



Generations for Change:

Engaging Men and Boys in Addressing Violence against Women and Girls (Parents' Curriculum)

September 2022



Terre des hommes
Helping children worldwide.



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Embassy of Switzerland
Swiss Cooperation Office in Jordan

Table of Contents: Generations for Change - Parents Curriculum

Preface	02
Guide to Using the Curriculum	03
Guidance for Facilitators	08
Tips for Successful Facilitation	09
Running Each Session	11
Facilitating Mixed Groups – Participant Dynamics	12
Facilitating Mixed Groups – Facilitator Dynamics	13
Tips for Creating a Safe Space for Participants and Responding to Sensitive Discussions	14
Responding to Disclosures Related to Violence or Mental Health	15
Session 1: Welcome	18
Session 2: Men and Women in Our Society	24
Session 3: My Parents’ Legacy	29
Session 4: Anger and Emotions	35
Session 5: Men and Women Coming Together	40
Session 6: Power and Family	43
Session 7: Identifying Violence	48
Session 8: Resolving Conflict	54
Session 9: Caring for My Adolescents	60
Session 10: Positive Parenting	64
Session 11: Communicating as a Family	69
Session 12: My Family Working as a Team	73
Session 13: Moving Forward Together	76
Appendix A: Sample Energizers and Icebreakers	81
Participant Journal	82

Preface

Welcome to the Generations for Change curriculum, jointly developed by Equipundo and Terre des hommes Lausanne (Tdh), with support from the Swiss Agency for Development and Cooperation.

This innovative program centers a family approach to gender norms, healthy relationships within families, and positive parenting techniques. It engages with both parents and their young adolescents to reduce intergenerational violence and foster healthy, caring, and supportive relationships between parents and their children.

Although complementary methodologies, a separate curriculum is used for each target group (parents and youth), with two sessions together as a family. The parents' curriculum includes some sessions held with fathers and mothers separately and other sessions where fathers and mothers are engaging with the content together.

This curriculum has been adapted from Equipundo's 'Program P', which is named after padre and pai, the words for father in Spanish and Portuguese, respectively. Program P was originally developed to provide a direct and targeted response to the need for concrete strategies to engage men in active fatherhood from prenatal care through delivery, childbirth, and their children's early years. For this context and project design, the Program P methodology was adapted to include both mothers and fathers and have a focus on parents of early adolescents (ages 12 to 14).

Guide to Using the Curriculum

Activities

Each thematic unit contains a series of activities that have been sourced from selected training manuals from countries in the Middle East, Africa, Latin America, and Asia and adapted, where relevant, to the Jordanian context and to address key issues identified during the formative research. The time needed for each of the activities and the activities' complexity vary to cater to the curriculum's potential use in diverse regions and settings within Jordan and with different stakeholders.

#	Session Title	Session Objectives	Together or Separate
1	Welcome	<ul style="list-style-type: none"> •To welcome participants to the group and allow everyone to get to know each other •To establish a safe group environment where everyone feels listened to and respected •To have participants share their expectations of what they will get out of the program 	Men and women separate
2	Men and Women in Our Society	<ul style="list-style-type: none"> •To discuss the difference between sex and gender and to reflect on how gender norms – or the expectations about what it means to be a man or to be a woman – influence the lives and relationships of men and women •To explore participants' attitudes about men and women and their roles in the home and in society 	Men and women separate
3	My Parents' Legacy	<ul style="list-style-type: none"> •To reflect on the influence that parents had on the participants while they were growing up •To discuss how participants can take the positive aspects of their parents' influence as well as address the negative impacts to avoid repeating harmful patterns •To articulate, acknowledge, and seek support for the challenges and difficulties that parenthood brings for participants 	Men and women separate
4	Anger and Emotions	<ul style="list-style-type: none"> •To help participants identify the ways in which they feel angry and how they can express their anger through means other than violence •To identify the difficulties men and women, but especially men, face in expressing their emotions and the consequences of these expressions on their relationships 	Men and women separate
5	Men and Women Coming Together	<ul style="list-style-type: none"> •To bring the men's and women's groups together for the first time and begin to establish comfort and rapport between them •To explore couples' shared history, successes, and challenges and to see how the lessons from their past can support a stronger future 	Men and women together
6	Power and Family	<ul style="list-style-type: none"> •To increase participants' awareness of power and the different forms it takes and to reflect on their own experiences of feeling powerless and powerful •To increase awareness of the existence of power in relationships 	Men and women together

#	Session Title	Session Objectives	Together or Separate
		<ul style="list-style-type: none"> •To discuss the advantages of equitable decision-making power between women and men and to identify steps to improve how decisions are made within the home •To examine how power impacts young girls' risk of entering an early marriage •To understand how women and girls are harmed by early marriage and how men can play a role in preventing early marriage 	
7	Identifying Violence	<ul style="list-style-type: none"> •To identify different types of violence and to discuss the types of violence that most commonly occur against individuals, in families, between partners, between parents and children, and in communities •To discuss the link between violence experienced in the past or currently being experienced by participants and the violence they use against others 	Men and women separate
8	Resolving Conflict	<ul style="list-style-type: none"> •To discuss the common topics or sources of conflict between spouses/partners and how identifying these sources can help to avoid or reduce conflict within the family •To reflect on some of the positive and negative ways that we react when we are angry and to practice nonviolent ways to react that can help to resolve or avoid conflict •To identify nonviolent ways to resolve conflict and to reflect on how communication and strong relationships can help participants when they face difficult moments as parents and partners •To describe and practice good communication skills that support an open and trusting intimate relationship 	Men and women together
9	Caring for My Adolescents	<ul style="list-style-type: none"> •To help build participants' confidence as parents through increased knowledge of adolescent development and needs and of skills for parenting young teenagers •To strengthen participants' parental empathy toward their adolescent children by reflecting on their own experiences at that age •To learn about the emotional, psychological, and behavioral changes young men and women go through •To encourage parents to show more love and affection to their children, even as they grow older 	Men and women together
10	Positive Parenting	<ul style="list-style-type: none"> •To make connections between the goals fathers and mothers have for their children and how harsh discipline affects those goals •To provide parents with positive parenting skills and techniques •To help participants learn to say what they see – how to give praise and express love 	Men and women together
11	Communicating as a Family	<ul style="list-style-type: none"> •To reflect on the importance of communication, interaction, and affection between parents and their sons and daughters •To develop skills for more effective communication between parents and young people 	Men and women together; also boys and girls






#	Session Title	Session Objectives	Together or Separate
12	My Family Working as a Team	<ul style="list-style-type: none"> • To reflect on men's and women's goals for their children and their family and how they can work together to achieve their long-term family vision 	Men and women together; also boys and girls
13	Moving Forward Together	<ul style="list-style-type: none"> • To reflect on and appreciate the positive changes participants have made in their lives and relationships and how these changes have benefited their families, their partners, and themselves • To prepare family action plans so participants can sustain and reinforce the positive changes they have made 	Men and women together

Timing

Each activity in the curriculum has a suggested or anticipated length of time. These are general guidelines and can vary considerably based on several factors, including the facilitator's comfort with the material, how comfortable the participants are with each other (and thus willing to share), and how talkative the group as a whole is. Use your discretion and experience as a facilitator to adjust the timing as needed to make the group as effective as possible without exceeding the overall time allotted.

Each session is designed using a standardized format:

Preparation for the Session

- ▶  **Objectives:** The purpose of each session is indicated. Facilitators can inform participants of the purpose before starting a new session.
- ▶  **Participants:** The groups will be either men and women separately, men and women together, or men and women together with their children. There may be an additional note about how group composition affects facilitation.
- ▶  **Key Activities and Timing:** Each activity has a title, which facilitators may choose to share with the group. The activity's recommended length is also indicated but will vary depending on the number of participants and adaptations that facilitators will need to make in relation to the characteristics of the participants and the time available for training sessions/processes.
- ▶  **Materials:** The materials required to facilitate the session are listed. Materials are optional for some activities.
- ▶  **Preparation:** These are the steps that facilitators should take, well in advance, to prepare for the session. These steps should be completed prior to each session to save time and to ensure the activities flow smoothly.

Each session is structured in the following way:

1

Welcome and Check-In

Checking in is a good way to start each new training session. It can be as simple as going around a circle and letting each participant briefly say who they are and how they are doing/feeling. Other areas you can cover when checking in are:

- If something new has happened for them since the previous session
- If they have taken any action since the previous session in line with the weekly commitment
- One word that describes their state of being
- Their reflection on the discussions so far

Each Session Activity

• **Key Message(s):** The key message(s) of the activity are indicated. These key messages should be emphasized during and upon concluding the activity. The key messages are meant to conclude the conversation and be a natural link to what was covered in the session.

2

• **Procedure:** These are the steps for carrying out the activity. They may need some adaptation in different contexts. Facilitators should be attentive to whether the steps are appropriate for the participants they are working with.

• **Group Discussion Questions:** Most of the activities include group discussion questions to help guide the discussion on the activity topic. These questions serve as guidance for facilitators. It is not usually necessary to discuss all the questions or to adhere to the order in which they are listed, and facilitators can use their best judgment on using them depending on the depth and direction of the conversation among participants.

• **Facilitator Notes:** These are tips for trainers in relation to specific aspects of the methodology and/or thematic content of the activity that may demand their special attention.

There is also direction about who will be in each session. **Men and women will be together in eight sessions and separate in five sessions.** In the five sessions where men and women are separate, the facilitation is largely the same; however, there are some questions specified as “for men” or “for women.” Finally, in two sessions near the end where men and women will be together, the couple’s children will also be present.

Mindfulness Activity

3

Most sessions include a mindfulness activity. These activities are to help participants relax and destress and to give them a few moments of peace, acknowledging that everyone arrives carrying daily worries and, at times, difficult situations they are going through in their personal lives. Mindfulness activities can help participants center and open themselves to experience the session through the interaction with others, as well as process the session’s activities and the emotions that may have been stirred up. Facilitate these peacefully and quietly to create a calming atmosphere.

Weekly Commitment

4

At the close of most sessions, participants will be invited to explore and try carrying out one or more specific actions in line with that week's activities. These actions can help them incorporate the week's learnings into their daily lives and encourage them to share with their partner, children, and community. This is sort of the "homework" of the curriculum. In the "Welcome and Check-In" section each week, participants will be prompted to speak about how they completed their weekly commitment, if they were able.

Closing and Check-Out

5

Checking out often entails the participants making a concrete commitment to actions they will take before the next session. Checking out-type exercises are already included in many activities, but it is always useful to end a session with participants making a clear commitment to doing something practical before the next session.

In the check-out exercise, you can also do a light debrief of the session to enable participants to share what they most liked (or not) about the activity and what they learned. This is also an opportunity to address any emotions that might still need processing before the end of the session.

Energizers and Icebreakers

6

Some sessions will also include a prompt for an "energizer" or "icebreaker" activity. These are very short activities unrelated to session content in which participants will get up and move around. These activities help to relieve stress and tension, break up sessions with a lot of sitting or discussion, and add an element of physical movement to the session. A number of these activities are included in Appendix A at the back of this curriculum, but facilitators are encouraged to come up with their own if they would like and to modify existing ones to suit their own comfort and that of participants. Think about what you and others might enjoy or what you have done in groups with other facilitators and try those out. You might use a different one each time or find one that the group loves and come back to it regularly. Facilitators are encouraged to use these to help participants feel more comfortable in the space and whenever they feel the energy in the room is getting low.



Guidance for Facilitators

First and foremost, you should see yourself as a facilitator, not a teacher. Rather than lecturing, ask questions to better understand where participants are coming from and guide them in group reflections to critically look at harmful norms around masculinity. You do not have to be an expert in the topics you are discussing and do not need to have all the answers. Rather, the role of the facilitator is to create an open and respectful environment in which participants can feel comfortable sharing and learning from each other in a safe space.

