5.4: Shyam and Rita's relationship	50 minutes

**Total time needed:** **3 hours**

### Materials needed:

- Flip chart and marker pens
- Index cards or small pieces of paper
- Referral sheet
- Photo Story ( Shyam and Rita's relationship)

### Exercise 5.1: Muddling messages

**Aim:** Energiser, to make people laugh. To help us appreciate in a funny way how easy it is to misunderstand what someone has said.

**Description:** Participants whisper the same message around the circle, one to the next. Then the finished version is compared with the original.

### Directions:

1. Think of a phrase to whisper beforehand, such as "Sammanit Jeevan is important to use and we love participating in it" or "In Sammanit Jeevan we are learning how to build stronger, healthy relationships with our parents and friends through open, respectful communication" or whatever.
2. Whisper this quietly to your next door neighbour and ask them to whisper it quietly to the next person.
3. This should be repeated until the phrase has been whispered around the whole circle. Each person should only whisper what they heard and they are not allowed to ask for the phrase to be repeated.
4. Finally, when the phrase has been whispered around the circle, your next door neighbour on your other side should have received it. Ask the last person who received the message to say out loud what she/he heard.
5. Then announce to the group what you originally said. The message normally changes quite a lot as it goes round the circle!
6. Ask participants what they learnt from this fun activity.
  - a. It is important for us to only tell our own stories or experiences because stories that are passed around can become very muddled.

## Exercise 5.2: Relating to our elders

**Aim:** To explore ideal parents and children and teenagers’ relationships with parents and other adult family members. To identify ways in which they could contribute to positive relationships with their adult family members.

**Description:** Brainstorming and group work.

**Directions:**

**PART A:**

1. Explain to participants that during *Sammanit Jeevan* training, we hope to be able to understand the kinds of relationships we have with our parents and other adult members of the family, and how to make these relationships even better. Teenagers have certain qualities they expect of their elders, and we will discuss some of these and explore what teenagers need from these people in their families.
2. Ask participants to share what they personally like about their own relationship with their parents and other adult members of the family such as aunts, uncles and grandparents.
  - a. Give participants a pen and notebook and ask them to work individually.
  - b. After five minutes divide the participants into three groups and ask them to share within the groups.
  - c. Ask group 1 to share their discussion choosing either of one relationship from the column.
  - d. Then group 2 and 3 will add if there is any new issues remaining.
  - e. Likewise group 2 and 3 will present on one of the relationship.

Father/mother	Uncle/aunt	Grandfather/ grandmother
<i>What do you think your parents would say is good about their relationship with you? List these ideas in the first column</i>	<i>What do you think your uncle/aunt would say is good about their relationship with you? List these ideas in the first column</i>	<i>What do you think your grandfather/grandmother would say is good about their relationship with you? List these ideas in the first column</i>
<i>What do you not like or what is difficult or hurtful about your relationship with your parents? List these ideas in the second column.</i>	<i>What do you not like or what is difficult or hurtful about your relationship with your uncle/aunt? List these ideas in the second column</i>	<i>What do you not like or what is difficult or hurtful about your relationship with your grandfather/grandmother? List these ideas in the second column.</i>
<i>What do you think your parents would say is not good or difficult or hurtful about their relationship with you? List these ideas in the third column</i>	<i>What do you think your uncle/aunt would say is not good or difficult or hurtful about their relationship with you? List these ideas in the third column</i>	<i>What do you think your grandparents would say is not good or difficult or hurtful about their relationship with you? List these ideas in the third column</i>

3. Summarise for participants any differences and similarities and note that in most parent-teen relationships there is some good and some bad experiences. We want to work on increasing the good and decreasing the bad so now we are going to think about how we can do that.

**PART B.**

4. Ask participants to describe what would be the attributes, attitudes, and behaviours of ideal mothers and fathers (or other caregivers). Record these responses in separate columns for mothers and fathers, on a flipchart labelled ‘the ideal’.
5. Ask the group whether mothers and fathers (or other caregivers) are like their ideal descriptions in reality, and if not, ask them to describe the reality. Similarly record these responses

Ideal – father/mother	Reality – father/mother

6. Ask participants to think about what are the different reasons why mothers and fathers differ from the ideal?
  - a. For each instance ask:
    - *What are the pressures that parents are under?*
    - *Do some of the reasons relate to cultural practices or ideas about how to be a parent (such as not talking about relationships with children)?*
    - *Do you think parents sometimes mean well even if what they do is not ideal or painful?*
  - b. Explore whether some of the “reality” behaviours may be owing to parents’ needs, desires, or responsibilities to keep their children safe, raise their children to be responsible and productive citizens in society, see their children succeed, etc.
    - i. Brainstorm: *What are some of the things parents do to try to keep their children safe?*
7. Divide the group into four and ask each group to choose one adult member (either uncle or aunt or grandfather or grandmother and go over the same exercise e.g. ideal and reality.
8. Ask participants to think: *What are the different reasons why they differ from the ideal?*
9. You can highlight with symbols when referring to each kind, but do not need to brainstorm for each adult family member using different flipcharts.

**PART C:**

10. Then ask participants to divide into three groups and describe the attributes, attitudes, and behaviours of an ideal teen child (in the eyes of their parents); record these responses. Ask participants to describe in what ways they might differ from these ideals or they are in reality.

Ideal – teen child (in the eyes of their parents)	Reality – teen Child (in the eyes of their parents)

- a. Refer to what participants said in the “Joys and Problems of being a Teenager” exercise in Session 1 to prompt participants if necessary.
- b. Ask each group to share their discussion.
- c. Probe the following:
  - i. *Should we pursue living up to these ideals?*
  - ii. *What are the positives of living up to the images of an ideal teenager?*
  - iii. *What are the negatives of doing so?*
11. We can all imagine an ideal parent or teen, but we have learnt today that sometimes we and our parents are different from the ideal in reality. Let us think about how parents and teenagers can do things that would be more toward the ideal. Some of the examples might be as follows:
  - a. Things would be more ideal (or more positive) if parents would provide some pocket money frequently.
  - b. Things would be more ideal if parents would stop shouting or scolding without understanding their feelings.
  - c. Things would be more ideal if teenagers would understand the problem of their parent and behave respectfully.
  - d. Things would be more ideal if teenagers would stop demanding the things that parents cannot afford.

**Facilitator notes:**

- If participants raise the fact that they do not have fathers or mothers, ask them to think about their foster parents who has been raising them to come up with the ideal father or mother, and still be making a contribution to the exercise.
- If behaviour of parents is raised that is very selfish or inconsiderate it is important to acknowledge this and explain that we hope by helping teenagers to communicate better, we will be able to help teenagers express how their parents behaviour makes them feel. This is important in the pathway to changing such behaviour.
- If participants find it difficult to identify actions that they or their parents could stop or start to improve their relationship, develop scenarios based on the issues that they have raised.
  - For example, if teens experience conflict with their parents when they return home late then perhaps teens could make an effort to keep an eye on the time and return home when expected or send a message to their parents if they are going to be late.
- Examples of potential negatives or risks of trying to live up to ideals:
  - Feel stressed or a lot of pressure
  - Start to feel bad about yourself
  - Not standing up to or challenging adults could make young people vulnerable to abuse
  - Don't ask for help when it is needed so problems might get bigger

### Exercise 5.3: Happy and unhappy relationships

**Aim:** To identify aspects of relationships that make life positive and good, or and those that make life negative or problematic, and ways in which relationships can be improved.

**Description:** critical reflection, group work and discussion.

**Part A:**

1. Explain to participants that most people probably want a happy, caring, and respectful relationship whether it is with a friend, family members or neighbours. Sometimes these relationships become unhappy or abusive in different ways.
2. Ask participants to think about the relationships they have had with friends, parents and neighbours. Ask them to think about relationships they have seen around them such as their parents' relationship(s), other family members' relationships, or their neighbours' relationships.
3. Ask participants to think about a happy relationship and to describe what made it happy. *What makes it happy? What does each friend, parent and neighbour in the relationship do to make it a happy relationship?* Record responses in one column, headed "happy", on the flip chart.
4. Lead participants through an exercise:
  - a. Ask participants to divide into groups of two and do a role play showing happy relationships with a friend, parent and neighbour. Give them five minutes to discuss and two minutes for role play. Ask each group to share their ideas what made their relation happy and unhappy.
  - b. After each group has done their role play, ask participants to gather in the same groups and give each group a flip chart paper and pens.
  - c. Ask each group to write down the ways in which they and their best friends show that they care about each other.
    - i. I show my best friend I care about him/her by...
    - ii. My best friend shows me he/she cares by...
    - iii. It is important to us both that we...
    - iv. Some of the things we do together include...
    - v. It would not be okay if my friend...

5. Gather as a full group again and ask the smaller groups to share their ideas.
6. Then explain that today we are going to talk about different types of relationships. We have different types of relationships with our parents, different friends, or family members. For some of us our parents and family are just like our best friends, for others they can be very different. It is helpful to think carefully of what it means to be a best friend and what we want from a best friend.
7. Ask participants if any of the same valued attributes or caring behaviours might be similar in relationships or how they might be different.

### Part B

8. In an earlier session, we talked about interacting in respectful, trustworthy, and safe ways within our group. These ideas might also be important when we think about caring relationships. Sometimes relationships we have with other people become unsafe; these relationships could include close relationships such as with family members, good friends, a family friend, or a teacher and they could include people we know only a little or not at all like a neighbour, a community leader, or a stranger.
9. Lead participants through this discussion:
  - a. *How might a relationship become unhappy or unsafe?* (Record responses on flipchart)
  - b. *How might a relationship become hurtful, abusive or violent?* (Record responses on a flipchart)
10. Sometimes people in unsafe or abusive relationships might feel confused about what the other person is doing especially if that person is someone they are close to and feel that they love. We have to think: *how loving and caring are their hurtful behaviours and actions?* No matter who it is, you should not be abused so if you feel unsafe or worried or are being abused then you should tell another trusted adult and get help and support.

### Facilitator notes:

- Participants who have experienced violent, abusive, or neglectful relationships may feel upset during this exercise and need additional support. Be sure to be vigilant of any distress that arises and respond supportively. Also be sure to be available at the end of the group session to discuss issues with anyone who may want to do that and provide all participants with a list of support resources so that they could seek help for issues discreetly.

## Exercise 5.4: Shyam and Rita's Relationship

**Aim:** To demonstrate various types of problems teenagers may face in dating relationships and explore constructive ways to prevent or deal with these problems.