The facilitator's role is to promote reflection and participatory learning (recognizing and building on participants' experience, knowledge, and strengths), present information neutrally, and create a horizontal learning experience in which the participants can learn from each other and from active participation in the activities. Other information to keep in mind includes being aware of your position of power, and accordingly, avoiding judgmental and authoritarian attitudes. Never impose your feelings or opinions on the group and do not aim to instill fear because participants may "switch off" their emotions, interest, or engagement with the topic or feel paralyzed while participating. Always be conscious of the language you use and messages you present.

Many of the themes in this curriculum are complex and sensitive. During sessions, pay attention to the participants' comfort level. In some cases, you may need to refer individuals to professional services such as counseling to address mental health, child protection, or specialized support for survivors of violence. Before you facilitate any session, it is essential that you have a list of available resources for participants should they need additional assistance and that all facilitators are well versed in local laws on minors' rights, confidentiality, and mandatory reporting. It is important to be aware of the practical realities of the group members' lives and understand that they may face challenges or dangers when trying to make changes.

Changing attitudes and behaviors is a long process. Participation in these activities will not necessarily lead to an immediate transformation of individuals' lives and relationships. However, it is a big step toward promoting personal change.

Before you begin, review your own views, assumptions, and prejudices, and avoid bringing them to the group. Be aware if men or women from particular social, cultural, or religious backgrounds trigger certain emotions in you, be they positive or negative, that may affect your own work in the group.

At the same time, there will be moments when it is appropriate and helpful for you to share your own personal opinions, thoughts, and values about a topic. If the session is discussing a gender-equitable perspective and the group doesn't seem quite on board, sharing your personal views can help open the door for change.

Asking Questions

One of the most important things you will do as a facilitator is simply ask questions. Doing so promotes dialogue and opens new pathways for participants to explore the topics. To do so, see your group as a process. Ask "process questions," questions that cause participants to reflect more, cannot be answered with a "yes" or "no," and are unbiased. See the following chart for additional tips:



Yes, Do This!

Ask process questions. Examples: "What do you think about discussing this with your spouse?" "How do you think the conversation would go?" "What made you think or feel that way?"

Be simple. Ask, "When?" "Where?" "What?" "How?" "Who?" "Why?" You should continue with a full sentence. Examples: "What were you thinking when that happened?" "Why do you think that is?"

Be unbiased. Exclude your own feelings and values from the questions, and instead guide participants in identifying problems and solutions.



Don't, Do This!

Don't ask questions that can be answered with a "yes" or "no." Example: "Will you discuss this with your spouse?"

Don't ask a leading or biased question. Example: "In order to be a good father, will you never yell at your children?"

Don't ask too many questions at once. For participants to fully comprehend and answer your prompt, limit yourself to one or two at a time, with probes and follow-ups ready.

There are many group discussion questions listed for each activity to help participants explore and understand the issues at hand. Use these questions as a guide for conversation, though, not a checklist. What is likely to happen is that some of the issues raised by the questions will come up organically in the discussion, in which case there is no need to ask again. Other questions may be answered by someone while they are answering a different question. Sometimes, a group member will ask others a question from the list without even knowing it. All of that is fine.

Overall, you want the discussion to feel comfortable and natural for the participants. You may also combine or reword the questions to make more sense or to refer to something that was said earlier, which helps the question feel more relevant to the group. Sometimes, if it seems like a question is too sensitive for the group at that time, you may choose to skip it or save it for a future session.

The more you get to know your group and develop your experience as a facilitator, the more comfortable you will feel with the discussion questions. Just remember, the group is not students preparing for a test, and you are not a lecturer. You are a facilitator, and as such, are leading a discussion among friends.

Tips for Successful Facilitation

The following are a number of useful tips to help you lead the group sessions. These tips will help you to encourage and create a respectful environment in which participants feel comfortable sharing their opinions and experiences, as well as listen to and learn from others.

Remember the group agreements. Ask participants to decide on a set of agreements and remind them of those agreements throughout the sessions. Important group agreements relate to listening to and showing respect for others (e.g., not talking when others are speaking, not making rude comments, or not talking on the phone), confidentiality, and participation.

Do not judge. Remember, you are here to facilitate discussion and reflection. Your role is not to teach or punish anyone. Be friendly and create rapport with your participants. Be aware of your own position of power – avoid judgmental and authoritarian attitudes. Never impose your feelings or opinions on the group.

Promote inclusion. Ensure that all participants have the opportunity to speak. Be careful not to let one person dominate the conversation or make other people feel that they cannot share their opinions. Encourage people to share their experiences and learn to identify when people want to speak but may be too shy to say something unless called on. If a participant begins to take over the group by spending too much time with a story, find an opening and kindly say, “It sounds like you have a lot of valuable experiences to share with the group. That’s great! Do others have similar or different stories they would also like to share?”

Address participants’ concerns. The group meetings can serve as an important opportunity for participants to receive help and advice. As a facilitator, it is important that you validate people’s concerns, but you can also engage the larger group in helping to propose solutions. Ask the group: “How do you think this problem could be solved?” or, “Has anyone faced a similar situation? What did you do?”

Know and use referral services. Some problems that participants face may require outside support. In addition, some participants may prefer to discuss a particular topic, obtain information, or seek support outside of a group setting, or they may need attention from a specialized service provider. As a facilitator, you should be knowledgeable about places where you can refer participants if needed.



Manage conflicts respectfully. If a conflict arises among the group, or if a participant shares a discriminatory view, remind the participants of the group agreements. Encourage other members to help mediate the situation. Ask the group what they think about the question raised or how they would suggest handling the problem. When necessary, you can offer brief responses to questions and clarify misinformation.

Appreciate honesty and openness. Encourage participants to be honest and open. They should not be afraid to discuss sensitive issues for fear of ridicule from their peers. Thank the group members for sharing their personal stories. Never force anyone to participate in the activities. Instead, try to create an environment in which the participants feel comfortable.

Promote movement and interaction. Include as much physical movement as possible so that participants remain active, alert, and interested. You are encouraged to use short energizers between activities in order to keep the participants engaged in the topics you are discussing.

Manage your time. Keep track of time; do not spend too long on a given activity or session. Keep in mind participants' attention spans and schedules.

Ask for feedback. Use a "check-out" to receive regular feedback from participants. What do they like and dislike about the activities? What is working or not working? Use their input to improve the sessions. Do not divert from the planned activities but use feedback to improve the running of the sessions (for example, by including more energizers).

Be respectful in your presence and appearance. Try to be as respectful as possible in your appearance and your nonverbal and verbal presentation. This includes the way you dress (avoiding clothes that distract) and address participants (work on remembering their names – a simple name game can help with that).

Be careful of topics that may cause retraumatization. Given some of these issues' sensitivity, it is possible that participants will bring up personal experiences of violence, such as sexual trauma or abuse. Given mandatory reporting requirements for facilitators and staff (that is, requirements to report issues such as abuse and sexual assault when the participant is a minor), it is important that at the beginning of each session, you remind participants that they are welcome to leave the room if they feel uncomfortable. They are not required to share any sensitive information. This should be repeated at the beginning of particularly sensitive activities as well.

Also remind participants of the resources that are available to them and that you are available after the session to talk further. Do a warm referral (link with a specific person in a certain specialized service or offer to accompany the participant should they desire) of participants to service providers with whom they can discuss any issues they may be having. It is also helpful to go over the ground rules (group agreements) about respecting confidentiality in the group setting, and the participants should also be reminded not to share any personal information that they do not want to be revealed outside of the group.

Keep discussions from straying too far from the key messages. One of the main facilitator tools you can use is the "bank," also known as the "parking lot." While all discussions are welcome, if a participant brings up a topic that cannot be addressed within the time allotted, write it on a flip-chart paper called the "bank" or "parking lot." It is important that these topics are revisited at another time. However, if the topic is completely unrelated, say something like, "That's a great comment. We don't have time to address that right now, but let's talk more about it after the session."

Be friendly and create rapport with your participants. As a facilitator, you are not an authority figure. You are not sitting in judgment or giving participants grades or evaluations. It is fine and even encouraged to be informal with participants, call each other by first names, share personal details (as appropriate), and even socialize outside of the group setting. All of that builds the relationships that make the group effective. You are encouraged to share in the group examples from your life and your own struggles, challenges, and realizations. Doing so provides an example for the group and helps them see that change is possible and what the process of change looks like. You do not have to be perfect, just on the same path to personal growth that you are asking the participants to walk.

Running Each Session

- 1 **Review the session and guidance.** Prior to each session, review the “Materials,” “Preparation,” and “Facilitator Notes,” as well as the activity procedure. This will help ensure that you are prepared to facilitate each activity and will allow you time to gather additional materials and become more informed on the topic if necessary.
- 2 **Prepare the space.** When preparing the space, always arrange chairs in a circle for all sessions unless otherwise noted. During the sessions, it is recommended to offer participants some type of refreshment and engage in physical activity and motion. Beverages and food tend to be highly valued by participants and help them stay in the group process.
- 3 **Check in at the beginning of each session.** It is important to begin each session by warmly welcoming back the group and checking in. A check-in provides time for group participants to share any thoughts, personal experiences, and comments they had based on the discussion from the last session. Spend several minutes checking in prior to beginning the day’s session. In order to have time for the session activities, keep check-ins brief, without responses or discussion – check-ins shouldn’t be more than ten minutes.
- 4 **Review the group agreements.** Most of the sessions will ask group participants to share personal experiences. To create safe spaces for participants, at the beginning of every session, review the ground rules that were established by the group in Session 1. This promotes trust and confidentiality within the group.
- 5 **Carry out the session – but be flexible and creative and contextualize activities.** Each activity contains procedures to take the group through activities and group discussion questions to prompt critical reflection. The structure proposed in this manual for implementing activities should serve as a general guide; it is not necessary to apply it verbatim. Facilitators can change the order of certain activities’ elements or alter the listed examples to make them more relevant to their group’s reality and to reflect their own knowledge and skills. If the topics and examples presented in these activities come across as too abstract or removed from your reality, you can add in examples from your daily life and experiences. This will help participants to be emotionally involved and identify more closely with the material. Sharing personal experiences also helps to model the behavior you want from the participants in your group. Be careful, though, not to stray too far from the curriculum, as this can prevent you from reaching the sessions’ objectives.
- 6 **Use icebreakers and energizers.** Icebreakers are short activities that help participants build trust in the group, usually in a lighthearted way. They are a great way to open a session, allowing participants to move around, share, and become comfortable with one another. Energizers are short activities that are most helpful when the group appears to have low energy, be losing interest, or not be responding to the activity. These help to change the routine, get people in motion, and relieve fatigue and boredom. They take only a few minutes. Be conscious of gender dynamics. If the group is mixed gender, prepare energizers that take into consideration physical contact and body movements that might not be welcomed by the group.
- 7 **Keep group discussions open-ended and among participants.** Group discussions can be the most important part of each activity. These discussions are opportunities for participants to reflect on what they’ve been doing, talk about their thoughts with one another, and think critically about how to see changes in their own lives. It is important for facilitators to make sure that conversations remain open, judgment-free, and comfortable. Try and get the group to talk to one another rather than having one-on-one conversations with whoever is leading the facilitation.
- 8 **“Check out” at the end of the day.** End each day with a one-word “check-out” that emphasizes some of the key messages or lessons that they learned during that session. Use this time to reflect on the main conclusions of the day, to announce the next activities, or to see what can be improved and what worked well, for example.



Facilitating Mixed Groups

Participant Dynamics

Many of the sessions are designed for men and women together, and in two sessions, their children will also be present. These sessions are designed to engage participants in critical reflection and to promote dialogue between men and women. This methodology has taken a gradual approach to joint sessions and starts with men and women participating in separate sessions. This is done to make sure that both men and women feel comfortable enough to express their ideas and opinions, particularly on issues that may be sensitive to discuss in front of their partner. Starting in Session 5, men and women participate in sessions together, by which point they will hopefully feel more comfortable communicating with each other and sharing their opinions in front of participants from the other sex.

In mixed sessions, you may see a range of power dynamics being exercised, especially by men, including many of those we are trying to positively change through the curriculum! Here are a few tips that may be helpful:

Be aware of family and gendered power dynamics.