**Description:** Storytelling: Shyam and Rita and group discussion. Shared photo story of Shyam and Rita's Relationship.

### Directions:

1. Often our friendships and relationships can be fun and supportive, but sometimes we experience problems. We are going to read about the relationship between two teenagers – Shyam and Rita.
2. Ask learners to sit in pairs and read through the story together. Alternatively, character roles can be assigned and read out as a class.
3. Group discussion:
  - a. *Do you think Shyam and Rita have a good relationship? Why or why not?*
  - b. *What are some of the problems that they faced?*

- i. Getting married in young age
    - ii. Dropping school out without completing SLC (Shyam and Rita)
    - iii. Having unprotected sex (Shyam and Rita)
    - iv. Making a girl pregnant while a teenager yourself (Shyam)
    - v. Getting pregnant in their early teen (Rita)
    - vi. Having no source of income to take care of wife and child compels Shyam to work as a migrant labour (Shyam and Rita)
    - vii. Left alone to take care of a child without much needed support (Rita)
  - c. *How are they affected by these problems?* List the effects on both teenagers on a flipchart.
    - i. Divide participants into 3-4 groups, give them flipchart and pens and ask them discuss the consequences of these problems on both teenagers' lives using a spider diagram.
    - ii. Give each group time to present on these consequences.
    - iii. Ensure that consequences of unprotected sex, teenage pregnancy, school dropout, early marriage and their overall impact on both health and life of teenagers is addressed. Check the **Facilitators' notes** for the consequences, both short term and long term consequences.
4. Explain that at the end of the story, Rita is left to take care of her baby alone at a very early age because Shyam left for a migrant job.
- a. Ask participants to sit in pairs or small groups: half of the pairs should discuss what advice they would give Rita and the others should discuss what advice they would give to Shyam.
  - b. Remind participants that while they are discussing their advice to the two teenagers, they should keep in mind how the problems can be avoided.
5. Ask everyone to return to the full group and present their advice taking turn to present advice for Shyam and for Rita.
- a. *What advice do you have for Shyam? What advice do you have for Rita?*
  - b. As a group, assess whether the advice is fair on either Shyam or Rita. *Is there advice that seems to be giving responsibility to one person not the other?*
  - c. *If your friend was in a similar situation, what would you advise them?*
- Note:** The advice provided by participants is meant to help them to think about the occasions where right decisions are not taken lead to negative consequence. Discussing different types of advice will help them to explore how teenagers can try to avoid the problems experienced by Shyam and Rita.
6. Summarise the consequences of early marriage and impact on both health and life if not taken into consideration at early age. In Shyam and Rita's story both of them cannot continue their study and compelled to go abroad leaving Rita to take care of baby alone.

## SESSION 6: ASSERTIVE COMMUNICATION

**Aim:** This session focuses on learning and practicing assertive, respectful communication skills as well as conflict resolution and negotiation skills. In the second half of the session, teenagers will discuss different aspects of close relationships including what makes them caring, happy and safe. In the dialogue session, teenagers will discuss dating, violence and sexuality.

**Contents:**

6.1: Energising activity: hand push	15 minutes
6.2: Different ways of communicating	1 hour
6.3: "I" messages	30 minutes
6.4: "No! Stop."	20 minutes
<b>Total time needed:</b>	<b>2 hours 5 minutes</b>

**Materials needed:**

- Flip chart and marker pens
- Index cards or small pieces of paper
- Referral sheet



## Exercise 6.1: Energising activity: Hand push

**Aim:** Participants will be energised and introduced to the concept of conflict.

**Description:** Two lines of participants push against each other, followed by analysis.

### Directions:

1. Ask participants to form two lines, facing each other. Each participant touches palms with the participant facing her/him in the other line. Call one line “Line 1” and the other “Line 2”.
2. Ask all the participants in Line 1 to start pushing against the person in Line 2, only using their palms. People in Line 2 can respond in any way they like.
3. After 30 seconds or so, ask everyone to stop and then to change roles. This time Line 2 members should push against Line 1 members and Line 1 members can respond as they choose.
4. After another 30 seconds or so, ask everyone to sit down in a big circle.
  - a. Ask people how they felt doing this exercise.
    - i. Ask people how they responded (pushing back, giving in, etc.)?
  - b. How does this exercise relate to your real life experience of conflict with your children?
    - i. When your parents or other people in your family push you what happens: Do you give up and argue?
    - ii. How are you expected to behave?
    - iii. How do you think you should respond to others when they push you?
5. There are no right or wrong answers, but sometimes relationships are influenced by how everyone responds.

## Exercise 6.2: Different ways of communicating

**Aim:** To identify communication behaviours that are attacking, avoidant, and manipulative and how these strategies may impact on relationships or interactions.

**Description:** Participants brainstorm various ways in which they and others communicate in helpful and unhelpful ways. The facilitator then categorises the examples provided by participants and gives further examples of aggressive, passive, and manipulative approaches.

### Directions:

1. Explain that when we try to influence the thoughts, choices, or other people’s behaviour, we communicate in different ways. Or when others are trying to influence us, we respond in different ways. Sometimes we do not always communicate in ways that are helpful or constructive in these situations.
2. Ask participants: *What are some of the ways you or others have spoken or acted while trying to convince people to do what you want or to agree with you?* Record these responses on a flip chart.
  - a. If participants have difficulty identifying aggressive/attacking, passive/avoidant, or manipulative communication behaviours, you might use scenarios to prompt their brainstorming. Ask small groups to demonstrate with you different communication styles.
    - i. *What do you do or say to a teacher when you have not done an assignment and you do not want to get into trouble?*
    - ii. *What do you do or say to your parents when they will not let you go to meet a friend?*
    - iii. *What do you do or say to a peer who might tell a teacher about a school rule that you have broken?*
    - iv. *What do you say or do to a friend who wants you to stay and study together in the school classroom instead of going to a picnic spot to “hang out” with other teenagers?*

3. Identify and label behaviours that are aggressive/attacking, passive/avoidant, manipulative, or respectful and assertive. Time permitting, pairs could do demonstrations or you could ask for informal demonstrations during the group discussion.

<b>AGGRESSIVE &amp; ATTACKING</b>	<b>PASSIVE &amp; AVOIDANT</b>	<b>MANIPULATIVE</b>	<b>ASSERTIVE &amp; RESPECTFUL</b>
<p><i>Expressing your feelings and desires in a way that threatens or punishes the other person</i></p> <ul style="list-style-type: none"> <li>• Shouting</li> <li>• Interrupting</li> <li>• Exploding</li> <li>• Warning or threatening (If you don't do this...!)</li> <li>• Correcting (Look at the facts...)</li> <li>• Persisting (I am right...)</li> <li>• Insulting</li> <li>• Sarcastic</li> <li>• Revenge (I'll get you back...)</li> <li>• Nagging</li> <li>• Staring or glaring</li> <li>• Leaning forward, standing or gesturing strongly in their personal space</li> <li>• Blaming (accusing the other person)</li> </ul>	<p><i>Giving up to the will of others; hoping to get what you want without actually having to say it; leaving it to others to guess or letting them decide for you</i></p> <ul style="list-style-type: none"> <li>• Withdrawal</li> <li>• Sulking in silence</li> <li>• Being polite but feeling angry</li> <li>• Avoiding conflict at all costs</li> <li>• Talking behind someone's back</li> <li>• Trying to forget about the problem</li> <li>• Not saying what you think</li> <li>• Not being honest in case you hurt the other person</li> <li>• Pretending to agree</li> <li>• Leaning backward</li> </ul>	<p><i>Using trickery or deceit to get your way; sometimes people who are being manipulative pretend at first to be passive then manipulate through speech</i></p> <ul style="list-style-type: none"> <li>• Whining</li> <li>• Making others feel guilty</li> <li>• Begging or pleading</li> <li>• Crying or pretending to cry</li> <li>• Emotional blackmail</li> <li>• Offering something (e.g. food) conditional on support on a completely different issue</li> </ul>	<p><i>Telling someone how you feel and what you want in a way that does not seem rude or threatening to them.</i></p> <ul style="list-style-type: none"> <li>• Clearly and honestly stating your feelings, thoughts, or ideas</li> <li>• Listening to the other person and asking clarifying questions</li> <li>• Suggesting compromises or other solutions</li> <li>• Balanced posture</li> </ul>

4. Discuss as a group:
- How do you feel when people use aggressive/attacking, passive/avoidant, manipulative, or respectful and assertive communication strategies with you?*
  - How do you usually respond when people use these strategies with you? How have people responded when you have used these different strategies?*
    - At home: when you are treated like this by adults, how does that make you feel?*
    - At school: when you are treated like this by teachers and other adults, how does that make you feel?*
    - Amongst friends: when you are treated like this by friends, how does that make you feel?*
  - What do you think about the outcomes from this kind of communication: aggressive/attacking, passive/avoidant, manipulative? List the outcomes and assess with the participants whether the outcomes are positive or negative.*
  - Can participants give some examples?
5. Summarise what participants shared to be their feelings or responses and how they may affect them when others use them in communication with them or when they themselves use these ways to communicate with others.

**Facilitator notes:**

- Remind the group that we all use some of these approaches some of the time and that they may seem like the easiest or most effective way to communicate at the time. However, in the long term, aggressive, passive, and manipulative communication strategies can cause problems. For example, passive people

are often taken for granted and used; aggressive people are often feared and avoided; and manipulative people are often distrusted and disliked. In addition, often using these strategies means that you do not reach a positive, win-win solution to the issue.

### Exercise 6.3: “I” messages

**Aim:** To learn and practice using “I” messages as an assertive communication skill.

**Description:** Participants learn about the “I” message formula and then practice using them through role playing several scenarios.

**Directions:**

1. Explain to participants that assertive communication is appropriate, effective, clear, honest, respectful, and delivered confidently. It involves, what you say, how you say it, and also listening to the other person. Assertive communication is like building a bridge toward the other person to connect with him or her and find a solution that works for everyone involved.
2. Ask for a volunteer and demonstrate a scenario with two types of responses:  
Group discussion: how did you feel in the first scenario? How did you feel in the second scenario?
3. One way to respectfully and clearly communicate with others is to use an “I” statement, make eye contact, and don’t whine, be sarcastic, or shout. An “I” statement or “I” message is a way of clearly expressing your point of view about a situation and is free of specific demands or blame. It opens up the discussion. “You” statements can often make people feel quite defensive and so it can constrict positive communication.

“I feel...”	Say “I feel...” rather than “I think...” and focus on your own feelings (e.g. “I feel hurt/sad/embarrassed/angry, etc.>) instead of blaming or assuming something about the other person
When...”	Be specific and non-judgmental about the action or behaviour that has caused you to feel a particular way (e.g. “when you call me names...”)
“Because...”	If you think an explanation would help, add one here making sure not to blame the other person (e.g. “Because I think it is disrespectful...”)
“What I’d like is...”	Remember not to demand anything here, but rather suggest a solution you hope for (e.g. “for us to discuss this issue more” or “make an agreement we can both keep”)
“How do you feel?”	Invite a response from the other person to open up a dialogue and begin moving towards finding a solution.

4. Go around the group with each person saying a full “I” message about a recent scenario they have experienced.
5. Ask participants to gather in pairs and come up with a role play during which they use an “I” statement. Each pair will perform their role play for the group.
  - a. Scenario A: with a peer or friend
  - b. Scenario B: with a parent
6. Ask participants how they would feel using an “I” statement with their friends and with their parents. Explain to participants that this formula may seem really strange and unfamiliar at the moment, but with practice they will become more comfortable with it and it will flow naturally when they speak with others instead of being very stiff. The important thing is to keep practicing it. You might try to use it in easy situations with close friends first (e.g. “I feel happy when...”) and then slightly more difficult situations (e.g. “I feel unhappy when...”) before using it in more situations with different people.

**Facilitator notes**

- Assertive communication skills:
  - Be confident
  - Prepare and rehearse
  - Express your feelings and your message honestly and clearly
  - Ask about and acknowledge the other person's feelings and what is important to him/her
  - Ask clarifying questions
  - Send assertive, respectful non-verbal messages
  - Respect yourself and the other person
  - Look for common ground and think about the differences
  - Exchange ideas about possible solutions and negotiate an agreement with which everyone involved is comfortable
  - Check in with your feelings and remember to make choices that are positive for you
  - If you feel overwhelmed or confused or in a position where you cannot make healthy decisions, take time to think before you discuss
- See the feelings vocabulary sheet
- Remember to praise participants' efforts at using assertive, respectful communication skills.
- As the facilitator, use "I" statements during the group session whenever you get the opportunity and encourage participants to use them too.

**Exercise 6.4: "No, stop"**

**Aim:** To learn and practice various ways of communicating "no, stop" and understanding situations in which these skills should be used.

**Description:** Participants role play various scenarios in which they verbally and non-verbally communicate the message "no, stop".



**Directions:**

1. Explain that in some cases; using “I” messages may not be the best way to assert ourselves. In particular, in situations where someone is hurting us or about to hurt us. In these situations we want to clearly communicate to people the message: “no, please stop.” There are many ways for us to communicate this message verbally and non-verbally.
2. Ask participants to work in pairs to develop role plays during which they communicate this message.
  - a. Remind participants to use both verbal and non-verbal (body language) methods and that this message can be combined with an “I” statement. In addition, they do not have to use the words “no, stop.”
3. Discuss with participants when “no, stop” may be more appropriate to use than “I” statements at home, at school, or with peers, friends, or partners.

**Facilitator notes: How to say “No”**

- Different ways of saying no might include “no, not now” or “I’m uncomfortable with this; please stop” or suggesting an alternative activity, etc.
- If participants have difficulty devising scenarios, suggest some of the following to them:
  - A peer pressure situation (e.g. drinking at a party)
  - A parent-child interaction situation (e.g. hitting them)
  - A situation with a boyfriend/girlfriend (e.g. sexual advance)
  - A situation with an adult (e.g. propositioning them)
- Point out body language, stance, tone, and verbal content that each group uses. Encourage assertive approaches.
  - Standing tall and firm
  - Making eye contact. Talk clearly

## SESSION 7: RELATIONSHIPS

**Aim:** To help participants define what makes a positive, healthy relationship with their family members, friends, and peers, and to build communication and negotiation skills to enhance these relationships

**Content:**

Exercise 7.1: Listening Pairs	30 minutes
Exercise 7.2: Conflict and negotiation with parents and friends	1 hour
Exercise 7.3: When relationships become unhappy or unsafe	40 minutes
Exercise 7.4: Making new friends	50 minutes

**Total time needed:** 3 hours

**Materials needed:**

- Flipchart paper
- Markers
- Referral list for people seeking mental health support or other types support after experiencing abuse or violence



## Exercise 7.1: Listening pairs

**Aim:** To help people realise the importance of listening skills to good communication in all life situations including relationships.

**Description:** Participants work in pairs, taking it in turns to speak. As one speaks, the other first listens carefully to what they say, then stops listening. A group discussion and summary follows.

### Directions:

1. Explain to participants that we will need to do a lot of listening to one another in this workshop. In this exercise we are going to look together at the skills of good listening.
2. Explain that participants will be asked to divide into pairs and together choose one person to be the speaker and the other person to be the listener.
3. Ask the participants in the listener role to step outside to receive further instructions.
  - a. Explain that listeners should not say anything during this exercise. They should begin by concentrating hard on hearing what is being said and demonstrating good listening skills. When the facilitator claps hands, then the listeners should stop listening and demonstrate that they are not really paying attention to the speaker even though the speaker is continuing the story. The person could yawn, look elsewhere, turn round, check their watch, play with their cell phone, and do whatever they like: the important thing is that they should no longer listen and still not speak, although the speaker should continue to tell the story.
4. Return to the room before the listener participants to instruct the speaker participants.
  - a. Explain that they should choose a story about something very important to themselves or a significant event in their lives that they can share with their listening partners. Explain that they should continue to tell their story no matter what the listeners do.
5. Begin the exercise and after a few minutes, clap so that the listeners remember to stop listening.
6. After a few more minutes, stop the exercise and call the group together.
7. Ask participants:
  - a. How they felt as speakers, encouraging them to compare telling their story to a willing listener and telling it to a bad listener.
  - b. Then ask participants to describe and compare how they felt as good and bad listeners.
8. Ask participants to describe some of the attributes of good listening that they experienced; and then some of the attributes of bad listening.
9. Ask participants in what other ways we communicate with one another, apart from through verbal language. When someone mentions body language, explain that by being aware of our own body language, we can often change it, in order to communicate a different mood to others around us.
  - a. What kinds of emotions can we communicate with our bodies?
  - b. If there are silences or gaps remind participants when we were telling or listening to the stories, we could see emotions while the speakers were talking and also when the listeners were absorbing what was being said.
  - c. Examples of these emotions could have pleasure, bewilderment, dejection, anger, boredom, submission, confusion, strength, shock, weakness, intrigue, power and attentive, and so on.
10. What kind of a listener are you in your family? What kind of a listener are you with your parent?
  - a. How do you think your parent feels if you are distracted while they are sharing something with you? What does this do to your relationship?

**Facilitator notes:**

- Encourage participants to be aware that we communicate and listen as much with our bodies as with our words.
- Explain how some body language can appear very powerful and aggressive, some can appear friendly and warm, whilst other body language can appear very weak and submissive.
- We say a lot with our bodies!

**Exercise 7.2: Conflict and negotiation with parents and friends**

**Aim:** To learn and practice assertive, respectful communication skills that can be used to deal with disagreements with parents and peers.

**Description:** Participants will prepare role plays to practice and demonstrate the use of communication skills learnt earlier in the workshop to negotiate a disagreement or conflict situation with parents, friends, and a dating partner.

**Directions:****PART A**

1. Remind participants that the programme is focused on improving how teenagers communicate with friends, parents and other family members. One way we have been encouraging this is through providing the various skills we have been learning and practicing in our group sessions. Today we are going to think about and practice using these skills to negotiate through a conflict situation with our parents.
2. Ask participants which skills they think might be useful when they have a disagreement with or are in a conflict situation with their friends or parents.
  - a. Assertive, respectful communication skills, especially “I” statements
  - b. Working together toward a solution or compromise
  - c. Remembering our parents’ needs and responsibilities and the things we can do to have a more ideal relationship
  - d. Being open and honest
  - e. Remember house rules
3. Ask participants to work in pairs or trios to devise a role play scenario during which a teenager negotiates a compromise during a disagreement with his/her parents/caregivers.
4. Gather as a full group and give each small group or pair a turn to present their role play. After each role play, ask the group:
  - a. *What positive behaviours did you see in the role play?*
  - b. *Do you think that interaction could happen in your family? Why or why not?*

**PART B (optional)**

5. Repeat the above exercise, but participants should choose a scenario with peer, friend, or boyfriend/girlfriend.

**Facilitator notes:**

- For Part B, assess how much understanding participants have about the topic. If there is a need to engage more on the exercise.
- Remember to clearly praise participants’ use of skills learnt and promoted during the programme.
- You may need to help coach participants through some difficult scenarios, helping them to maintain respectful, assertive, open communication.
- Point out how we can use assertive, respectful communication skills with both parents and friends.
- Encourage participants to be realistic in their application of the skills to scenarios.

- Ask participants to think about how they might stand up against something their friends say or do that they do not accept. Ask them how they might cope with their friends' reactions to this behaviour (e.g. being called a wimp or weak?).

### Exercise 7.3: When we need help

**Aim:** To identify relationship situations when people need additional help and support and the kinds of help and support that can be accessed.

**Description:** Participants will discuss the importance of getting additional support for relationship problems such as abuse and violence and what kinds of help could be sought. The facilitator will provide a list of local resources available to people experiencing various relationship and mental health problems. Where it is possible, the facilitator can bring in a service provider who can help with the information but this needs to be done sensitively by ensuring that the service provider is skilled in addressing teenagers' and abused persons' needs.

**Directions:**

1. Remind participants that you identified what could make a relationship unhappy and also problems that people face in relationships in previous sessions.
2. Ask participants how they feel about the unhappy relationships they have witnessed or experienced and validate their responses.
  - a. Do you think these issues (specifically abuse/violence, friends who are encouraging substance use like alcohol and drugs, friends who are encouraging delinquent behavior) are just a normal part of relationships?
  - b. What have you been told about some of these problems in relationships?
  - c. How does seeing or experiencing some of these problems affect the way you think about relationships?
3. Ask participants what people can do if they find themselves in an unhappy relationship. Record responses on a flipchart.
  - a. Go through each issue they raised during the previous session describing unhappy relationships.
  - b. Ask what each partner could do then ask them to rate how easy they think it would be to take that action and what each person might gain and lose from taking that action.
  - c. Then ask what they could do if they found out that their friend was in an unhappy relationship.
4. Remind participants that we have discussed and practiced different ways to communicate openly and assertively and how to negotiate in relationships. Sometimes people cannot cope with their unhappy relationships on their own and that is okay. Particularly when relationships become abusive and violent, it is important for the people in that relationship to get support and help from others. (Refer to **Facilitator Information 6: How to provide HELP**)
  - a. Describe various help sources:
    - i. Trusted adult, friend, family member
    - ii. Police
    - iii. NGOs
    - iv. Women and Children Office at Baglung.
    - v. One Stop Crisis Management Centre.
    - vi. Community organisations – Bhimpokhara Youth Club (BYC), Chartare Youth Club (CYC) , Dalit Empowerment Centre (DEC , Family Planning Association of Nepal (FPAN)

**Facilitator notes:**

- Similar to the previous session, this discussion may be particularly difficult for survivors of violence in the group.
- These exercises can be difficult. For example, teenagers might feel uncomfortable because they have not yet experienced intimate relationships themselves. Or they may be upsetting to some participants, especially if they have experienced or witnessed an abusive relationship in their lives. Be aware that there may be participants who require extra support after the group session.
- Encourage participants to use 'I' statements in the exercise: "I feel unhappy when..."
- If participants have mentioned that such issues that are currently taking place in their lives or that of their family members or friends, share with them the referral sheet and discuss how they can advise others to seek help.

**Exercise 7.4: Making new friends**

**Aim:** Teenagers will learn relationship building skills.

**Description:** Through role plays, teenagers will explore different ways to start new friendships.

**Directions:**

1. Explain to participants that we are going to think about and try different ways of starting friendships or relationships. Ask the teens for a few volunteers to describe how the friendship with their best friend started or how they have made a new friend in high school. Try to get examples of recently started relationships to get tips that are relevant to teenagers' lives.
  - a. As the volunteers share their stories, list different ways to start a relationship on the board.
  - b. Ask the group if they have any additional ideas to add to the ones already listed.
  - c. If not already suggested, you may want to ask whether the following introductions would be appropriate in their peer group:
    - i. *"I've noticed that we're both in the same maths class. Would you like to try to do homework together after school?"*
    - ii. *"I think you're really interesting. I would like to spend more time with you to get to know you better. What do you think?"*
    - iii. *"I'm going to the football match later. Would you like to go there together?"*
    - iv. *"I really like to spend more time with you. Would you go Kalika Mandir with me in Baglung?"*
    - v. *"Are you planning to go to the school play? Maybe we can meet there?"*
    - vi. *"I have really enjoyed spending time with you and it seems like we enjoy doing many similar things. Would you go like to go the bazaar (market) with me?"*
    - vii. *"I really like you. Whenever I spend time with you, I have fun. What do you think about us going to watch movie in Baglung?"*
    - viii. Find out what they enjoy doing and what they are interested in.
2. Ask participants to prepare short role plays about starting relationships and getting to know one another.
  - a. Record any new ideas about starting relationships and getting to know one another on the flipchart list.
3. Explain to the group that sometimes people may want to start relationships with us, when we don't want to. How might we respond to these in a respectful, assertive way?
  - a. Record assertive, respectful responses on the flipchart.
  - b. Remind participants about the communication and negotiation skills they learnt in previous sessions.