The fathers in the group may be used to speaking on behalf of their partners and children, but in our groups, we want to make sure everyone can speak freely. If fathers or boys are trying to speak on behalf of women and girls, or interrupting them, gently thank them for their enthusiasm but say that in the group we want to make sure everyone can share their own stories. You can even refer back to the group agreement about making “I” statements – that every participant should speak from their own knowledge and experience and not speak on behalf of others. As the facilitator, you will need to demonstrate and model paying attention to women and girls when they speak as well. Whenever they are talking, look at them and listen carefully to what they are saying. If you are looking away or not fully paying attention, that sends a signal to men and boys that women’s voices are less important.

Pay particular attention to interruptions and side conversations.

In general, men and boys are far more likely to interrupt women and girls than the other way around. When men and boys interrupt, step in, ask them to please wait, and then turn your attention back to the original person speaking. This also applies when men and boys interrupt other men and boys. Men and boys are often more likely to have side conversations or take phone calls when someone else is speaking. When that happens, pause the conversation and ask those being disruptive to stop and rejoin the group. You can also remind them about the group agreement that only one person speaks at a time.

Depending on who is in the room, participants may be less willing to share openly.

For instance, women may be less comfortable speaking freely in front of their spouse, and children may be less comfortable speaking freely in front of one or both of their parents. When these groups are together, don’t pressure individuals to share, but you can give them additional time to think about their answers to the questions or to write down and reflect on their answers without the expectation that those answers will be shared. Feel free to modify your approach in those activities based on how you see the participants responding. Another way to address this is, where appropriate, to break participants into family groups to discuss. Women and children may be less comfortable speaking about their spouse or father in the large group but may be able to speak openly when they are just speaking with family members or even in a small group with one other family.

Facilitating Mixed Groups

Facilitator Dynamics

The mixed sessions in the curriculum are designed to be facilitated by two facilitators, ideally one male and one female. While this always depends on the availability and skills of facilitators in your community, some of the sessions ask to separate men and women and recommend that these groups be facilitated by just a male facilitator (for the group of men) or just a female facilitator (for the group of women). This allows a bit more comfort during those sensitive conversations.

When facilitating with one female facilitator and one male facilitator, it is important to make sure that facilitators are modeling gender-equitable relationships. That means that you both are demonstrating the types of communication and shared decision-making that you are encouraging the participants to undertake. Some items to be careful of include:

- ▶ Facilitators should be dividing the work evenly. That means that one facilitator is not conducting all the sessions or doing most of the work. Activities should be divided evenly by facilitators (either by alternating the lead role of facilitation for every other activity or for every session).
- ▶ Be careful that female facilitators are not the only ones taking notes or that male facilitators are not the only ones leading the group discussions. This can inadvertently send the impression that male facilitators are more valuable than their female colleagues. Be sure to share these roles.
- ▶ Remember that the reverse is also true. If a female facilitator is leading all the discussions and a male facilitator is sitting back and not participating, it can give the impression that he is not in agreement and is less invested in the group. The facilitator not leading should remain attentive and engaged with the group at all times, not looking off into space or checking their phone.
- ▶ Ensure facilitators are comfortable with one another and have a good working relationship and communication.
- ▶ Make sure facilitators don't interrupt or cut one another off; they should consider validating or reflecting upon what the other facilitator is saying, when relevant, to build on their colleague's points and model constructive and collaborative dialogue. Again, modeling the type of behavior you wish to see in participants is very important.
- ▶ Emphasize that facilitators should practice with one another before the session and divide up roles and activities well in advance. If you are unsure about whether your facilitation team is modeling gender-equitable relationships, the team can practice in front of a colleague or a supervisor and get feedback from others.

Tips for Creating a Safe Space for Participants and Responding to Sensitive Discussions

Most of the sessions in this curriculum include reflective conversations about possibly sensitive topics. As a facilitator, it's important to foster a safe space for the participants to share their thoughts and emotions. Make sure you are actively and empathetically listening without judging or interrupting the participants' stories. Do not pressure anyone to share, but be sure to allow participants to talk about what the exercise evokes for them, promote reflection, and highlight the key messages of the exercise. If any participant shares any painful experiences, is deeply moved, or cries, you can implement any of the following recommendations as you see fit:

- Don't judge.** This isn't always easy but set aside your own opinions to focus on the other person's perspective. Recognizing the participant's views and emotions will help them feel heard and understood. This doesn't mean you have to agree with everything the person says – it's about letting them know you care.
- Give the person your full attention.** Pay attention with your gaze, your body language, and a warm tone of voice. Maintain eye contact, nodding and giving other cues as appropriate to show you are paying attention, without interrupting. Giving your full attention shows respect, and a person is more likely to remain calm when they feel respected.
- Listen carefully (feelings and facts).** Actively listen to the words and experiences participants describe – as well as the emotions reflected in their tone of voice, body language, and other cues – to go beyond words and identify emotions. Listen with your heart, gaze, voice, and ears.
- Don't be afraid of silence.** Sometimes, all a person needs is to be heard or to know you are there. The person may be thinking about what they are going to say next or may need a few moments of silence to restrain their emotions. Let the person finish speaking before offering a few words of support.
- Say thank you.** Express appreciation for the participants' openness and confidence in sharing their experiences or for being vulnerable. Comment that many of us have had painful experiences with our parents and being able to recognize them can help heal.
- Consider sitting next to the distressed person.** You can hold their hand or rest your hand on their back if appropriate in the context, or you can ask the person if they want to go out and get some air and accompany them if there is a second facilitator.
- Repeat and paraphrase.** Ask questions to confirm and validate experiences that have been shared. Refer to the person's words: For example, "I heard that Ahmed felt humiliated when his father insulted him. Is that right?" Keep a respectful and nonjudgmental attitude and give the person time to respond. Remember that there is no script for empathic listening. Respond based on the person, the situation, and the moment.
- Resist the temptation to give advice.** Limit yourself to listening, validating the experience, being grateful for it having been shared, and looking for common ground with the other participants.
- Follow up.** Between sessions or at the beginning or end of the next session, approach the participant who had been emotionally affected, ask how they have been, and suggest other times to meet if necessary or consider offering information about psychological support services if they are still distressed. (See the following guidance on responding to disclosures.)

1 Recommendations adapted from Crisis Prevention Institute. (2016, October 12). 7 tips for empathic listening. <https://www.crisisprevention.com/fr-CA/Blog/7-Tips-for-Empathic-Listening>

Responding to Disclosures Related to Violence or Mental Health

Some problems that participants may be facing, such as mental health issues, substance abuse, or violence, may require outside support. In addition, some participants may prefer to discuss a particular concern, obtain information, or seek support outside of a group setting, or they may need attention from a specialized service provider. As a facilitator, you should be knowledgeable of, and always consult, the Tdh referral protocol to ensure you do not put the person at risk and inform your Tdh supervisor if you are unsure of how to handle a particular problem. Inform the participant and others in the group that specialized services exist in the community to help people who live with violent partners. It's important to have up-to-date information on support services.

Use the following guidelines to respond to disclosures of violence or other sensitive issues that might require external, specialist services. Please always consult with a Tdh supervisor and use the specific Tdh protocol.

During a session, if a participant discloses a painful life experience or a woman mentions experiencing violence from a partner or family member, you can sit with the participant, listen closely and with empathy, and offer to talk after the session. Be sure to avoid pressuring the participant to talk about their experience in front of the group. Ensure that the group listens with attention and extreme respect. At the end of the session, you can reach out to the participant and ask how they are feeling, validating their experience and feelings. You can also ask whether they would like support and offer to connect them with specialized services.

It is important to establish if the participant is currently at risk of violence or if this is a story of past violence. If the incident of violence was recent or it seems like they are still at risk, consult the relevant Tdh protocol for referrals. If the incident of violence was in the past, practicing empathy and active listening is very important to ensure the participant feels heard and validated.

If the person discloses an experience of violence, it is important to follow these steps:

Listen to the participant closely and with empathy and validate their experience and concerns without judging. Tell the person clearly that they are not responsible for the violence suffered. Affirm that the violence they experienced is not their fault and violence is never justified.

Show the participant that you care for them and about the experience they have gone/are going through.

Help the person regain a sense of calm, feel supported, and feel connected to others that can help them.

Encourage them to remember their agency and strength, and remind them that help is available. Support them in whatever decision they make, without pressuring them. Always respect the participant's choices and decisions and maintain confidentiality by not sharing the information they disclosed. Protect the identity and safety of the survivor. Do not write down or share any personally identifying information about a survivor or their experience.

Remember that survivors have the right to decide to whom they want to tell their story and if they want to receive support.

Become familiar with the resources available locally and have a printed copy available with the names and contact information of centers that offer specialized services for survivors of violence, including health, psychological support, legal, and child protection services. Consult the relevant Tdh protocol on how to properly refer to someone without placing them at risk.

Ask the participant if they are interested in contact information for these services. If they are, share the relevant information with them, assuring them that it does not contain any revealing information on what types of services these contacts offer. Refer to the relevant Tdh protocol on how to refer a person while ensuring their safety.

If the person is interested in receiving the support of specialized services, provide accurate, up-to-date information about survivor-centered services available in their area and inform your contact at the local center that a participant will be looking for help or information. Never force or pressure a survivor of violence to disclose or access services if they don't want to.

Evaluate if there is a current or ongoing risk of extreme violence.

Discuss the case with your supervisor.

In the next session, ask how they fared after the session and during the week.

If the disclosure of violence occurred within the larger group, carefully remind the group of the agreements on respect and confidentiality.

Actions to avoid when working with a participant who discloses violence:

- ✘ Attempting to solve their problems
- ✘ Convincing them to leave the violent relationship
- ✘ Convincing them to go to the police or to court
- ✘ Asking detailed questions that force them to relive painful experiences
- ✘ Asking them to analyze what happened and why
- ✘ Pressuring them to reveal their feelings
- ✘ Blaming them for the violence
- ✘ Disrespecting their agency and choice

These actions can do more harm than good. ²

If a man discloses using violence against his partner:

Do not allow the group to make light of the issue or make jokes.

Remember that in cases of disclosure of violence, it is essential to respect confidentiality. Ensure that all group members are aware that what is shared in the group should not leave the group, as it is critical to guarantee the security of the victims. All disclosures of violence should be discussed with supervisors but never with members of the community. Any follow-up action should be decided between the facilitators and their supervisor. If the disclosure occurred within the group, ensure that everyone follows the rules on confidentiality and respect.

Remember that exemptions to the principle of confidentiality apply only if a participant reveals that they will harm another person or themselves or when someone's bodily integrity or life faces an immediate risk.

2 Adapted from World Health Organization, UN Women, & United Nations Population Fund. (2014). Health care for women subjected to intimate partner violence or sexual violence: A clinical handbook. http://apps.who.int/iris/bitstream/handle/10665/136101/WHO_RHR_14.26_eng.pdf?sequence=1

If a participant reveals their intent to harm another person:

Speak with your supervisor to determine whom to contact to help the person in danger and connect them to any available resources in the community that can provide support.

Make a connection: Give the person in danger information about organizations where they can receive help. If the individual decides to go, call a contact in the organization and let the contact know that someone will be seeking support and ask them to receive the person warmly.

Inform your supervisor immediately after the session so they can take any necessary action.

Men's groups should not be considered an appropriate place to share details about violence against women. This could reinforce patriarchal ideas that legitimize violence. In such cases, the focus should be on how to manage anger and violence, on the harm that can be caused, on men taking responsibility for their actions, and on ensuring that potential survivors are not in danger.

If a participant reports severe mental health issues:

If a participant requires specialist support, having disclosed suicidal thoughts or demonstrated severe depression during a session, acknowledge this disclosure in the moment and create a plan to talk individually with the participant. When the session ends, give them information on where they might go to seek support and discuss the case with your supervisor. Remember that facilitators are not the participants' counselors or therapists.