## Exercise 7.5: Our lessons and commitment to success

**Aim:** To summarise the skills and ideas learnt during the entire workshop and how they will influence participants' future choices, attitudes, and behaviour

**Description:** Participants will brainstorm and share what they have learnt during the workshop.

### **Directions:**

1. Explain that we have arrived at the end of all the workshop sessions. We have had an experience together as a group through many discussions and activities.
2. In small groups, brainstorm things that you have learnt in the workshop.
  - a. If participants need further prompts, use the following questions:
    - i. *What was new or surprising to you during the workshop?*
    - ii. *What has changed the way you think about yourself and your parent(s)/caregiver(s)?*
    - iii. *What has changed the way you interact with your parent(s)/caregiver(s) or peers?*
    - iv. *What will you do differently because of what you learnt in this workshop?*
3. Ask the small groups to share their thoughts with the rest of the participants.
4. Ask all the participants to sit in a circle and explain that each person is going to share a commitment that they are making to themselves based on what they learnt in the workshop.
  - a. Praise and reinforce teenagers for their commitments.
  - b. Remind teenagers that by doing the things they have mentioned, they are helping to build strong relationships with their parents and also building strength within themselves that will help them to successfully achieve their hopes and dreams for the future

## SESSION 8:

# FINAL PEER AND COMMUNITY MEETING

**PURPOSE:** To consolidate what has been learnt and prepare for the future, promoting communication between the peer groups and, if possible, the community more broadly.

**TIME NEEDED:** Maximum 3 hours

**AIMS:** The focus of this session is to share and consolidate ideas about assertive communication and how it can be used to strengthen relationships. To help participants realise further that they do share some similar concerns with other peer groups.

**NOTES:** This meeting requires some preparation from the groups. The week before it is held the facilitator needs to discuss with participants which role play will be used and plan what will be shown and focused on how the assertiveness communication will be used to turn the situation around or avoid it. It is important to use this opportunity to make sure the group really understands what is required and so you might want to give them time to come up with suggestions, to work these through with them and ensure that everyone is confident about their roles. "I" statements to be used in the session need to be prepared beforehand and these can be addressed and presented to the audience which include other teenagers, parents and the community. Facilitators need to emphasise that participants who are presenting to the public are doing so on behalf of the bigger group.

### Exercise 8.1: Peer group role play exchange

#### Directions:

1. Welcome everyone to the meeting. Ask for a volunteer to share the most important things they have learnt since the groups last met for members of the community who have not been attending Sammanit Jeevan for Teens. Then mention that the key part of this workshop has been learning assertive communication skills and reflecting on how we may find ourselves in unhappy and risky relationships, and how good communication skills can help us protect ourselves from negative consequences. Explain that we are going to look at this in role play.
2. Ask one of the groups to show a role play of an unhappy or risky relationship or problems such as girls not being allowed to attend higher education or forcing for early marriage, and then ask the group to show how using assertive communication, including "I" statements can help make the situation safer or avoid the problems altogether.
3. After watching the role play, analyse it with the other group to ensure there was understanding and processing of the situation. You may ask:
  - *HOW did the characters come to be in this situation?*
  - *WHY has this situation developed?*
  - *WHAT gendered expectations, poverty, alcohol use, social expectations, or other factors influenced the situation?*
  - *WHAT were the risks and sources of unhappiness?*
  - *WHAT was done to reduce or eliminate the risky or antisocial behaviour? Is this realistic? Could you have done that too? Could anything else have been done?*

The actors in the role play should themselves be encouraged to answer the questions, whilst holding their position in the role play.

4. Then ask the other group, or groups, to present. Analyse this role play as well.
5. Did the role plays present situations that reflected real life in your community? What are the barriers to solving problems? How can communicating effectively and assertively solve problems? What can we do in the community to encourage the sharing of these communication and negotiation skills?

6. Finally, mention you are coming to the end of the programme. Do participants have any final comments they would like to share? Do any members of the community want to share thoughts on having *Sammanit Jeevan* in the community? If there is a possibility for further work in the community, you should discuss this now.
7. You could then finish the proceedings by thanking all the participants for their great support and hard work throughout the workshop and by asking everyone to close with

### ENDNOTES

Herein are the facilitator information for sessions and additional information that facilitators use as they prepare or run their sessions.

## Session 2

### Facilitator Information

### FACILITATOR INFORMATION 2.3: MENSTRUATION AND REPRODUCTIVE ANATOMY AND PHYSIOLOGY

The facilitator needs to prepare for this exercise and come prepared with all the information and how the group works will be facilitated and also what are the issues around our anatomy that might be challenging to the community that needs to be discussed with the groups and how to go about it.

Ask participants to work in small groups (of approximately 4-5) and ask them to discuss and draw the reproductive anatomy and physiology of male and female in flipcharts. Approximate time: 15-20 minutes

Ask the group to display the flipcharts and to convene in the large group for analysis and debriefing. If there is enough space they could be displayed on the floor in the middle of the room and people can read the flipcharts and walk around it. Ask everyone if it was difficult or easy to draw our reproductive anatomy and physiology. Discuss briefly with the participants if they agree or think something is missing in the flipcharts. Then the facilitator to share the following information and also give hand-outs so that participants can go back home to read and also share with their friends and family.

#### Basic information:

A human being undergoes physical and emotional changes from childhood to adulthood. The changes are gradual and occur at different ages and speed in different people. These stages may be identified in a simplified way as childhood, adolescence, adulthood and old age. In this guide we are concerned with the adolescent stage of human development, which is characterised by dynamic changes in physical and behavioural traits.

In spite of their different appearances, the sexual organs of men and women arise from the same structures and fulfil similar functions. Each person has a pair of gonads: ovaries are female gonads; testes are the male gonads. The gonads produce germ cells and sex hormones. The female germ cells are ova (egg) and the male germ cells are sperm. Ova and sperm are the basic units of reproduction; their union can lead to the creation of a new life.

## HORMONES AND REPRODUCTIVE LIFE CYCLE

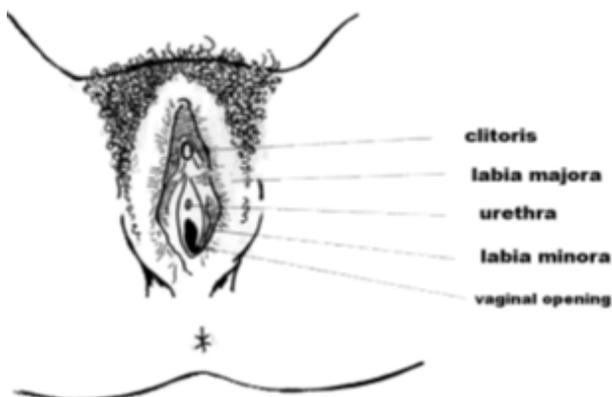
### Female reproductive organs

The female reproductive organs are those parts of the body that are directly involved in sexual activity, pregnancy and childbearing. They comprise of external parts, internal parts and the breasts.



### External reproductive organs (Vulva)

The vulva is the area surrounding the opening of the vagina, which can be seen from the outside (see figure). They consist of the clitoris, vaginal opening, labia majora and labia minora. The outer folds of skin, called the labia majora, are thick and covered with hair. The two inner folds of skin, called labia minora, are much thinner. They cover and protect the vaginal opening. These inner folds form a hood around the clitoris. The clitoris is a small, sensitive organ above the vagina that responds to stimulation and makes sexual intercourse pleasurable for women. Inside the vaginal opening is a pair of glands that produces a thin fluid, which moistens the vagina, especially during sexual intercourse.



## Internal reproductive organs

These are organs of the female body that are located inside the lower part of the abdomen, called the pelvis, and are protected by bones and muscles (see figure below). They consist of the vagina, the uterus (womb), two ovaries, and two fallopian tubes.

The vagina, covered at the opening by a thin membrane called the hymen, is the largest of the three openings in the genital area. It is made up of soft folds of skin and is about 7 cm deep and 3–4 cm wide. The other two openings are the anus (below the vagina) and the urethra (above the vagina). The walls of the vagina produce a fluid or discharge that serves to keep the region clean.

At different times of each month the amount of discharge increases – particularly at times of sexual excitement – and it is important to note that this is completely normal. However, if that discharge changes its usual normal colour, causes itching or takes on a bad smell, it may indicate an infection. So it is important to pay attention to the discharge and how it changes during the monthly cycle.

During childbirth the baby leaves the womb and enters the world through the vagina. This is why it is sometimes called a “birth canal”. The walls of the vagina are elastic and can stretch to allow the passage of the baby’s head and body. The uterus (womb) is the muscular organ inside a woman’s body where the baby grows. The cervix is sometimes called the opening/neck/mouth of the womb. It connects the uterus to the vagina and normally has a very small opening. This protects the uterus from infections.

During pregnancy this opening stays small so that the baby stays inside the womb. During labour the cervix opens up (dilates) so that the baby can be born. The ovaries are two small egg-shaped organs on either side of the uterus that store eggs and release one mature egg each month during a girl/ woman’s reproductive years of life. The fallopian tubes are two hollow-like structures that connect the ovaries to the uterus on either side. The tubes are 10–12 cm. long. After the mature egg has been released from one of the ovaries, it travels down the fallopian tubes to the uterus.

## The breast

The main external feature of the breast is the nipple and the dark skin around it, called the areola. A hormone called oestrogen causes the tissues and glands in the breasts to grow so that when a woman becomes pregnant, she is able to produce and store milk. Often, both breasts swell slightly during the menstrual period. In many women, one breast is larger than the other.

## Hormones and their functions

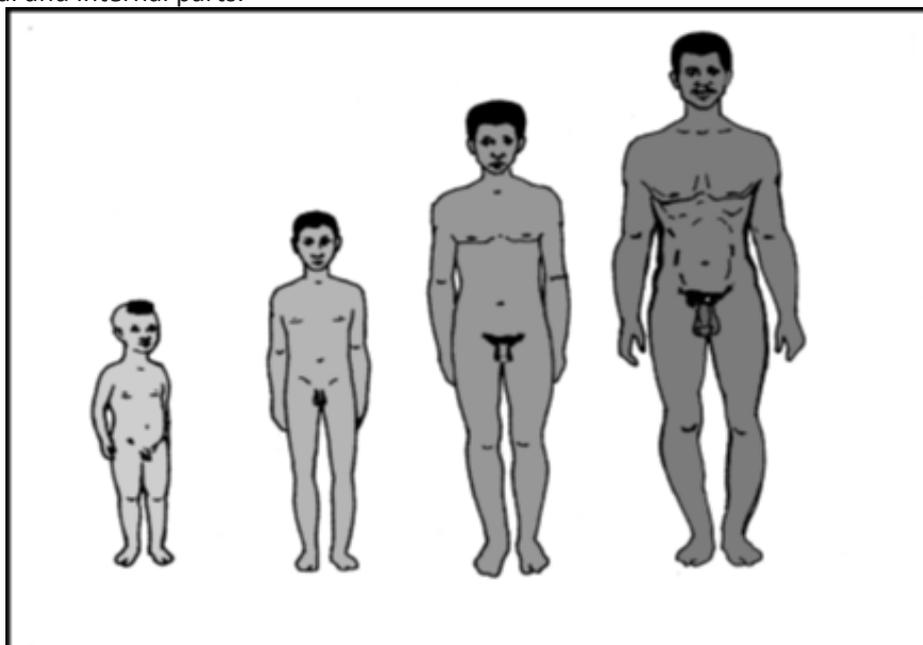
There are many powerful cultural and personal factors that shape the expression of one’s’ sexuality. But biology also plays a role, particularly through the action of hormones, chemical messengers that are secreted directly into the bloodstream by endocrine glands. The sex hormones produced by the ovaries and testes greatly influence the development and functions of the reproductive system throughout life. The sex hormones made by the testes are called androgens, the most important of which is testosterone.

There are many hormones involved in the physical development and the normal reproductive and sexual functioning of a girl or woman. The major ones are oestrogen, progesterone, follicle-stimulating hormone and luteinising hormone. Below is a brief description and function of each hormone.

Female reproductive organs	Corresponding description and function
<b>Uterus</b>	Implantation takes place here and holds a growing baby. The inner lining of the uterus sheds once every month during menstruation and comes out as blood.
<b>Fallopian tubes</b>	These are two hollow structures that connect the ovaries to the uterus on either side.
<b>Cervix</b>	The neck or opening of the uterus. The lower end of the womb connecting with the upper part of the vagina.
<b>Vagina</b>	The passage from the outside of the body to the mouth of the uterus. The penis is placed in it during sexual intercourse and the baby passes through it during delivery.
<b>Vulva</b>	The external parts of the female genital organ.
<b>Clitoris</b>	It is a small, sensitive organ above the vagina that responds to stimulation during sexual intercourse.
<b>Vaginal fluid</b>	Fluid produced by a pair of glands in the vagina to moisten the vagina.
<b>Labia majora</b>	The outer lips of vulva covered with hair that protects labia minora and internal structures.
<b>Labia minora</b>	The two inner lips covering and protecting the vaginal opening.
<b>Pelvis</b>	The bones containing and protecting the internal genital organs
<b>Ovaries</b>	Produce eggs and two major hormones, oestrogen and progesterone
<b>Urethra</b>	Narrow tube for passage of urine to the outside.
<b>Hymen</b>	Thin membrane covering the opening of the vagina.

### The male reproductive organs

The reproductive organs of the male are those parts that are directly involved in sexual activity; they consist of the external and internal parts.



## External reproductive organs

These are the male organs that are on the outside and can be seen or felt. They comprise the penis, the scrotum and the testes.

### The penis

The penis is the organ that carries the semen with the sperm into the vagina. During sexual arousal, blood is pumped into the muscles of the penis. This makes the penis stiffen or become erect so it can easily enter the vagina. Although both semen and urine pass through the tube called the urethra in the penis, at the time of ejaculation the opening from the bladder is closed so that only semen comes out of the penis. After ejaculation, the blood quickly drains away into the body and the penis returns to its normal state.

The penis has a prepuce also called the foreskin that protects the head of the penis. Usually the penis produces a whitish creamy substance called smegma, which helps the foreskin to slide back smoothly. When smegma accumulates under the foreskin, it causes a bad smell or even infection.

Therefore, boys who are not circumcised (have not had the foreskin removed) need to pull back the foreskin and gently wash underneath it with clean water every day.

### The scrotum

It is a sac of skin containing two egg-shaped organs called the testes, found in front of and between the thighs. The scrotum protects the testes from physical damage and helps to regulate the temperature of the sperm.

### The testes (testicles)

They are two sex glands that produce sperm and male hormones, responsible for the development of secondary sexual characteristics in a man. At the onset of puberty, in boys the testes begin to produce sperm. This usually happens between the ages of 12 and 15, although it can also happen earlier or later. From puberty until old age, a man's testes produce sperm – millions of sperm cells are released every time he ejaculates, or reaches climax, during sexual activity. It is the sperm which fertilise the woman's egg to start the process of reproduction. During ejaculation, the sperm are carried in liquid called semen that is produced by the man's reproductive organs. The semen passes through a tube called the vas deferens and out of the penis, one of the millions of sperm may reach an egg and fertilise it; the rest simply die in a few days and disappear.

## Internal reproductive organs

The internal male reproductive organs lie within the lower part of the abdomen called the pelvis that is protected by the bones and muscles (see figure above). They consist of the epididymis, the vas deferens, the seminal vesicles, the prostate, and the cowpers gland.

### Epididymis

A cord-like structure coiled on top of the testes, it stores sperm. When sperm matures, it is allowed to pass into the vas differentia before being released during ejaculation

### Vas deferens

The vas differentia are tubes through which the man's sperm pass from the testicles to the penis. When a man has a "vasectomy", these tubes are cut and sperm can no longer pass from the testicles to the penis. This is

one of only two methods of contraception (family planning) available to men. The other is the use of condoms. Having a vasectomy does not prevent a man from having an erection, or from ejaculating.

**Note:** Semen is produced at three different levels, by three different organs i.e. the cowpers’ gland, the prostate and the seminal vesicles.

### Hormonal functions

The testosterone is the major male hormone produced mainly by the testes but there are other glands called the adrenal glands that also produce some testosterone. In case a man has lost his testes, these glands would continue to produce testosterone to support the male physical appearance.

Testosterone is responsible for the growth and development of a boy during adolescence and for the development of sperm and secondary sexual characteristics.

Male reproductive organs	Corresponding description and function
Penis	Male organ for sex used for placing sperms into the vagina and also for passing urine.
Prepuce	Foreskin that protects the head of the penis.
Urethra	Long narrow tube inside the penis through which both sperms and urine pass.
Testes	Two sex glands that produce sperm and male hormones. They are responsible for the development of secondary sexual characteristics in a man.
Seminal vesicles	Are like pockets or glands where the white fluid (semen) is produced and the sperms stored.
Prostate	Produces fluid, which helps create a good environment for the sperms in the vagina.
Vas deferens	Are tubes through which the man’s sperms pass from the testicles to the penis.
Scrotum	It is a sac, which holds the testes, and protects them against extreme temperature.
Epididymis	Coiled tubes leading from the testes to the vas deferens where sperm mature.
Cowpers’ gland	Produces fluid, which helps create a good environment for the sperm in the penile urethra

#### Facilitator information 4: Ideas about the boys and girls aspiration about future

- Help participants acknowledge their vulnerabilities (e.g. we might share similar feelings so boys may feel hurt or sad or nervous about something just like girls do; both girls and boys might feel a lot of pressure to try to live up to rigid gender ideals when they do not really identify with them or cannot attain them for some reason).
- The central idea of the social construction of gender can be understood as there being many different ways of being a man or woman (girl or boy). We learn how to be a girl or a boy in childhood and the ideas of how to be a girl or boy and then a woman or man change as we get older. These ideas are under the influence of our social environment and peers as well as the choices we make and values we hold. The importance of understanding that gender is socially created lies in the possibility for choice and change.
- Gender is not determined like sex is; gender is created. Though different cultures may have different ideas and expectations about gender and gender roles, it is important to remember that **culture and tradition are not justifications for creating social inequality and maintaining power imbalances between men and women**. It is harmful practice to discriminate against women or create inequalities between men and women in the name of perpetuating traditions. Creating and maintaining inequality is a violation of the fundamental human right to equality and non-discrimination as declared in Nepal’s recent constitution

(as of 2072) and the Universal Declaration of Human Rights. The preamble of Nepal’s new constitution (as of 2015 / BS 2072) calls for “ending discriminations relating to class, caste, region, language, religion and gender discrimination...” Part 3 of the constitution articulates “Fundamental Rights & Duties,” including the right to live with dignity. Part 3, paragraph 18 states:

“Right to equality:

- (1) All citizens shall be equal before law. No person shall be denied the equal protection of law.
- (2) There shall be no discrimination in the application of general laws on the grounds of origin, religion, race, caste, tribe, sex, physical conditions, disability, health condition, matrimonial status, pregnancy, economic condition, language or geographical region, or ideology or any other such grounds.
- (3) The state shall not discriminate among citizens on grounds of origin, religion, race, caste, tribe, sex, economic condition, language or geographical region, ideology and such other matters.”

- Because ideas about gender are central to this programme, there are many notes for facilitators within the lesson plan. We strongly encourage facilitators to go through these notes before the lessons and to keep referring back to them throughout the programme such that gender issues can be challenged and respect and equality promoted throughout all lessons.
- Ideas of masculinity and femininity are very different. Men and women are often judged differently and there are quite different standards for men and women (e.g. sexuality). Men generally have more freedom and access to power than women do. Women are usually relegated to activities and roles in private domains (e.g. home) and men’s roles are in the public domains (e.g. work or school). If women venture into roles in the public domain, they are still primarily responsible for activities in the private domain. These ideas limit everyone and make women particularly vulnerable to abuse.
- Different cultures may have different ideas about the role of men and women. Although we respect different cultural beliefs and practices, it is not acceptable to harm or discriminate against someone for any reason. For example, Nepal is rare in that it offers the option of “third gender” or “other gender” on official government identification, including passports, rather than just the binary choices of male and female.
- Although ideas about gender and sexual orientation are sometimes linked, they are not always correlated. That is, we cannot assume that a male person who acts in ways that are stereotypically considered female or feminine is gay. Another example of a gendered cultural behaviour is when male friends hold hands with male friends in Nepal. In Western countries, these friends would be assumed to be in a romantic relationship if they held hands in public. But in Nepal, it is acceptable for members of the same sex to hold hands in public. Similarly, a female who acts in ways that are stereotypically considered male or masculine cannot be assumed to be lesbian. Many traditional ideas about gender include ideas about sexual orientation – for example, dominant ideas about masculinity often include ideas about men’s dominance of women. This idea assumes heterosexuality of both men and women.
- Sex differences, like reproductive capacities and hormones, are biologically determined and the same around the world. We can think of sex being male or female.
- Gender, however, is socially created. That is, social groups create ideas about how to be a boy or man and how to be a girl or woman. Gender is constructed in different ways around the world and it is essentially arbitrarily assigned attributes and roles. Females do not have to be feminine and are capable of doing things that are considered masculine and the same is true for males. Although there is a long history of gender norms and gender inequality in various cultures, societies and cultures are dynamic and have changed in various ways throughout history. Therefore, social and cultural change is possible. Now, however, inequalities between men and women still persist in almost all aspects of life.
- Culture and family practice may influence how we think about gender and power. However, it is always reasonable to expect to be treated fairly and with respect.

**Notes about power:**

- Power is the ability to act or cause a particular effect; authority; influence; control access to various benefits (economic resources, social admiration/respect/regard, decision-making including making policies and laws, preferential treatment, social influence, social and economic mobility/promotion, directing social interactions, etc.)
- In general, being older, having more money, being taller or bigger or stronger, being a man, being

educated, and coming from a particular type of caste or ethnic group means having more power to influence people or situations in a variety of ways.

- Highlight abuse of power versus the use of power in positive, prosocial ways, meaning voluntary behaviour intended to benefit others. The distinction between the two can be made either by labels such as “abusive power” compared to “prosocial power,” or by labelling actions as powerful and abusive/caring/violent/helpful, etc.
- Ask yourself what powerful prosocial behaviour would look like in your community. For example, would it mean when a certain man from an elite caste or ethnic group who had good standing in the community assisted poor families using his relationships with the community leaders or civil organization? This is an example of a prosocial use of one’s own power.
- Power is not a bad or dangerous thing; it is how we use it that might be positive or negative. We are now going to think about some of the problems with power.
- We discovered that there are different expectations on girls and boys. Some gender ideas are potentially harmful and unhealthy to individuals and those around them. Do we really want to promote problem behaviour such as sexual promiscuity and heavy drinking and gambling among men or passivity and menstrual exclusion among women?
- Although women might not have much social or physical power, the laws of the country still give us all power and women must learn about and use that power to ensure their fundamental human rights are met.
- We all have choices about how to use the power that we have. We can use our power in harmful or abusive ways or we can use our power in helpful and respectful ways. What do you choose to do with your power?
- Sometimes not using your power, such as by doing nothing or staying silent, is a form of abusing your power.
- Explore the short-term and long-term consequences of particular actions not only on the character identified as powerful but also on those people who may be connected to either the powerful or the powerless character.