©Tdh

Session 1: Welcome



Objectives:

- To welcome participants to the group and allow everyone to get to know each other
- To establish a safe group environment where everyone feels listened to and respected
- To have participants share their expectations of what they will get out of the program



Participants:

Men and women separately; facilitation is the same for both groups



Key Activities and Timing:

Total session time: 122 minutes (plus possible extra time for referral services)

	Minutes
Welcome and Pre-Test	25
Introductions	20
Energizer	5
Group Agreement	15
Sharing Expectations	20
Program Overview and Topics	10
(Optional) Case Managers Explain Referral Services	
My Family in Five Years	20
Weekly Commitment	2
Closing and Check-Out	5



Materials:

- Markers
- Flipchart paper and easel (or tape for walls)
- Sticky notes
- A Participant Journal for each participant (session uses Journal Resource Page 1.1, "My Family in Five Years")
- Copies of pre-test survey for all participants



Preparation:

- Before the first group session, it is important that you as a facilitator understand the difference between a traditional teaching style (in which the teacher or facilitator is above the participants) and the group education facilitation style (in which the facilitator and group members are equals).
- Make sure you have reviewed the details and questions in the session and have gathered your materials.
- Arrange the space so that it is inviting and equitable. There should be no desks or tables if possible, and chairs should be arranged in a circle. The facilitator's chair should be part of the circle. There can be a break in the circle to place the flipchart easel or to put flipchart papers on the wall.
- **Literacy Note:** This activity requires some literacy/writing ability, so be aware and mindful of participants' levels of literacy. If you feel one or more group members will struggle, explore alternative ways for them to complete the activity.

Part 1: Welcome and Pre-Test

(25 minutes)

1. Welcome participants to the group as they arrive and introduce yourself. If there are snacks or drinks available, encourage them to go ahead and take something.
2. Thank them for coming and record each person's name and information on the intake sheet/attendance log.
3. Once everyone has arrived (or enough time has passed), ask participants to sit down and tell the group:

"Welcome and thank you for coming! We are very happy that you accepted our invitation to participate in this group meeting. The purpose of this group is to create a space for parents of adolescent children to meet, discuss, and learn from each other."

"This program was designed by Terre des hommes Lausanne (Tdh) and Equimundo. Throughout this program, you all will go through a variety of topics about parenting adolescents that can help strengthen your family relationships, improve how you communicate with each other and deal with stress and other difficult emotions, create a vision for your family, and support you in using discipline in a way that can help your children develop in a healthy way."

"We know parenting can be hard sometimes, especially as your children turn into teenagers. This group is meant to provide you with some tools and support to make that transition a little easier. During our meetings, we will discuss how men and women can work together as supportive and respectful partners and parents to improve the well-being of our children and our families."

4. Tell participants that before you start, the program asks them to take a short survey asking about some of their attitudes, beliefs, and practices. It is important that they are as truthful as they can be on this survey because it will give us a good picture of who is in the room and what tailored support you can provide as facilitators.

5. Provide the surveys to the participants and have them fill them out. For low-literacy groups, be sure to find an alternative delivery strategy (reading aloud, working one on one with a facilitator, etc.).

Part 2: Introductions

(20 minutes)

1. After you have welcomed everyone to the session, explain that you would now like everyone to introduce themselves to the group. Go around the circle, asking each person to introduce themselves by sharing the following information:

- ✓ Their name
- ✓ Their child(ren)'s name(s) and age(s)
- ✓ One thing they enjoy about being a parent
- ✓ One thing they find challenging about being a parent

Facilitator Note: Use your own notebook or a piece of paper (not the flipchart) to write down the participants' names and the information about them as they introduce themselves. This will help you remember who they are and details about them more quickly. Also write down their answers to the questions about what they enjoy and what they find challenging, as this can help you support them and customize aspects of the curriculum to participants as you go along. Explain to them that you are taking notes on important points they make and things you don't want to forget but emphasize that everything they share will be kept confidential.

2. After each participant has introduced themselves, tell the group:

"Over the next few months, we will meet once per week for a total of 13 meetings. In each session, we will explore a different topic together, and sessions will include interactive activities and group discussion. Eight of the sessions are designed for men and women to participate together and five sessions, including this one, are designed for men and women to be separate."

-
3. Ask the group if they have any questions about the group sessions.

Part 3: Energizer

(5 minutes)

Select an energizer or icebreaker from the back of the curriculum, or use one you like, to help participants get to know each other and get comfortable in the space.

Part 4: Group Agreement

(15 minutes)

1. Explain that in this activity, the group will discuss and come up with group agreements that will promote a safe space in which they can find honesty, trust, and support from each other.
2. Ask: "What would help you feel safe and comfortable enough to come every week, discuss, and share in this group? What would you like this space to be, and what behaviors and attitudes would you appreciate from everyone?"

Facilitator Note: You should write down the list of agreements on a flipchart paper. Remember that these need to be visible in every session. The following box has a list of several recommended agreements. If these are not mentioned first by the group members, recommend that they be included.

3. After a list of agreements is created, ask: "Is there anything missing that you would like to add?" Make any additions to the flipchart list that are suggested.
4. After the list is complete, ask all group members: "Does everyone agree to this list and commit to upholding these agreements during our sessions?"

Facilitator Note: If someone does not want to commit, ask them why. Ask the group: "Are there alternative agreements that you would feel more comfortable with?" Suggest that the agreement be changed or removed, depending on the desires of the group.

Important Group Agreements for a Successful Group

► **Privacy and Confidentiality:**

- The privacy of personal experiences must be secure. No one should discuss the private information shared in the group with others in the community if the person recounting the experience does not want it to be shared. All personal stories and experiences that are shared in the group will remain in the group.
- However, participants are encouraged to share any knowledge or lessons they have learned in the sessions with others outside of this group, such as friends, family members, and neighbors.

► **Equality:**

- All members of the group are equal, irrespective of age, background, or any other characteristics. All members have a voice and the right to speak, share, and contribute.
- All members are responsible for their own actions and behavior. Every member takes responsibility for what they do.

► **Respect and Empathy:**

- Speak one at a time. Allow each person the time to speak. Everyone's viewpoint is important, and we need to make sure that everyone is heard. Listen and show interest in what others have to say.
- Practice empathy. Imagine yourself in the other person's position and try to understand how they feel. Respect the opinions of others and try not to judge others for their experiences or opinions.
- Every member should actively participate and contribute to the group. Use only "I believe," "I think," or "I have experienced" statements. Do not assume that your viewpoint is shared by everyone else in the group.
- Commit to attending all the sessions and to being on time.

Share the Key Message: "Creating group agreements will help everyone to feel comfortable, safe, and respected within this group. The agreements will remain in place for the duration of the group sessions. It is everyone's responsibility to follow them and encourage others to follow them."

Part 5: Sharing Expectations

(20 minutes)

1. Put up two flipchart papers on opposite sides of the room (if possible). Write at the top of one “Hopes and Excitement” and at the top of the other “Concerns and Fears.”
2. Ask participants to think for a few minutes about their hopes or things they are excited about, and their concerns or fears, regarding the group and program. Pass out sticky notes and markers and ask them to write applicable statements for each of the flipchart papers. Have them stand up and place the sticky notes on the corresponding flipchart papers when they are done writing.
3. After a few minutes, read the “Hopes and Excitement” paper and ask if anyone has any comments or anything they wrote that they would like to elaborate on. Then, do the same with the “Concerns and Fears” paper.
4. Once you have discussed, mention some of the hopes and things they are excited about that you believe will be met by the group, and note any that you don’t think the group will be able to meet for whatever reason. Then, address concerns and fears, alleviating as many as you can. If there are any that require one-on-one follow-up after the session, ask whoever wrote it to speak with you or another facilitator privately after the session.

Thank the group for sharing, and give the **Key Message**: “Sharing our hopes and excitement is an important first step toward making positive changes in our lives and relationships. Through our discussion, we can develop realistic expectations of what will be accomplished during our time together. Knowing each other’s desires for this group will also enable us to better help each other with the problems we are facing.”

Facilitator Note: It is likely that there will be some expectations or topics that will not be covered during the group sessions. To set realistic expectations, explain to the group that although some of their expectations or desires may not be directly discussed during the group meetings, they should use the group and its members as an opportunity to seek advice, discuss important matters, or learn from each other. Along with the content of the program, it will also be important to establish what the program will not provide to the participants (i.e., employment, financial assistance, food beyond the session, etc.).

Part 6: Program Overview and Topics

(10 minutes)

1. Tell participants:
 - “This program will cover some, but probably not all, of the topics you raised when we discussed your expectations. Some of the key things we will cover include...”
 - o “We will discuss what it means to be men and women in our society today and how that affects us personally as spouses and as parents.”
 - o “We will talk about how we have learned to be spouses and parents. And together, we will celebrate our joys and try to overcome our challenges.”
 - o “Some of those challenges we will discuss and try to address are expressing our emotions, dealing with anger and conflict, and the effects of violence on our lives.”
 - o “We will talk about and develop skills, especially around communication and conflict resolution, that will help us understand ourselves, our spouses, and our children better, and in turn, help us improve as individuals, spouses, and parents.”
 - o “Finally, we will work with our spouses and children to craft a vision and plan for our family’s future. We will talk about what we want and need, what challenges we may face, and how to achieve our vision for a happy and healthy life together.”

Part 7: (Optional) Case Managers Explain Referral Services

Part 8: My Family in Five Years

(20 minutes)

Facilitator Note: For this activity, we are asking participants to imagine themselves five years in the future. This may bring a sense of hopelessness or anger depending on the situation. You can modify the activity to have participants think about one year in the future instead. The purpose of this activity remains the same: to envision the types of relationships they would like to have with their families and what needs to change in order to achieve those goals.

1. Pass out the Participant Journals to each person and ask them to open their journals to Journal Resource Page 1.1 (“My Family in Five Years”).

2. Explain:

“For the time we are together, we are going to keep a partial record – in any way we want – of our experiences, thoughts, and learning. In your journals, you will have sheets related to different activities we will be doing, as well as blank pages for you to write or draw about your reflections and experiences in the group. This journal can be used any way you desire. Please bring this journal every week so it can be a cumulative record of your experiences. If you prefer that the journal be kept safe, we can store it in a locked cupboard and you can have it every time we meet.”

3. Explain: “In this activity, each person will think about the goals they have for their family. Toward the end of the program, we will be joined by some of your family members and revisit this exercise and, together with them, you will create a shared vision for the future.”

4. Ask the participants to close their eyes. Read the following statements aloud slowly so that the group members can consider each sentence as you read it.

“Imagine it is five years from now...”

“What are the things you hope to have achieved in that time?”

“What do you hope for yourself? What do you hope for your partner and for your children?”

“What do your relationships with your partner and your children look like?”

“How do you care for each other? How do you help each other?”

“How do you speak to and listen to each other?”

5. Ask the participants to keep their eyes closed and think about this vision for the future and what it looks like and how it makes them feel.

6. After a few minutes, ask the participants to write down or draw an image or an object representing their vision for their family.

7. After everyone has had a few minutes to write or draw, ask everyone to come back together.

8. Ask the group:

How did it feel to develop your vision for your family?
Do you think others in your family share the same vision?
Why or why not?

9. After the questions, ask if anyone wants to share their family vision with the group. Allow enough time for participants who want to share their family vision to do so. Remember, sharing is not required.

10. Thank the participants for sharing their experiences and ideas. Tell them they will return to this vision later in the program.

Part 9: Weekly Commitment

(2 minutes)

Tell the participants that at the end of each session, you will be asking them to do something at home to bring the lessons learned in the group to their families. For this session, ask the participants to speak with their partner about their partner’s family vision and discuss any similarities or differences to what they thought and wrote down in the session. Tell them that the next session will start by sharing voluntarily about how their conversations went.

Part 10: Closing and Check-Out

(5 minutes)

1. Thank all participants for sharing their questions, concerns, thoughts, and expectations.

2. Express appreciation for the environment of respect and trust they have sustained throughout the session and encourage participants to take part in future meetings.

3. Explain that you will use all questions posed and expectations shared to further inform and shape the coming sessions.

4. Remind the group about confidentiality and the importance of keeping what is said during the group sessions within the group.

5. Explain that the session is ending and that each meeting will end with a “check-out,” during which participants will have an opportunity to reflect on what has been discussed.