### **Notes about gender and power:**

- Men have more far-reaching, public power whereas women’s power is more limited to private spheres and often needs to be validated by men.
- Despite recent popular rhetoric about “girl power” and women taking on powerful public positions (such as the President, Speaker of the House, and Chief Justice of the Supreme Court of Nepal), power is still mostly held by men and men’s power has more social value and influence. For example, while the Chief Justice of the Supreme Court is a woman, in the rest of the country, female judges make up less than 5% of the total number of judges. There are 16% of women in Nepal’s civil service, 6% in the police department. This demonstrates the less extent to which women occupy powerful and influential positions in our society.
- Many men can express their power freely and overtly because they are socially expected to do so, whereas women often need to be more subtle and indirect such as asserting their opinions through men. But not all men are equally empowered or advantaged in Nepal due to caste, ethnic and geographic discrimination, so we shouldn’t make sweeping generalizations about men or women in Nepal.
- When women or girls have power, it is largely confined by limits set by men as if men are the custodians of power and have the right or ability to assign power as they wish.
- Society often feels threatened by women having and expressing power openly and may shun or criticise them or not take them seriously. For example, although women have become 29% of Nepal’s current legislature-parliament, female Members of Parliament might not be taken as seriously as their male counterparts. When you read the newspaper and see MPs meeting with the Prime Minister, it is always male MPs sitting at the table. Women MPs do not seem to be included in the big decision-making processes. Further, female politicians are almost never included in political parties’ central committees.
- Moreover, there are expectations for women to uphold a family’s honour (that is *Ijja* in Nepali. Honour is dependent on a household’s female members, so if she behaves “dishonourably” (or is even perceived to behave dishonourably), such as flirting with a man, she could cause her household to lose honour. Such expectations are gendered and unfair, and can have negative consequences for women. For example, if a young woman is perceived to have flirted with a man, her family may force her to marry that man without

her consent – all in the pursuit of maintaining honour or to save face for the family.

- Having more power than another person or group of people, does not mean that you are allowed to exert your power in ways that harm yourself or them.
- Being part of a generally non-powerful group does not mean that you are powerless. Every person has the same rights and by using different communication skills you can assert your power.
- Gender has been created in such a way that it creates inequality between girls/women and boys/men such that women are often put in positions of inferiority relative to men. Often the ideas and expectations are not based on true capabilities; that is, both men and women are capable of doing the same things (e.g. housework, running a business), but the unequal ideas about men and women put limits on both men and women. You might notice that in Nepali newspapers, job vacancy adverts specify the preferred gender of a job applicant, identifying managerial positions as being for male applicants and lower-paid receptionist jobs as being only for female applicants. In reality, men, women and other gendered people could all do the jobs of manager or receptionist, regardless of their gender. Gender does not determine capabilities, but often people assume that it does.
- The way that gender has been reinforced over time, men have more social power than women do (in general). Power differences make women very vulnerable to oppression and abuse and also mean that it's easier for those with power to maintain and perpetuate gender and other inequalities. For example men always considered as the head of household who takes the decision at home and women play subordinating role in the family. The role is shifted only in absence of men.
- Not only are gender ideas unequal, but access to benefits and resources are also unequal between men and women. Specifically, women's access to various resources, benefits, and even rights, is restricted. Gender inequality violates women's rights to equality. For example, in Nepal, women often struggle to obtain Nepali citizenship documents. The lack of citizenship documents may cause women to miss out on other rights and opportunities, such as land and property ownership. Issuing citizenship in the name of mother though has been in policy but not put in practices yet.
- The way that gender has been created in our society and the unequal power between men and women is not fair or acceptable. We are all equal as people according to our constitution, therefore, we all have equal rights and we all have the responsibility to treat others as equals and not to exploit or discriminate against them.
- Power is related to social value and social status (e.g. acceptability of women displaying "masculine" behaviour vs. acceptability of men displaying "feminine" behaviour). Having power is a great responsibility. We can choose not to abuse the power AND use the power positively instead of just not using your power at all.
- Discussions about power can be quite complex and abstract so remember to use behavioural examples (especially those provided by learners) to illustrate the points.
- Remember, this discussion is **not** about taking men's power away or thinking that women have no power. Also, the discussion should not reinforce women's relatively less power as an inability to make choices and decisions within relationships and other aspects of life.
- Reinforce ideas about equality.

# Session 6

## Facilitator Information

### Facilitator Information 6: Assertive communication for constructive relationship

- Help participants to articulate behaviours that they and their best friends engage in caring, supportive relationships. Focus also on activities they engage in together on a regular basis.
- Draw parallels between girlfriend/boyfriend and best friend.
- Throughout this programme we are encouraging learners to create “healthy relationships.” The definition of such a relationship is one that learners should be constructing throughout the programme. In this lesson, we suggest that caring and friendship are important characteristics of healthy relationships, including healthy intimate relationships. Remind learners to think about what makes a relationship healthy or unhealthy throughout the following lessons in the programme.
- It is important to remember that caring relationships can refer to a number of different types of relationships, not just intimate relationships.
  - In the context of intimate relationships, the idea of fidelity or faithfulness and caring may be a useful discussion during this lesson or future lessons.
  - Ideas about different kinds of relationships that may be relevant to learners:
    - ◆ A simple friendship without any partnership connotations, such as someone you might do things with in a group or share an interest with, such as a neighbour, a friend’s brother or sister.
    - ◆ Someone you might occasionally see socially, but not seek out or spend time with on a regular basis.
    - ◆ Someone you like a lot, see fairly frequently, and sometimes go out with, but haven’t agreed to a mutually exclusive relationship. After going out, you might kiss and sometimes engage in light petting.
    - ◆ Someone you are very attracted to and want to spend time with whenever you can. You both agree not to date others. When you are alone, you kiss and engage in light petting.
    - ◆ Someone you are very attracted to and want to spend time with whenever you can. You both agree not to date others. When you are alone, you engage in heavy petting and occasionally have sex.
    - ◆ Someone you are very attracted to and want to spend time with whenever you can. You both agree not to date others and plan to get married someday. When you are alone, you engage in heavy petting and often have sex.
- Examples of caring actions:
  - Listening to us
  - Showing that our feelings are important to them
  - Helping us solve problems
  - Being able to talk to the person about our problems
  - Spending time with the person doing things we enjoy
  - Trusting them
  - Being affectionate: hugs, holding hands
  - Some of the aspects of the Conduct Agreement may be characteristics of a caring relationship (e.g. **RESPECT**, listening)
- How do caring people make you feel good about yourself?
  - Encourage you
  - Celebrate your successes
  - Help or support you to succeed and grow
- Examples of what makes a relationship caring
  - Caring relationships are safe - you would not feel scared, intimidated, afraid in a caring relationship
  - These relationships should make you feel good about yourself.
  - Trust
  - Mutual caring – the other person cares for you and you care for that person
- Gifts or presents

- Gift-giving is a complicated issue. Gifts in a mutually caring relationship are sometimes given and received to show caring and affection. However, gifts can be problematic if there is an expectation of reciprocity or indebtedness of some kind. Gifts can also be problematic if they are given because someone feels guilty about a likely uncaring action.
- If a gift makes you feel uncomfortable or the potential consequences of accepting the gift make you feel uncomfortable, then it may be a good idea to re-think accepting the gift.
- If someone gives you a gift because they want you to do something you do not want to do, is that caring?
- Teens may be able to identify other ways that they could be punished that would be non-violent and effective. What non-violent action could parents take that would teach you that what you did was wrong and potentially harmful?
- This issue is also closely tied to corporal punishment in schools and intimate partner violence.
  - ◆ Challenge ideas that intimate partners may not be able to control themselves or beat their partners “because they care so much” or “because they love you too much.”
- Physical violence cannot be justified and is illegal, unless it is used in self-defence.

➤ Characteristics of abusive relationships

*Here are twenty warning signs that may show up early on in a relationship if a person is likely to be possessive, controlling, or violent.*

- Too good to be true: Has he/she has become totally occupied with you, such as calling you every hour just to “hear your voice,” leaving and picking you up at school, and doing things that you were doing for yourself, thus taking charge of your life?
- Temper outbursts: Does he/she have outbursts of anger or a quick temper, such as cussing, throwing things or kicking doors? These outbursts may not necessarily be directed towards you, but towards anybody or anything?
- Violent or demeaning language: Does he/she use derogatory terms for other women (or you), such as, “whore” or “slut, etc.? Or does he/she use racist or other hateful language? Or does he/she make threats toward others?
- Sexist attitude: Does he/she have strong ideas about the place and position of women vs. men, for instance, does he/she insist that “a man or a woman should know their place”? Think back to what you learnt about gender norms in earlier lessons to help you understand what ideas and beliefs your boyfriend or girlfriend has about how to be a man and how to be a woman.
- Insults: Does he/she put you down for your opinions or laugh at what you believe in? Does he make you feel stupid, ignorant, or incompetent?
- Psychological abuse: Does he/she make you feel that you can’t do anything right or that you can’t get along in the world without his help? Does he/she tell you that “you’re no good”?
- Ridicule or humiliation: Does he/she make fun of you alone or in other people’s presence?
- Rage for past relationships: Notice how he/she talks about his/her ex- or previous partners. Does he/she seem to be extremely angry towards a previous relationship or does he/she call their ex-partner names or use other insulting terms to describe him/her? Remember that later he/she might turn the same rage or anger and insults towards you.
- Alcohol and drug abuse: Does he/she have a drinking or drug problem? Think about the risks of using drugs and alcohol in a relationship that you discussed in a previous lesson – are any of those things happening in your relationship?
- Blaming others: Does he/she have a habit of blaming others for decisions or actions that he or she makes him/her?
- Violence under the influence of alcohol or drugs: Does he/she become verbally or physically abusive under the influence of alcohol and drugs? Does he/she change a lot after drinking or using drugs and try to pressure you to do things you do not want to do (e.g. join them in drinking or using drugs, have sex, go for a drive somewhere, fight with another group of people, etc.)?
- Verbal or physical abuse towards others: Is he/she verbally or physically abusive towards others, like people in the restaurant, other drivers on the street, people he/she comes in contact with, etc.?
- Extremely critical of you or your family: Does he/she say negative things about you or your family?
- Extreme sexual jealousy: Does he/she say “I love you so much that I can’t stand you spending time with other people”?
- Possessive behaviour: Is he/she unhappy or moody when you spend time with your friends or family? Does

he/she always want to know exactly where you are and what you are doing? Does he/she get very upset or angry when you don't answer your phone or respond to messages quickly? Does he/she expect you to be around to see him/her whenever he/she wants?

- Restricting and controlling behaviour: Has he/she told you to not keep any contact with your friends and family? Has he/she told you what to wear or what not to wear? Does he/she try to tell you things you can do and places you can go and things you can't do or places you can't go?
- Jealous accusations: Has he/she jokingly or seriously complained that you were trying to attract other men/women by the way you walk, dress, or behave?
- Checking and tracking: Does he/she keep track of where you went, who you met, and how much time did you really spend with another person or doing something else? Does he/she try to check the calls and messages on your phone?
- **Feelings expressing words:** Understanding-confident-sympathetic-reliable-easy-amazed-freewill-satisfied-fortunate-delighted-thankful-kind-great-joyous-lucky-satisfied-glad-cheerful-free-wonderful-calm-peace-loved-admiration.

## Facilitator Information 7.2: Violence against children

### *Types of Violence against children:*

**Emotional violence:** Belittling, shaming, and humiliating a child, calling names and making negative comparisons to others, telling a child he or she is “no good,” “worthless,” “bad,” or “a mistake”, frequent yelling, threatening, or bullying, ignoring or rejecting a child as punishment, giving him or her the silent treatment, limited physical contact with the child—no hugs, kisses, or other signs of affection, exposing the child to violence or the abuse of others, whether it be the abuse of a parent, a sibling, or even a pet.

**Physical violence:** Constant physical beatings with a belt or something hard, physical punishment that is inappropriate for the child's age or condition, deliberate attempts to hurt the child, forced physical labour such as lifting heavy things, forcing a child to sleep outside during her menstruation, denying a child food, chasing a child out of the house because s/he came back late from a party, etc.

**Child neglect:** This is also a very common type of child abuse. This is about a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, or supervision. Child neglect is not always easy to spot. Sometimes, a parent might become physically or mentally unable to care for a child, such as with a serious injury, untreated depression, or anxiety. Other times, alcohol or drug abuse may seriously impair judgment and the ability to keep a child safe.

Older children might not show outward signs of neglect, becoming used to presenting a competent face to the outside world, and even taking on the role of the parent. But at the end of the day, neglected children are not getting their physical and emotional needs met.

**Physical abuse:** Many physically abusive parents and caregivers believe that their actions are simply forms of discipline - ways to make children learn to behave. But there is a big difference between using physical punishment to discipline and physical abuse. The point of disciplining children is to teach them right from wrong, not to make them live in fear. In physical abuse, unlike physical forms of discipline, the following elements are present:

- Unpredictability: The child never knows what is going to set the parent off. There are no clear boundaries or rules. The child is constantly walking on eggshells, never sure what behaviour will trigger a physical assault.
- Lashing out in anger: Physically abusive parents act out of anger and the desire to assert control, not the motivation to lovingly teach the child. The angrier the parent, the more intense the abuse.
- Using fear to control behaviour: Parents who are physically abusive may believe that their children need to fear them in order to behave or they confuse fear and respect, so they use physical abuse to “keep their child in line.” However, what children are really learning is how to avoid being hit, not how to behave or grow as individuals.

**Child sexual abuse:** This is an especially complicated form of abuse because of the layers of guilt and shame involved. It is important to recognise that sexual abuse does not always involve body contact. Exposing a child to sexual situations or material is sexually abusive, whether or not touching is involved. Sexual abuse includes sexual touching of a child's body including private parts, sexual talk with a child, asking a child to do sexual touching of an adult, making a child watch sexual activity, sexual kissing of a child, having oral sex, penetrative sex or anal sex with a child, forcing a child to watch pornographic material, sending a child sexual jokes or pictures on social networks, or exposing a child to sexual situations or materials.

While news stories of sexual predators are scary, what is even more frightening is that sexual abuse usually occurs at the hands of someone the child knows and should be able to trust - most often close relatives. And contrary to what many believe, it's not just girls who are at risk. Boys and girls both suffer from sexual abuse. In fact, sexual abuse of boys may be underreported due to shame and stigma.

Aside from the physical damage that sexual abuse can cause, the emotional component is powerful and long-lasting. Sexually abused children are tormented by shame and guilt. They may feel that they are responsible for the abuse or somehow brought it upon themselves. This can lead to self-loathing and sexual problems as they grow often- either excessive promiscuity or an inability to have intimate relations.

The shame of sexual abuse makes it very difficult for children to come forward. They may worry that others won't believe them, will be angry with them, or that it will split their family apart. Because of these difficulties, false accusations of sexual abuse are not common, so if a child confides in you, take him or her seriously. Don't turn a blind eye!

Remember, children in abusive homes are also learning that such behaviour is acceptable and therefore they are more likely as teenagers and adults to accept being abused by other people or to begin being abusive toward other people.

## Human trafficking:

Children and teenagers should be aware that human trafficking is a problem in Nepal. Every year, girls and boys are lured from their homes under the promise of going to a nice school or being able to work for a rich family. Parents and their children should be vigilant about strangers, or even family members, who ask to take a son or daughter outside of the community for any amount of time.

According to the Human Trafficking and Transportation Control Act (2064):

“(1) If anyone commits any of the following acts, that shall be deemed to have committed human trafficking:

- (a) To sell or buy a person for any purpose,
- (b) To force someone into prostitution, with or without financial benefit,
- (c) To remove human organ except otherwise determined by law,
- (d) To engage in prostitution.

(2) If anyone commits any of the following acts that shall be deemed to have committed human transportation:

- (a) To take a person out of the country for the purpose of buying and selling
- (b) To take anyone from his/her home, place of residence or from a person by any means such as enticement, inducement, misinformation, forgery, tricks, coercion, abduction, hostility, allurements, influence, threat, abuse of power and keep him/her into one's possession or take to any place within Nepal or abroad or handover him/her to somebody else for the purpose of prostitution and exploitation.”

## Consequences of child abuse

The most important message about **consequences** is that all forms of abuse have long term consequences for the mental, physical, and social development of the child and many of them have long term consequences for child and adult health. Here are some examples:

- HIV and other sexually transmitted diseases (STDs)
- Girls being in an abusive relationship
- Mental health problems: depression, anxiety, suicidal thoughts,
- Substance abuse: taking drugs and abusing alcohol
- Further abuse, especially rape

- Teenage pregnancy
- Bullying, fighting and anti-social behaviour at school
- Disruptiveness in class
- Social withdrawal and lack of confidence
- Inability to control anger
- Problems concentrating in school (poor quality school work or poor learning, potential drop out, which has a long-term impact on economic opportunities for the child and loss of an active adult in a community and society's economy)

A whole range of **causes** of abuse may be mentioned, but it is important to also mention:

- Our own attitudes towards women and children
- Violence towards a female perceived to be “disobedient”
- Cycle of violence: parents themselves having been abused earlier in life may cause them to be violent later
- Mental health problems of parents
- Parents own stress or difficulties or unhappiness in their lives
- Parents'/caregivers' substance abuse
- Parents putting their own interests before those of their children
- Parent having died and new caregivers not caring
- Not communicating with child
- Parents not managing their anger appropriately
- Parents not praising and expressing positive feelings towards a child
- Parents not keeping constant rules and discipline
- Parents not showing an interest in the child's life and hopes and dreams
- Parents not understanding that teenagers are still vulnerable and need care and love
- Sometimes abuse occurs when parents try to do their best but they act inappropriately e.g. severe physical punishment

## Children's rights in Nepal

Nepal has very comprehensive laws on child rights, and they require anyone who suspects abuse or neglect to report it to the police or to a social worker or child protection NGO such as CWIN. Nepal is also a signatory to the Convention on the Rights of the Child (an international treaty ratified in Nepal in 1990) and Nepal created its own Children's Act in 1992 and a Child Protection Policy in 2014. Children's rights are also specified in the constitution (“Rights of Children” in section 39 – see below). It's much better to report something you suspect, even if it turns out you were wrong, than to allow abuse to continue without assistance being offered to a child. The general rule with child abuse is that you should trust your instincts and if you are worried it's much better to try and get something done. The first thing to do of course is to talk to the child, especially if it is a teenager, and ask if there is something troubling them.

### **Section on the rights of children in Nepal's 2015 Constitution:**

“39. Right of children:

- 1) Each child shall have the right to his/her identity with the family name, and birth registration.
- 2) Every child shall have the right to education, health care nurturing, appropriate upbringing, sports, recreation and overall personality development from family and the State.
- 3) Every child shall have the right to formative child development, and child participation.
- 4) No child shall be employed in factories, mines, or in any other hazardous works.
- 5) No child shall be subjected to child marriage, illegal trafficking, kidnapping, or being held hostage.
- 6) No child shall be subjected to recruitment or any kind of use in the army, police or armed groups, neglected, or used immorally, or abused physically, mentally, or sexually, or exploited through any other means, in the name of religious or cultural practices.
- 7) No child shall be subjected to physical, mental, or any other forms of torture at home, in school, or in any other places or situations.
- 8) Every child shall have the right to child friendly justice.

<sup>1</sup>UNICEF and CWIN, “Violence Against Children in Nepal: Child Sexual Abuse in Nepal – Children's Perspectives,” UN House, Kathmandu, Nepal; 2005.

- 9) Children who are helpless, orphaned, physically impaired, victims of conflict and vulnerable, shall have the right to special protection and facilities from the State.
- 10) Any act contrary to Clause (4), (5), (6) and (7) shall be punishable by law, and children who have suffered from such an act shall have the right to be compensated by the perpetrator as provided for in law.”

### Facts and myths about sexual abuse of children

Facts:

- A UNICEF and CWIN survey of 4,100 Nepali children (between 9 and 18 years old) found that 22% of girls and 14% of boys had experienced sexually abusive contact, such as kissing or fondling.<sup>1</sup>
- Ten percent of girls and 7.5% of boys had experienced more invasive sexual abuse, such as oral sex or sexual penetration.
- The most common type of child sexual abuse reported by Nepali children under 18 was obscene language directed at them (36% of boys and 31% of girls reported this). Other fairly common experiences were exposure to obscene materials and exposure to adults’ exposed private parts. See following table.

**Table 5 : Percentage Of Children Who Have Experienced Sexual Abuse by Type of Abuse**

Types of Abuse	(%)	Experience by sex (%)		Sample Size	
Obscene language	33.5	Boys Girls	35.8 31.1	Boys Girls Total	2,024 1,936 3,960
Exposure to obscene materials	25.8	Boys Girls	25.8 25.9	Boys Girls Total	1,883 1,649 3,532
Exhibitionism	22.2	Boys Girls	16.8 28.2	Boys Girls Total	1,706 1,508 3,214
Contact form of abuse- Type 1 - fonding and kissing	17.8	Boys Girls	13.5 22.3	Boys Girls Total	1,974 1,870 3,844
Contact form - Type 2 - oral sex and penetration	9.0	Boys Girls	7.6 10.5	Boys Girls Total	1,298 1,100 2,398

Source: UNICEF Nepal and CWIN, 2005

- Child sexual abuse such as fondling or kissing happens in a familiar environment in Nepal, such as in the market, cinema, picnic spots, on public transport, or on grazing land /forest.
- In Nepal, 54% of girls and 39% of boys in the UNICEF study reported that their sexual abuser was a stranger, while about 24% of boys and girls reported being sexually abused by a relative or family member.<sup>2</sup>
- Worldwide, only 5-7% of offenders of sexual abuse are convicted.
- If a child is believed and given the appropriate support by their parents when the abuse is discovered, they have a positive chance of recovery and going on to lead full, happy, successful lives.
- The longer the abuse occurs and the less support a child is given after disclosure, the more long term and severe the effects of the abuse will be.

<sup>2</sup>UNICEF and CWIN, pg. 21

**Myths about child abuse:**

- Children are mostly abused by strangers.
- Damage to a child after abuse is irreparable.
- All the child’s problems arise from the abuse.
- Children can say no.
- Children can always tell when abuse is happening.
- Offenders are untreatable.
- It does not happen in my community.
- Sex with a child will cure HIV/AIDS.
- Girls can be given to temples as a donation to generate good karma for her family.