Ask the group:

What did you think about what we discussed today?
Do you have any final questions?
Are you looking forward to our future meetings?



6. After finishing with the questions, confirm the time, date, and place of the next session.



Session 2: Men and Women in Our Society



Objectives:

- To discuss the difference between sex and gender and to reflect on how gender norms – or the expectations about what it means to be a man or to be a woman – influence the lives and relationships of men and women
- To explore participants' attitudes about men and women and their roles in the home and in society



Participants:

Men and women separately; facilitation is the same for both groups



Materials:

- Markers
- Flipchart paper and easel (or tape for walls)
- Balloons (one per two participants)



Key Activities and Timing:

Total session time: 100 minutes

	Minutes
Welcome and Check-In	10
Man Box, Woman Box, Human Box	75
Mindfulness Activity	5
Weekly Commitment	5
Closing and Check-Out	5



Preparation:

- Make sure you have reviewed the details and questions in the session and have gathered your materials.

Part 1: Welcome and Check-In

(10 minutes)

1. Thank all the participants for coming to the second session.
2. Explain that at the beginning of each session, there will be a “check-in,” where participants will have an opportunity to share how they are and any feedback they have had since the last meeting. Explain that sharing is voluntary and is not required if someone does not feel comfortable or want to do so.

Ask the group the following questions and invite a few volunteers to share:

How are you?
 Has anything new happened since the last session?
 Did you talk to anyone about the family vision you wrote last session? How did that go? Did you learn anything about your partner’s vision?

3. After a few volunteers have shared, thank them for sharing their experiences and explain that the group will now begin the first activity.
4. Remind the participants about the group agreements that were established in Session 1 and say that these agreements will be referred to throughout today’s conversation to make sure this is a safe and respectful place.

Facilitator Note: You can use check-ins as an opportunity to gently remind participants of the group agreements. For example, if one of the agreements was to be respectful, encourage everyone to listen while the others are speaking. This can include practicing empathy by trying to imagine themselves in the other person’s position and not judging their ideas or experiences.

Part 2: Man Box, Woman Box, Human Box

(75 minutes)

Facilitator Note: Part 2 (“Man Box, Woman Box, Human Box”) could be seen as trying to “redefine” what it means to be a man or woman. Depending on the participants’ views, this could create backlash under the argument that the program is trying to disrupt natural, religious, or cultural doctrine. The questions toward the end of the exercise about the consequences of staying in the Man Box or Woman Box might elicit such comments. It will be important to continuously assess the group to see their comfort level with the conversation and to what extent you can explicitly challenge current gender stereotypes and roles. The remainder of the curriculum will implicitly foster this conversation, so if the group does not want to discuss changing norms, this exercise can be used as an introductory reflection on the socially assigned roles and characteristics of men and women.

If you receive backlash against gender equality, especially from men, you might want to explicitly address the benefits of gender equality. You can ask the following questions, which might elicit responses on the negative effects of gender discrimination and the positive impact of gender equality – particularly for men and boys:

1. What is the harm that women face from gender inequality?
2. How are men benefiting from gender inequality?
3. What is the cost to men of gender inequality?
4. How would women benefit from equality?
5. How would men benefit from equality?

For the last question, here are some possible answers to draw from:

- Reduced stress and burden on the man – specifically, relieving psychological stress through shared decision-making (men may be described as “clothes hangers” that take on the burden of everyone’s problems)
- Dual income leading to economic stability and growth for the family structure
- Healthier relationships with family members and modeling gender-equitable behavior while raising children
- Peace and prosperity at the society and community levels (commonly, Rwanda is discussed as an example of where gender equality in parliament has led to a stronger and safer society and economy), not only the individual-level benefits
- Communal and long-term benefits for the family and society versus individual, selfish, and short-sighted benefits for the man

- Although there are more immediate benefits, gender equality also benefits future generations. If people model equality for their children, these children will grow up believing in it and fully benefit from it.

1. Divide the participants into two groups and assign one group “Man” and one group “Woman”.

2. Give each group a flipchart paper, a marker, and the following instructions. Give them 20 minutes to complete the following activity.



“Man” Group

- Draw a big square on the flipchart paper for your group. Label the square “Omar’s Box.” The box should be almost as big as the paper, but a bit smaller so you are able to write items outside the box. Brainstorm a list of what society expects from Omar when they tell him to “act like a man.” Place this list inside this square, or “box,” on the flipchart paper.
- Place characteristics that our society labels “not acting like a man” on the flipchart paper outside the box.
- After filling the areas in and around the box, take 2 or 3 extra minutes and circle the items on the flipchart paper that directly relate to men’s roles as fathers.



“Woman” Group

- Draw a big square on the flipchart paper for your group. Label the square “Aisha’s Box.” The box should be almost as big as the paper, but a bit smaller so you are able to write items outside the box. Brainstorm a list of what society expects from Aisha when they tell her to “act like a woman.” Place this list inside the square, or “box,” on the flipchart paper.
- Place characteristics that our society labels “not acting like a woman” on the flipchart paper outside the box.
- After filling the area in and around the box, take 2 or 3 extra minutes and circle the items on the flipchart paper that directly relate to women’s roles as mothers.

Facilitator Note: The items on the lists that the groups present may vary. Some common examples, however, include having physical strength, earning money, and not showing emotion in the Man Box and being emotional, being talkative, and having physical beauty in the Woman Box.

Use the following Group Discussion Questions to explore the groups’ work:

- Where do these messages come from? Who is the messenger? Do the messages differ if they come from a man or a woman (mother, father, teacher, sibling, or peers)?
- What are the differences between the two boxes? Are they opposites of one another? How so?
- What are the advantages for Omar if he stays in the Man Box and for Aisha if she stays in the Woman Box? (For example, men who stay in the Man Box may be well-respected by other men. Women who stay in the Woman Box may find it easier socially if they get married.)
- What are the disadvantages for Omar and Aisha if they stay in the Man Box or Woman Box? (For example, men may feel constant pressure to provide or feel depressed that they cannot comply with all aspects of the Man Box. Women may be unable to get work outside the home even though they would like to.)
- Are there any advantages for Omar and Aisha to stepping out of the box? What are they? (For example, having more open communication between partners and/or more peaceful households because each person is part of the decision-making process.)
- Do you think that expectations for how men and women should look and act are different today than when your parents and grandparents were growing up? How? Why?
- Do these expectations of roles influence the way that boys and girls are raised?
- Is it hard to live up to these expectations of being a man? Being a woman?
- How do these different expectations of how women and men should act influence our relationships with our partners?
- How do these different expectations of how women and men should act influence our roles as parents and how we interact with our children? Are there moments when, as parents, men must do things on the “women’s” list and women do things on the “men’s” list?

3. Make another box on a new piece of flipchart paper. (This should be done with all the participants.) Label this box the “Human Box.”

4. Explain that there are many positive characteristics inside the Man Box. In fact, much of the “empowerment” work done with women is to create the conditions that give them the skills, voice, and agency over the decisions that affect their lives – capabilities that are traditionally seen as “masculine” in patriarchal societies. Examples of this might include being a leader, having a career, becoming involved in politics, and being active in decision-making.

5. Ask the participants to point out the positive qualities of the Man Box. Write them inside the Human Box.

6. Explain that there are also many positive characteristics inside the Woman Box. Examples might include spending time with children, expressing emotions, being affectionate and loving, and playing an active role in domestic chores.

7. Ask the participants to point out the positive qualities in the Woman Box. Write them inside the Human Box.

8. Remind the participants of the items that were circled that the participants felt directly related to mothers’ and fathers’ roles. Point out how many of these items are now in the Human Box.

9. Referring to the Human Box, explain that these are all social characteristics. That is, these are roles or characteristics that we usually associate specifically with men or women but can be done by both women and men. These constitute our gender. Gender is how we are socialized – that is, how our attitudes, behaviors, and expectations are formed based on what society associates with being a woman or being a man. We are not born with these characteristics but learn them as we grow up.

10. Note that social characteristics differ from biological characteristics, and ask participants to name some biological characteristics of men or women. (Example: Women can give birth; men can grow beards.) Explain that the biological characteristics of women cannot be given to men, and vice versa, and those are what constitute our sex. Sex is biological – we are born with male or female reproductive organs and hormones.

11. Tell the group that it is very easy to confuse gender with sex. Explain that gender is constructed by our society. Society assigns certain attitudes and behaviors to individuals based on their sex – for example, that women care for children and men work outside the home – and every individual is influenced by these social expectations. These social expectations based on sex do not remain the same but change over time.

Close the activity with the following Key Messages:

- “A person, regardless of their sex, can be any combination of characteristics inside the Human Box. Such decisions should be based on their personal choices as individuals and human beings, not forced upon them based on their gender.”
- “When we aspire to the ideals of the Human Box, we are changing the question from ‘How should a man or a woman act?’ to ‘How should a human being act?’”
- “Similarly, we can also change the discourse from ‘What are the things that a mother or a father should do?’ to ‘What are the things that a parent should do?’”
- “Although being outside of the Man Box or the Woman Box will lead to some of the positive things we discussed, it is not going to happen all at once.”
- “Staying in the Man Box or the Woman Box can be harmful, and we should continue to think of ways to break out of this box to be truer to ourselves.”
- “Although there are biological differences between men and women, many of the differences we attribute to men and women are constructed by our society. These differences are not part of our biology – we are not born this way – but we learn that this is how we are expected to behave. We learn these characteristics from family members, friends, cultural and religious institutions, and school.”

Part 3: Mindfulness Activity

(5 minutes)

1. Tell the participants that you will be leading them through a mindfulness activity called Balloon Play. During this exercise, they'll be working with a partner to keep their balloon from hitting the ground.
2. Have the participants get into pairs and spread out around the room so they have space around them. They should stand face to face. Hand one person in the pair a blown-up balloon.
3. Tell the participant with the balloon to throw it to the other person, who will hit it back, explaining that the goal of the game is to keep the balloon in the air as long as they can.
4. Begin, reminding participants that the point of this exercise is to have fun and to really focus on the task at hand.

Part 4: Weekly Commitment

(5 minutes)

Explain the Weekly Commitment: "During the next week, do one thing that is outside of your gender box that you have not done before or do not usually do. Come to the next session ready to discuss how it felt to do this and what feelings it brought up for you."

Part 5: Closing and Check-Out

(5 minutes)

1. Thank all participants for sharing their thoughts, questions, concerns, and experiences today.

Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session or things you would like to add?

2. After finishing with the questions and other comments, express appreciation for the environment of respect and trust they have sustained throughout the session and encourage participants to take part in future meetings.
3. Remind the group about confidentiality and the importance of keeping what is said during the group sessions within the group.
4. Confirm the time, date, and place of the next session if there are any changes.

Session 3: My Parents' Legacy



Objectives:

- To reflect on the influence that parents had on the participants while they were growing up
- To discuss how participants can take the positive aspects of their parents' influence as well as address the negative impacts to avoid repeating harmful patterns
- To articulate, acknowledge, and seek support for the challenges and difficulties that parenthood brings for participants



Participants:

Men and women separately; there are some discussion questions specifically for men and some specifically for women, and others are for both groups



Materials:

- Markers
- Flipchart paper and easel (or tape for walls)
- Raisins, dates, or candies for everyone
- Participant Journal (session uses Journal Resource Page 3.1, "My Parents' Legacy")



Key Activities and Timing:

Total session time: 125 minutes

	Minutes
Welcome and Check-In	10
Energizer	5
My Parents' Legacy	65
My Experiences as a Parent	30
Mindfulness Activity	5
Weekly Commitment	5
Closing and Check-Out	5



Preparation:

- Make sure you have reviewed the details and questions in the session and have gathered your materials.
- In this session, participants are asked to think about potentially difficult and sensitive aspects of their life. Be supportive during the session, thank those participants who do speak up, and don't pressure those who choose not to speak. Make sure to remind all participants about confidentiality at the end of the session. For more guidance on how to deal with sensitive discussions as a facilitator, refer to the front section of the curriculum.