**How to address cases of child abuse and neglect**

Note: If found any child facing sexual abuse you can refer to this contact list for support

Name of the organisation	Address	Contact Details	Service
<b>CWIN</b>	Ravi Bhawan, Kathmandu, Nepal	Tel. 4282255, 4278064	<b>Psychosocial Support to children, Shelter</b>
<b>CWIN Helpline</b>	Baphal, Kathmandu	Tel. 4271000 /4671212; Toll free: 1098	<b>Psychosocial Support to children, Shelter</b>
<b>CWIN Pokhara</b>	<b>Pokhara, Kaski</b>	Tel. 061-531157	<b>Psychosocial Support to children</b>

**ROLE PLAY FACILITATOR NOTES**

Throughout this workshop, we suggest that you use role plays frequently to help participants address different issues. Participants are always asked to draw on their own experiences for both of these. For exercises where role play is suggested, participants should be encouraged to think of a situation of their choice, relevant to the particular exercise. Each participant should adopt a different character, so that together they can act out the situation they have chosen. What they say to each other should be agreed only roughly beforehand it needs no written script. What is important is the spontaneity of the performance and the clarity for everyone of what is being communicated between the actors. Body language can often be as important as words in these scenes.

A role play really only needs to last a maximum of four minutes. In truth the shorter and more simple the role play, the more effective it is in presenting a situation clearly. Longer role plays start to ramble and the audience quickly gets lost.

With role plays, other participants who are looking on ask questions after the presentation. Those acting can stay in their positions to answer which often works very well. They can answer either as the person they are acting or as themselves. Alternatively, you can just bring everyone back to a group circle for discussion.

The discussions which follow a role play are the most important part of the learning process. This is when the analysis of what has been heard and/or seen takes place. On lookers’ should be encouraged to ask “why”, “who”, “what”, “when”, “how” and “where” as much as possible, to explore the reasoning behind what happened in the situation. Therefore, you should make sure that your participants don’t concentrate too much on their performances. This would take valuable time away from their discussions, and their repeated rehearsals would also quickly make their performances rather stale and less realistic.

Next, you will often realise that exercises suggest that your actors do another role play after the discussion. In the second presentation, you will be asking them to show how the situation could have turned out differently. This second presentation must also be followed by a discussion, so that everyone has a chance to talk about and think through what has changed.

Acting and role play need no literacy skills at all. People who can't read can be just as good or even better at acting as can those who have had a formal education. However, they often lack confidence. So make sure that non literate participants are given a lot of encouragement to involve themselves throughout and do not just watch quietly from the sidelines.

Finally, remember to remind peer groups that when they present their role plays or tableaux to one another, they should not think that they are having a competition! Some groups may feel nervous about performing in front of others. So each peer group should receive as much encouragement and praise as possible from the other peer groups. Everyone will be surprised by what they find they can achieve.

## ADDITIONAL SUPPORT INFORMATION AND EXERCISES

### Additional Activity 1: Ways we cope with stresses (30 minutes)

**Aim:** To help participants to identify their continuous stresses and to start thinking about ways of coping with them

**Description:** Brainstorming session

**Directions:**

1. Most teenagers have lots of different demands which they expect from their parents to be fulfilled. We started these sessions by identifying causes of our stress. Now is another opportunity to try and catch up with how we currently feel, any changes we may have implemented, and what challenges we still need to face. Some of the ways of reducing our emotional stresses have been dealt with through discussions and communication skills.
2. Ask participants to think about how they feel now compared to the first day of the workshop: Has their stress stayed the same, lessened or worsened?
  - a. If teens feel that nothing has changed, discuss this and some of the reasons why they feel the stresses have stayed the same.
  - b. If teens feel that the stresses have lessened, discuss this and some of the reasons why they feel the stresses have lessened.
  - c. If teens feel that the stresses have become worse, discuss this and some of the reasons why they feel the stresses have become worse.
  - d. Whether or not teens feel their stresses have stayed the same, lessened or worsened, all must discuss what how they would use what they have learnt from this workshop to deal with stresses.

**Facilitator notes:**

- Assess whether participants have unchanged or worsened stresses unresolved issues in which case if they raise issues that are beyond the scope of Supporting Success you need to explain that there are other channels which one can follow, and you would like to discuss these outside of the workshop:
  - Ensure that all participants understand what is contained in the information and referrals sheet and how they can access these services.
  - Acknowledge those who have shared that they are feeling less stressed, and explained that we are all unique and respond differently to things that happen in our lives.
3. Ask participants to brainstorm what kind of stresses they face in their lives. Record responses on a flipchart in a spider diagram or list. Stick this flipchart close to where the flipchart stand is standing.
  4. Now ask participants to describe some of the ways they cope with these stresses.
    - a. Remind participants to include strategies that they actually use, not only the ones that they think they should use or that are best.

- b. Ask participants how well the various strategies work in the short and long term to deal with their stress. Identify any strategies that may cause additional stress (e.g. spending too much money while shopping; feeling sick after eating too much; getting drunk or becoming an alcoholic).
  - c. Ask participants whether they feel the problem has been resolved.
    - i. Why is this problem not changing?
    - ii. What have you tried to do?
    - iii. Have you exhausted all option for this resolving the issue?
    - iv. What other options do you think exist out there?
5. Discuss in the group that it is important to try to reduce stress where possible. Sometimes we don't have to carry the load of stress by ourselves. Discuss some strategies that involve asking others for help. How do participants feel about these suggestions?
  6. Explain that we have the next exercise which will give us ideas about keeping healthy. Encourage them that it doesn't always hurt to try to deal with our challenges in life. A lot of us are resilient and have been through so many things and yet we are still standing. It is important to keep trying and not give up and to celebrate our success and achievement and honour our strength.

## Additional Activity 2: Coping with stress and staying healthy (40 minutes)

**Aim:** To identify healthy coping strategies and health-promoting behaviour

**Description:** Participants will brainstorm and share their ideas for holistic health promotion and coping strategies.

### Directions:

1. It is important that we do things to keep our minds, bodies, feelings, and spirits/souls healthy.
2. In small groups, brainstorm things that you can do to keep yourself healthy (in mind, body, spirit, and feelings). Give groups a time limit and announce that it is a competition to see which group can come up with the highest number of different and healthy strategies.
  - a. Add to your list things you can do to feel good and enjoy life.
  - b. Add to your list things that you can do when you start to feel worried or stressed or down/sad.
  - c. Add to your list things that you can do to have healthy relationships with your parents, friends, other family, etc.
3. Ask all the groups to return and report back their ideas.
  - a. Praise positive, health-promoting strategies and reinforce ideas of doing such things daily.
  - b. Praise those who have come up with ideas about seeking help, and explain that seeking help is a good step, not admission of defeat – it is about expanding all your options and so it should not be embarrassing.
  - c. Tally up the different health promoting and positive coping strategies that teens identified and give them a reward and smaller rewards for the other groups.
4. Ask the group: *what do we do when our stress or problems are too big to carry or cope with alone?*
  - a. Reinforce and legitimise help-seeking from different people or places (e.g. trusted close friends/family, partner, counselor or social worker, NGO support, forming a community support group)
  - b. Go through the referral source sheet given to participants explaining what kind of services to expect from each that participants are interested in.
    - i. Explain to participants that people who experience violence in their homes or relationships, or rape, or drug addiction (among other problems) often need extra help to deal with what they have gone through. There are organizations that specialise in providing services for these problems.

5. When we keep ourselves healthy, we are better able to deal with stressful situations as they arise, and keeping our bodies, minds, and spirits healthy will help us to succeed in achieving our hopes and dreams.
6. Count each groups different and healthy suggestions and give a round of applause to them and then continue to give a round of applause to all participants for their contributions.

**Facilitator note:**

- Use praise and rewards during this exercise to encourage and positively reinforce health-promoting activities.

### Additional Activity 3: Relaxation (15 minutes)

**Aim:** Participants will be able to practice a relaxation technique to help reduce stress

**Description:** Relaxation exercise

**Directions:**

1. Introduce this “energising activity” as different from the types we usually use in the workshop. Even though it is a relaxation exercise, you might feel you have more energy if you do these types of exercises regularly to help you manage daily stress.
2. Read the guided relaxation exercise aloud to the participants (read slowly and pause throughout so that participants can focus on their own experience).

#### GUIDED RELAXATION SCRIPT

To begin, sit in a chair with your back straight. Place both your feet flat on the floor. Rest your hands comfortably on each leg.

Take a deep breath. And, as you slowly let it out, let your eyes close gently. Let your eyes remain closed to help you to focus. Just pay attention to your breathing. Notice as the air enters through your nose and fills your lungs. And then notice as the breath leaves your body and the cycle starts again. There is no need to change how you are breathing, just notice that you are breathing and focus all of your attention on what it feels like to breathe now.

If you notice that your mind is wandering and thinking of other things, just bring your attention back to your breath.

Take a moment now to notice how your body feels. There is no need to change your position, just notice how your body feels now, in this moment.

Feel your feet in your shoes and on the floor.

Feel your body on the chair and your hands on your lap.

Give all of your attention to noticing how your body feels now while still keeping your eyes closed. If you notice that your mind has wandered off again to think about things that are not here, now, then just gently bring it back to your breath and feeling your feet on the ground.

Now we are going to keep our eyes closed and still direct our attention to how our bodies feel now and go through a muscle relaxation exercise.

Gently shift your attention to your hands lying in your lap. Clench your fists. While holding them clenched, pull your forearms up against your upper arms as far as you can. Pull your forearms up tight enough so you can feel the large muscle in your upper arms tighten. Hold it. Relax; just let your arms flop down into your lap, and notice

the difference between tension and relaxation.

Gently shift your attention to your head and raise your eyebrows while still keeping your eyes closed. At the same time, imagine moving your scalp down to meet your eyebrows. Release that tension all at once, now. Just allow your forehead to smooth out.

Once again, raise your eyebrows and feel the muscles that are tense. Now try to let about half of the tension go from your forehead while keeping the remaining tension at a constant, even level. Now let half of that tension go and hold the remaining tension steady. And release half of that, so that you are maintaining just a tiny level of tension. And let all of that tension go. Now squeeze your eyes shut tight and then let them relax and still keep them closed. Notice how your jaw feels and notice if you can let go of the tension there too.

Now tense all the muscles in your body, but do them in this sequence. Raise the tips of your toes as if to touch your shins and hold that while tensing your thighs, and then your buttocks. Take a deep breath and hold it. Clench your fists and tighten your upper arms. Grit your teeth and close your eyes tight. Hold it so you are tense all over. Now let go all at once. Don't ease off, but just let go and feel the tension leaving your body.

Take a slow, deep breath. Hold it for a count of four and then let it out slowly. As you let it out, just notice how your body feels. Once again, take a deep breath; hold it. As you let it out, bring your attention back to how your body feels. Now notice how your feet feel in your shoes and the soles of your feet touching the floor; notice where your body touches the chair and your hands touch your lap. Slowly, when you're ready, open your eyes.

3. Ask participants about their experience of doing this exercise.
  - a. Ask participants how long they thought the exercise took. After getting some estimates, note that it was only about five minutes long. Do they have five minutes in their day to take care of themselves?
  - b. Remind participants that this is an exercise they can do anytime, anywhere to help them relieve some of the symptoms of stress and is particularly helpful to do in bed if they cannot fall asleep at night.
4. But even during the day if they notice they are feeling very stressed or angry or anxious, they can just take a minute or two to pay attention to their breathing and focus on their feet on the ground. These few minutes, even with your eyes open, can be very helpful before you choose an action based on your strong feelings instead of your values.





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