Part 1: Welcome and Check-In

(10 minutes)

1. Thank all the participants for coming.
2. Ask the group: “Does anyone have a fun parenting story to share? Something successful you did, something funny your child did or said, or something they did that you are proud of?”

Ask the group the following questions and invite a few volunteers to share:

How are you?
Has anything new happened since the last session?
Did you talk to anyone about the issues discussed in the group?

3. After a few volunteers have shared, thank them for sharing their experiences and explain that the group will now begin the first activity.
4. Remind the participants about the group agreements that were established in Session 1 and say that these agreements will be referred to throughout today’s conversation to make sure this is a safe and respectful place.

Part 2: Energizer

(5 minutes)

Select an energizer for you and the participants to do.

Part 3: My Parents’ Legacy

(65 minutes)

1. Explain to the group that they will do an activity to reflect on the influence that their mothers and fathers had on them as children growing up. Tell them that in the activity, they will think about how they can learn from the positive aspects of their parents in raising their own children and how to avoid the negative aspects so that they do not happen again.

Facilitator Note: This activity can have a serious emotional impact on participants and facilitators because violent experiences or other traumatic life events, such as abandonment, may be recollected. Therefore, it is important to give the participants emotional support during this process. Generally, this can be achieved by respectfully listening to the participants without judging or pressuring them.

Section 1: Our Fathers’ Impact

1. Tell the group that first, they will think about the influence their fathers had on them. Ask everyone to close their eyes and think about an object or smell that they associate with their father. This object could be a tool, a book, a set of car keys, or a strap used for punishment; the smell could be that of their cologne or a particular food. If they did not have or did not know their father, ask them to think about any important male figure in their life, such as a grandfather, uncle, older brother, or teacher.
2. Tell the group to spend a few minutes focusing on the relationship between the object or smell that they identified and a moment or memory that they shared with this man. What emotions does this object or smell recall for them?
3. After 2 minutes, ask the group to open their eyes. Tell them to turn to the person sitting next to them and explain the object or smell they identified. Ask them to share how it relates to their father or main male role model from their childhood. Give them 5 minutes to share. At the end of the activity, ask for volunteers to share their experiences with the group.
4. As each person shares their story, thank them for having the emotional strength to share with the group.

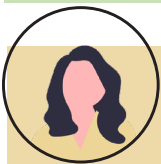
Once everyone has finished sharing, thank participants once again for the trust they have in the group. Then, read the following statements out loud:



The men's group facilitator should say:

- "One thing that my father did that I have already repeated or want to repeat with my children is..."
- "Something about my father that I have not repeated or do not want to repeat with my children is..."

Then, ask participants to turn to the person sitting next to them and share their thoughts about these questions, working in pairs. Give the pairs 10 minutes to discuss.



The women's group facilitator should say:

- "One thing that my father did that I want my husband or partner to repeat with our children is..."
- "One thing that my father did that I do not want my husband or partner to repeat with our children is..."

Then, explain that each person should think about these two statements, imagining how they would like themselves and their husband or partner to behave in raising their children. Ask them to share their thoughts with the person sitting next to them. Give them 10 minutes to share.

Section 2: Our Mothers' Impact

1. Next, ask everyone to close their eyes again and think about an object or a smell that reminds them of their mother. Explain that if they did not grow up with their mother, they can think of another woman who was important to them during their childhood – an aunt, grandmother, older sister, etc.

2. Tell the group to spend a few minutes focusing on the object or smell that they associate with that person. What emotions does this object or smell recall for them?

3. After 2 minutes, ask the group to open their eyes. Tell them to turn to the person sitting next to them and explain the object or smell and how it relates to their mother or main female role model from their childhood. Give them 5 minutes to share.

Once everyone has finished sharing, read the following statements out loud:



The men's group facilitator should say:

- "One thing that my mother did that I want my wife or partner to repeat with our children is..."
- "One thing that my mother did that I do not want my wife or partner to repeat with our children is..."

Then, explain that each person should think about these two statements, imagining how they would like themselves and their partner to behave in raising their children. Ask them to share their thoughts with the person sitting next to them. Give them 10 minutes to share.



The women's group facilitator should say:

- "One thing that my mother did that I want to repeat with my own children is..."
- "One thing that my mother did that I do not want to repeat with my own children is..."

Then, ask participants to turn to the person sitting next to them and share their thoughts about these questions, working in pairs. Give the pairs 10 minutes to discuss.



After 10 to 15 minutes, open the discussion using the following Group Discussion Questions. Remember that sharing is voluntary!



For the men's group:

- How do you think traditional definitions of what it means to “be a man” affected your father, how your father cared for you, and the way you care for your children? (Some examples: Men cannot cry; men should not express physical affection with sons, such as kissing or hugging; men don't care for babies; men are responsible for providing economically and protecting the family; they use violence if necessary to defend their honor and to resolve conflict.)
- How do you think these beliefs affected our mothers?
- How can you “leave behind” harmful practices to be more involved fathers?
- How do traditional definitions of what it means to “be a woman” impact the ways that women are raised and cared for? (Some examples: Women are responsible for raising children and doing domestic work; women are weaker.)
- What do you expect of your wife or partner as a mother?



For the women's group:

- How do you think traditional definitions of what it means to “be a man” affected the way your father cared for you, and how does it impact the way your husband or partner cares for your children? (Some examples: Men cannot cry; men should not express physical affection with sons, such as kissing or hugging; men don't care for babies; men are responsible for providing economically and protecting the family; they use violence if necessary to defend their honor and to resolve conflict.)
- How do traditional definitions of what it means to “be a woman” impact the ways that women are raised and cared for? (Some examples: Women are responsible for raising children and doing domestic work; women are weaker.)
- What do you expect of your husband or partner as a father?



Questions for both groups:

- How can couples work together to be the parents that they want to be for their children?

2. Ask participants to turn to Journal Resource Page 3.1 (“My Parents’ Legacy”) and answer the first two sets of questions on their own. Give participants about 5 minutes to do so.

3. Thank the participants for sharing their experiences and ideas. Close the activity by sharing the **Key Message**:

“Who we are today was shaped by our experiences growing up. But those experiences do not have to determine who we will become in the future. Reflecting on our own past enables us to identify the aspects we want to leave behind and those we want to reinforce and enables us to make positive choices for the future by replacing negative attitudes and behaviors with positive ones. By working together and discussing their expectations as parents, men and women can support each other in being the best parents they can be.”

Part 4: My Experiences as a Parent (30 minutes)

1. Explain to the participants that this activity will help them to reflect on their experiences of being parents – what they love about it and what makes it worthwhile, as well as what some of their concerns or stresses are.

2. On a flipchart paper, write “Happiness.” Ask the participants, “What are the things that make you happiest as a parent, that bring you joy and make you appreciate your children the most?” Write their answers on the flipchart paper.

3. After about 5 minutes or when most people have had a chance to speak, turn to another paper and write “Worries.” Ask: “What are some of the things that concern you as a parent or cause you stress?” Write their answers on the flipchart paper.

4. As the participants are sharing their worries, ask if any of the other participants have any advice or experiences to share. You can ask the group, “Who would like to share their experience on how they were able to resolve this issue?” or “What do people think about this comment?”

After everyone has shared their experiences or answered questions from the group, lead a discussion using the following Group Discussion Questions as your guide:



For the men's group:

- How did it feel to hear about the concerns and experiences of your peers?
- Have you ever spoken to anyone else about the worries or concerns that you have as a parent? With whom did you share them?
- Why do men talk so little about their concerns about fatherhood? How often do you speak with your partner about being a parent?
- How can we make it easier for men to talk about being fathers and receive information?
- Are any of the worries or anxieties that you have about fatherhood influenced by societal expectations on what it means to “be a man”?
- Are there things you would like to do as a father but haven't because you feel you would be judged?
- What do you think can be done to support men to be the fathers they want to be?
- How important is communication between parents for raising happy children?



For the women's group:

- How did it feel to hear about the concerns and experiences of your peers?
- How often do you speak to others about the worries or concerns that you have as a parent? With whom do you share them?
- Are any of the worries or anxieties that you have about parenting influenced by societal expectations on what it means to “be a woman”?
- What do you think can be done to support women to be the mothers they want to be?
- How often do you speak with your partner about being a parent? Do you wish you spoke about it more often? What can be done to increase communication between partners about parenting?

5. Thank the participants for sharing their ideas and experiences. Share the Key Message:

“Being a parent is usually one of the most fulfilling, joyful experiences a person can have. Because we love our children so much, though, parenting can also be a stressful experience for many reasons. Celebrating your joys and sharing your worries and concerns with others – and with your partner – can help to alleviate some of this stress and find solutions together with other people in your lives, when needed.”

Part 5: Mindfulness Activity

(5 minutes)

1. Tell the participants that you will be leading them through a mindfulness activity called Senses. During this activity, you will be giving them a raisin (or date/piece of candy) and guiding them through their senses while giving the object all their attention.

2. Give the participants a raisin (or date/piece of candy).

3. Read the script:



Holding: First, take a raisin and hold it in the palm of your hand or between your finger and thumb.



(If in a wrapper) Hearing: Unwrap the candy and listen very carefully to the sounds it makes as you take it off. Try to block out all of the other sounds you may be hearing in the room.



Seeing: Take time to really focus on it; gaze at the raisin with care and full attention—imagine that you've just dropped in from Mars and have never seen an object like this before in your life. Let your eyes explore every part of it, examining the highlights where the light shines, the darker hollows, the folds and ridges, and any asymmetries or unique features.



Touching: Turn the raisin over between your fingers, exploring its texture. Maybe do this with your eyes closed if that enhances your sense of touch.



Smelling: Hold the raisin beneath your nose. With each inhalation, take in any smell, aroma, or fragrance that may arise. As you do this, notice anything interesting that may be happening in your mouth or stomach.



Placing: Now slowly bring the raisin up to your lips, noticing how your hand and arm know exactly how and where to position it. Gently place the raisin in your mouth; without chewing, noticing how it gets into your mouth in the first place. Spend a few moments focusing on the sensations of having it in your mouth, exploring it with your tongue.



Tasting: When you are ready, prepare to chew the raisin, noticing how and where it needs to be for chewing. Then, very consciously, take one or two bites into it and notice what happens in the aftermath, experiencing any waves of taste that emanate from it as you continue chewing. Without swallowing yet, notice the bare sensations of taste and texture in your mouth and how these may change over time, moment by moment. Also pay attention to any changes in the object itself.



Swallowing: When you feel ready to swallow the raisin, see if you can first detect the intention to swallow as it comes up, so that even this is experienced consciously before you actually swallow the raisin.

Following: Finally, see if you can feel what is left of the raisin moving down into your stomach, and sense how your body as a whole is feeling after you have completed this exercise.³

Part 6: Weekly Commitment

(5 minutes)

Explain the Weekly Commitment: “Over the next week, please reflect on the last questions in Journal Resource Page 3.1: How would you like to be remembered as a spouse? How would you like to be remembered as a father or mother? What can you do today to ensure that happens? If you feel comfortable doing so, discuss some of these questions with your spouse, children, or other family or friends.”

Part 7: Closing and Check-Out

(5 minutes)

1. Thank all participants for sharing their thoughts, questions, concerns, and experiences today.

Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session or things you would like to add?

2. After finishing with the questions and other comments, express appreciation for the environment of respect and trust they have sustained throughout the session and encourage participants to take part in future meetings.

3. Remind the group about confidentiality and the importance of keeping what is said during the group sessions within the group.

4. Confirm the time, date, and place of the next session if there are any changes.

³ Script by Greater Good in Action: https://ggia.berkeley.edu/practice/raisin_meditation

Session 4: Anger and Emotions



Objectives:

- To help participants identify the ways in which they feel angry and how they can express their anger through means other than violence
- To identify the difficulties men and women, but especially men, face in expressing their emotions and the consequences of these expressions on their relationships



Participants:

Men and women separately; facilitation is the same for both groups



Key Activities and Timing:

Total session time: 100 minutes

	Minutes
Welcome and Check-In	10
Expressing Emotions	45
What Do I Do When I Am Angry?	30
Mindfulness Activity	5
Weekly Commitment	5
Closing and Check-Out	5



Materials:

- Markers
- Flipchart paper and easel (or tape for walls)
- Cards with one of the following emotions written on each: frustrated, worried, stressed, angry, powerless, hopeful, scared, caring, empathetic, content, happy
- Small pieces of writing paper
- Participant Journal (session uses Journal Resource Page 4.1, "What Do I Do When I Am Angry?")



Preparation:

- Before the session starts, it's important to reflect on this session and think about both how you express anger and areas you struggle with, as well as the ways you express your feelings.
- Also familiarize yourself with the Tdh case management referral process and refer back to the psychological first aid training.
- Literacy Note: This activity requires some literacy/writing ability, so be aware and mindful of participants' levels of literacy. If you feel one or more group members will struggle, explore alternative ways for them to complete the activity.

Part 1: Welcome and Check-In

(10 minutes)

1. Thank all the participants for coming.
2. Ask the group: “Does anyone have a fun parenting story to share? Something successful you did, something funny your child did or said, or something they did that you are proud of?”

Ask the group the following questions and invite a few volunteers to share:

How are you?
Has anything new happened since the last session?
Did you talk to anyone about the issues discussed in the group?

3. Ask participants about last week’s commitment to think about how they would like to be remembered and the legacy they would like to leave behind.
4. After a few volunteers have shared, thank them for sharing their experiences and explain that the group will now begin the first activity.

Part 2: Expressing Emotions

(45 minutes)

1. Divide participants into pairs and give each pair one (or two, if there are enough) of the cards on which you wrote different emotions before this session. If you are able to give two to each group, make sure they are not too similar. (For instance, don’t give the same group “happy” and “content.”)
2. Explain to the participants that these are the emotions being discussed in this activity, and they will be thinking about how difficult or easy it is to express these emotions.
3. Tell the pairs that they will act out the emotions on their cards, with other participants trying to guess what they are acting out. They will have a few minutes to prepare with their partner first.

4. Give each pair a few minutes to prepare how they will act out the emotions on their cards, and then give each group a chance to act theirs out. Have the rest of the participants guess what emotions are being expressed, calling out as soon as they know. When someone finally guesses the emotion being expressed, write it on the flipchart so at the end you have a list of all the emotions from the activity.
5. Provide an opportunity for participants to add any other emotions that may be common but that haven’t been acted out.

Ask participants the following Group Discussion Questions (each person should pick one or two emotions from the list to discuss):

- To what extent do you feel these emotions?
- Are there any emotions up here that you feel judged for expressing?
- Who do you see expressing these emotions in your family or community most often? Why do you think that is?

6. Discuss the similarities and differences among the participants’ answers in terms of what emotions are easy or hard to express, which are socially acceptable for different groups, and who expresses different emotions.
7. Explain that there are some emotions that we have learned to express well or sometimes even over-express. Others we have learned to contain and not express as much, even hiding them sometimes. Some may fall in between these areas.

Ask the following additional Group Discussion Questions:

- Why do people express some emotions and contain other ones? How do they learn to do this? What are the consequences of over-expressing or containing emotions for long?
- How do men and women express their emotions differently? Are there any similarities?
- How do men’s and women’s expression of emotions relate to the Man Box and Woman Box that we discussed in Session 2?
- How do friends, family, society, and the media influence the way men and women express themselves?
- Is it easy to express emotions to friends and family? Your partner?
- Do we sometimes take for granted that our partner and children know we care about them, and do we forget to express love and caring with them? How can we do more of that, even as our children get older?
- In your opinion, how do you think you can better express your emotions in a way that promotes your well-being?

Read the following **Key Messages**:

- “Different emotions reflect different needs, and it’s best to learn how to handle our emotions in our daily lives. The ability to express emotions without causing harm to others can make us stronger and helps us deal better with the world around us. The ways in which we express our emotions differ from one person to another, yet some conflicts may arise, especially when it comes to raising boys. For example, it’s common for men to hide their fear and sadness even toward their children. It’s common to express these emotions through anger and violence. And as boys grow older, we often express love and affection toward them less than when they were young, even though they still need it just as much.”
- “Even though you are not responsible for what you feel, you are responsible for how you handle your emotions. It is important to differentiate between ‘emotion’ and ‘behavior’ and to work hard at expressing emotions without causing harm to ourselves and to others.”

Part 3: What Do I Do When I Am Angry? (30 minutes)

1. Explain to participants:

“Now that we have thought about our emotions generally, we are going to explore one of them, anger, more deeply. Many people, especially many men, confuse anger and violence and think they are the same. It is important to emphasize that anger is a natural emotion, and everyone feels it throughout their lives. Violence is a behavior in which anger is expressed. However, there are other ways to express anger – better and more positive ways than violence. If we learn how to express our anger when we feel it, it will be better than leaving it to accumulate, which often leads us to explode in frustration.”

2. Explain to the group that this exercise aims to discuss the ways in which people express their anger.

3. Direct participants to Journal Resource Page 4.1 (“What Do I Do When I Am Angry?”). Read all the questions to all participants and ask them to answer them individually for a total of 5 to 7 minutes. For low-literacy or illiterate groups, ask the questions out loud and have the participants discuss them with each other in smaller groups or draw what they think.

4. While the participants are thinking and writing, write the following two things (one each at the top of a flipchart paper):

- | | |
|---|---|
| ✘ Negative ways to interact with others when we are angry | ✔ Positive ways to interact with others when we are angry |
|---|---|

5. Call the participants back together and ask them to share their answers and ideas first on negative ways and then on positive ways. The participants will likely share some of the following positive ways:

- ✔
 - Taking deep breaths
 - Counting to ten before you speak or act
 - Using words to describe what we are feeling without harm
 - Going for a walk alone, or in some way distancing ourselves from the situation or the person we are angry with, to calm down

6. Explain to the group:

“An angry person can take deep breaths, go for a short walk, or any other physical activity to calm themselves down. Generally, the angry person should mention to their partner or the person they are arguing with that they are going for a walk, saying something along the lines of, ‘I’m really angry at you, and I need some fresh air. I need to walk a little bit so I won’t feel violent or start screaming. When I calm down, we can discuss the problem together.’”

“Another example for dealing with violence is expressing ourselves without insulting others. This entails explaining why we are angry and how we wish to solve the problem without insulting or hurting others. For example, if your partner is late coming home, you can either scream, ‘You’re an inconsiderate fool; you always do the same thing and I stand here waiting for you!’ or you can express your anger without insults and say, ‘I’m angry because you are late. Next time you’re late, please let me know before or call or text me instead of leaving me waiting.’”

7. Provide the participants with the following scenario and ask them how they would address the situation in real life. At the end of this conversation, the participants should be using some of the nonviolent strategies that you have discussed:

“You’re a father, and your child is growing up. He’s now 14. You’re walking in the street, and someone tells you that your son is smoking. And you go to school and find out that your son skipped out on school to smoke. As you walk back from the school to home, you are very angry and thinking about your next steps. How would you deal with this problem?”

Ask the following Group Discussion Questions:

- It is difficult for many people, especially men, to express anger without using violence. Why is that?
- Are there any people you can look to as role models to learn from about how we express emotions like anger in healthy ways?
- We generally know ways to avoid a conflict or a fight without using violence. Why don’t we apply them more often?
- Think back to the positive ways we discussed to interact with others to reduce the tension in conflicts. Have you used any of these approaches before? Do they work?
- Is it possible to use words without insults when we are angry? How can we be better at that, especially in moments when we are stressed or having a difficult time with something?

Read the **Key Message**: “Anger is a natural emotion that everybody experiences throughout their lives. The problem is when some people manifest or act out their anger through violence, thinking that violence is an acceptable way to express anger. Yet there are other, more positive ways to express anger. Learning to express our anger is considered better than bottling it up inside and not expressing it because if these feelings accumulate, they will result in an eruption of anger at a later stage.”

Part 4: Mindfulness Activity

(5 minutes)

1. Tell the participants that you will be leading them through a mindfulness activity called Deep Breathing.
2. Ask everyone to get in a comfortable position either standing, sitting in a chair, on the floor, or lying down.
3. Ask the group to close their eyes and focus their attention on their breath, particularly on inhaling and exhaling. They should observe how the breath enters and leaves the body. Ask the group to notice what happens to their stomachs as they are breathing – you want the stomach to expand as you inhale more air and contract as you exhale it.
4. Tell them to breathe in slowly through their nose for 3 seconds, hold for 1 second, and breathe out through their mouth for 4 seconds. Do this several times until they feel relaxed (about five times).
5. Explain to the group that deep breathing helps us to calm down, relax, and focus. If they are ever feeling strong emotions – fear, anxiety, nervousness, anger – taking a few deep breaths and focusing on their breathing can help. This type of deep breathing increases the amount of oxygen that enters the bloodstream and improves the functions of nerves that control the heart rate, which can reduce anger, anxiety, and stress.

Part 5: Weekly Commitment

(5 minutes)

Explain the Weekly Commitment: “Pay close attention to your emotions this week. Which emotions are you comfortable expressing? Which emotions are difficult to express? How often when you express anger, especially with those close to you, is it really a manifestation of something else, such as sadness, frustration, or fear? And don’t forget, you are doing your best. Struggling with these issues is not an admission of weakness but an expression of strength and hope.”

Part 6: Closing and Check-Out

(5 minutes)

1. Thank all participants for sharing their thoughts, questions, concerns, and experiences today.

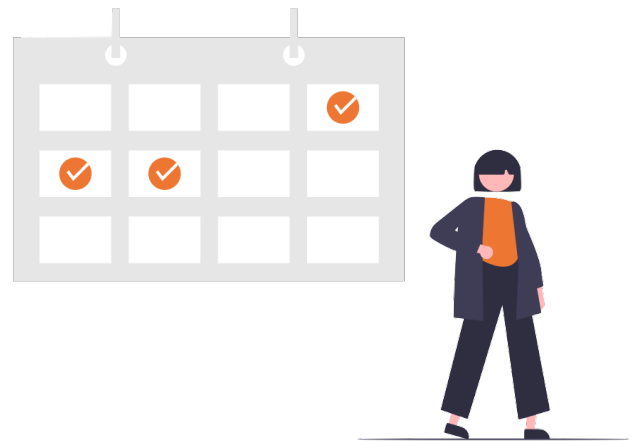
Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session or things you would like to add?

2. After finishing with the questions and other comments, express appreciation for the environment of respect and trust they have sustained throughout the session and encourage participants to take part in future meetings.

3. Remind the group about confidentiality and the importance of keeping what is said during the group sessions within the group.

4. Confirm the time, date, and place of the next session if there are any changes.



Session 5: Men and Women Coming Together



Objectives:

- To bring the men's and women's groups together for the first time and begin to establish comfort and rapport between them
- To explore couples' shared history, successes, and challenges and to see how the lessons from their past can support a stronger future



Participants:

Men and women together



Key Activities and Timing:

Total session time: 90 minutes

	Minutes
Welcome, Introductions, and Energizer	30
Sharing Our Group Agreements	20
Our Lives Apart and Together	30
Mindfulness Activity	5
Closing and Check-Out	5



Materials:

- Markers
- Group agreement flipchart papers from both the men's and women's groups
- Flipchart paper and easel (or tape for walls)
- Participant Journal (session uses Journal Resource Page 5.1 ("Our Lives Apart and Together"))



Preparation:

- Since this is the first session with men and women together, the facilitators of the two groups should speak beforehand to share notes and reflections on how the two different groups have progressed so far and any thoughts or concerns they have about combining the groups.
- Facilitators should also talk about their respective styles and review the session together to talk about how they will jointly facilitate in a way that demonstrates gender equality between them.
- Some participants may be uncomfortable in a group with their partner. Endeavor to make everyone comfortable during this first session together, do not push too hard if anyone is reluctant to speak or answer questions, and be watchful about any concerning dynamics between partners. The facilitators should debrief together after the session to discuss how it went and discuss what they can learn for future joint sessions.
- Facilitators should also be prepared to support participants because strong emotions may arise (or be just below the surface) as the two groups come together and as men and women talk about their lives together. Remember the guidance about referral pathways, and be prepared to refer participants as needed.
- **Literacy Note:** This activity requires some literacy/writing ability, so be aware and mindful of participants' levels of literacy. If you feel one or more group members will struggle, explore alternative ways for them to complete the activity.

Part 1: Welcome, Introductions, and Energizer (30 minutes)

1. Thank all the participants for coming.
2. Note that this is the first session that men and women are attending together, and ask everyone to introduce themselves. Some men may want to introduce their partners, but make sure that each person introduces him- or herself. Have the couples go together so that first one, then the other, shares their name and one of their favorite things about their partner.
3. After the introductions, do a fun energizer of your choice with all participants. Choose something fun that everyone can participate in.

Part 2: Sharing Our Group Agreements (20 minutes)

1. The facilitators from each group should hang the two groups' agreements next to each other so everyone can see them.
2. First, ask one of the women, and then one of the men, to present their group agreement. Facilitators should note the similarities and differences.

Ask the group the following questions:

- Is everyone in agreement about following both group agreements when we are meeting together?
- Is there anything you would add for when we are meeting together?
- Are there any elements of either agreement that anyone would propose we modify while we are meeting together to ensure a positive experience for everyone?

Facilitator Note: If any additions or changes are proposed, make sure that the whole group is in agreement. Be aware of group dynamics: for instance, if a man proposes a change or addition and other men agree to it, but the women in the group are silent or seem not to agree even if they do not speak up.

Part 3: Our Lives Apart and Together (30 minutes)

1. Ask participants to turn to Journal Resource Page 5.1 ("Our Lives Apart and Together") and tell participants: "We all spoke in the last session separately about our parents and a little bit about growing up and our lives today. Today, we will make the connections even clearer between our past, present, and future."
2. As they are looking at Journal Resource Page 5.1, tell participants they will be working together with their partner on the resource page: "This 'Y' is a life history calendar and will help illustrate your lives together. On one of the top parts of the 'Y,' write down four or five important life events that happened before you met your partner. Each top arm of the Y is your individual path until you met. Then, on the bottom part of the 'Y' that is solid, write another four or five important life events that have happened since you met your partner."
3. Give participants 5 to 10 minutes for this. Then, tell them: "Each couple should pair up with another couple. Then, each couple should share their life history calendar with the other couple. What are the things that are individual to you, and what are the important milestones you share?"
4. Give participants about 10 minutes for couples to share their life stories by narrating the highlights of their journeys with each other. Then, bring the group back together. Tell participants: "You will notice that the bottom half of the 'Y' has a dotted line to signify the future. There will be life events, both good and bad, that you will share in the future. You have some control over that future, and many things will happen over which you don't have control, but you can always choose how you deal with and react to things that happen to you. We talked earlier in the program about our family visions, and this is the place where we want to make our futures aligned with our hopeful visions."

Part 4: Mindfulness Activity

(5 minutes)

1. Tell the participants that you will again be leading them through a mindfulness activity called Deep Breathing.
2. Ask everyone to get in a comfortable position either standing, sitting in a chair, on the floor, or lying down.
3. Ask the group to close their eyes and focus their attention on their breath, particularly on inhaling and exhaling. They should observe how the breath enters and leaves the body. Ask the group to notice what happens to their stomachs as they are breathing – you want the stomach to expand as you inhale more air and contract as you exhale it.
4. Tell them to breathe in slowly through their nose for 3 seconds, hold for 1 second, and breathe out through their mouth for 4 seconds. Do this several times until they feel relaxed (about five times).
5. Explain to the group that deep breathing helps to calm, relax, and focus. If they are ever feeling strong emotions – fear, anxiety, nervousness, anger – taking a few deep breaths, and focusing on one's breathing, can help. This type of deep breathing increases the amount of oxygen that enters the bloodstream and improves the functions of nerves that control the heart rate, which can reduce anger, anxiety, and stress.

Part 5: Closing and Check-Out

(5 minutes)

1. Thank all participants for sharing their thoughts, questions, concerns, and experiences today.

Ask the group:

- What did you think about what we discussed today?
 - Do you have any questions about the session or things you would like to add?
 - Is there anything else we need to do to make our joint sessions as effective as possible?
2. After finishing with the questions and other comments, express appreciation for the environment of respect and trust they have sustained throughout the session and encourage participants to take part in future meetings.
 3. Remind the group about confidentiality and the importance of keeping what is said during the group sessions within the group.
 4. Confirm the time, date, and place of the next session if there are any changes.

Session 6: Power and Family



Objectives:

- To increase participants' awareness of power and the different forms it takes and to reflect on their own experiences of feeling powerless and powerful
- To increase awareness of the existence of power in relationships
- To discuss the advantages of equitable decision-making power between women and men and to identify steps to improve how decisions are made within the home
- To examine how power impacts young girls' risk of entering an early marriage
- To understand how women and girls are harmed by early marriage and how men can play a role in preventing early marriage



Participants:

Men and women together



Key Activities and Timing:

Total session time: 105 minutes

	Minutes
Welcome and Check-In	10
What Is Power?	40
Sharing Power in Decision-Making	40
Mindfulness Activity	5
Weekly Commitment	5
Closing and Check-Out	5



Materials:

- Markers
- Flipchart paper and easel (or tape for walls)
- Sheets of paper and pens/pencils



Preparation:

- As this is the second session of mixed groups, some participants may still be uncomfortable in a group with their partner. Endeavor to make everyone comfortable, do not push too hard if anyone is reluctant to speak or answer questions, and watch out for any concerning dynamics between partners. The facilitators should debrief together after the session to discuss how it went and what they can learn for future joint sessions.
- This exercise aims to help participants understand the gendered dimensions of power, specifically that men generally have and use power the most in society – far more than women – whether it is in the family, business, government, or elsewhere. However, even as men may wield power over others (such as their family members), they may have diminished power in other spheres of their life: for instance, due to nationality, refugee status, employment status, and/or skin color. So, men can be powerful in some ways and powerless in other ways at the same time. And in those areas where they are powerful, they are privileged above those who do not have power.
- One goal of the exercise is to help men realize their power and help illustrate that sharing that power with those who have less power (such as their spouse and children) is beneficial for everyone involved. It brings more voices and perspectives to bear, distributes and relieves responsibility and the pressure that goes with it, and leads to better decisions that can be supported by more people.

Part 1: Welcome and Check-In

(10 minutes)

1. Thank all the participants for coming.
2. Ask the group: “Does anyone have a fun parenting story to share? Something successful you did, something funny your child did or said, or something they did that you are proud of?”

Ask the group the following questions and invite a few volunteers to share:

How are you?
Has anything new happened since the last session?
Did you talk to anyone about the issues discussed in the group?

3. After a few volunteers have shared, thank them for sharing their experiences and explain that the group will now begin the first activity.

Facilitator Note: Based on the experience of Session 5, facilitators should remind participants of the group agreements once again. For example, if one of the agreements was to be respectful, encourage everyone to listen while the others are speaking. This can include practicing empathy by trying to imagine themselves in the other person’s position and not judging their ideas or experiences.

Part 2: What Is Power?

(40 minutes)

1. Separate the participants into a men’s group and a women’s group for this exercise.
2. Explain to each group that in this activity, they are going to explore what power is and how it impacts the lives of men and women.
3. In each group, ask: “What does ‘power’ mean to you?” Allow the participants to exchange their ideas and opinions.

4. Next, ask the participants to close their eyes and think of a memory of a time they felt powerful.

5. After a minute, ask the participants (with their eyes still closed) to think of a memory of a time they felt powerless.

6. After a minute, tell the participants to open their eyes. Tell the group that participants will now have an opportunity to share some of their experiences. It is an important opportunity to remind the participants of the ground rules, particularly of confidentiality and empathy, but also of the importance of participation.

7. Ask the group: “How does it feel to be powerful?” Allow the participants to share how being powerful feels. Ask if anyone would like to share their experience with the group or explain what situations make us feel powerful. Note that sharing is not required, only voluntary.

8. Next, ask the group: “How does it feel to be powerless?” Allow the participants to share how being powerless feels. Ask if anyone would like to share their experience with the group or explain what situations make us feel powerless.

Facilitator Note: The following information can help to explain feelings of being powerful or powerless.

Feeling powerful can feel like being:

- In control
- Knowledgeable
- Brave
- Big
- Strong
- Happy

Feeling powerless can feel like being:

- Small
- Without any control
- Unwanted
- Fearful
- Not confident
- Sad

9. Bring the groups together and have a volunteer from each group debrief their group’s general reflections (not attributing comments to a specific person for anonymity purposes). After the participants have shared different examples, explain that power can be positive or negative depending on a person’s own experience.

10. Explain to the group that there are four types of power. Read out the names of the four types of power (if available, you can write the four types of power on a flipchart paper):

- Power over
- Power to
- Power with
- Power within

11. Ask the participants to share their ideas about what each of the four types of power mean, and where possible, to provide an example.

12. After the group has had a chance to share their ideas and examples, read the definitions of each type of power to the group:

Power to means the beliefs and actions that individuals and groups use to create positive change. This kind of power is behind the concept of empowerment. “Power to” enables a person to gain control over his or her life. An example would be an individual teaching another community member about how to grow products, such as mushrooms.

Power within means power that lives within an individual. It is a personal strength and uniqueness based on self-acceptance and self-respect, which in turn extends to respect for others and acceptance of others as equals. It is different than “power to” in that it refers to individuals finding strength and positive change within themselves, while “power to” refers to strength and change for other individuals.

Power over means the power that one person or group uses to control another person or group. An example would be the culture giving a man power and that man using it to control the members of his family.

Power with means the power that we have when two or more people come together to do something that they could not do alone (power together). This is a collective sense of empowerment, through organizing and uniting for a common purpose or common understanding. “Power with” is experienced when a group comes together to work to tackle common problems, such as access to latrines or creating community centers.

13. Give each couple one of the following brief scenarios. Ask each couple to discuss with each other who in the scenario is exerting power over another person and how they are exerting their power. Then, the couple should recreate the scenario as a more equitable one that involves more positive kinds of power being employed.

Using “Power Over” Scenarios

1. A 14-year-old girl is getting married despite her objections and her mother’s concerns.
2. A husband comes home late and demands food to be ready for him when he arrives.
3. A mother-in-law sometimes knowingly contradicts a woman’s instructions to her children.
4. A woman has to constantly ask her husband for the money to cover basic household expenses.
5. A man frequently makes decisions affecting the whole family without discussing them with, or even telling, his wife.
6. When children in the family do poorly on a test, they are beaten or have to go without dinner that day.

14. Give the pairs 8 minutes to discuss.

15. After 8 minutes, ask everyone to come back to the larger group.

16. Ask for a few volunteers to share their thoughts about the scenarios and how positive power can be used to improve the situation.

Thank the volunteers for sharing, and then ask some of the Group Discussion Questions:

- Did you notice any similarities or differences between the examples that were shared?
- In what ways are men powerful?
- In what ways are women powerful?
- Is there a difference in how men use power and how women use power?
- How might children feel powerless? How can parents help their children feel less powerless?
- Who normally has power in society? Who normally does not have power?
- What are some of the ways that our society promotes or supports relationships in which some people have power over other people?
- Are there times when power and authority are exercised over us by institutions or groups of people rather than individuals (such as in healthcare, education, or policing)? How does that affect us?
- How do power imbalances affect us in our relationships with other people?
- How can people work together to generate more positive uses of power?

Thank the participants for sharing their experiences and ideas. Close the activity by sharing the **Key Message**: “Power has many different faces and meanings. Power often exists in relation to other people. We are constantly moving in and out of situations and relationships where we have more or less power. Sometimes, we use power in ways that are harmful to those around us, and sometimes, other people use their power in ways that are harmful to us. However, each of us has the ability to use power in positive ways. We can work together to make positive changes that can help to develop our families and communities.”

Part 3: Sharing Power in Decision-Making (40 minutes)

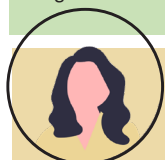
1. Divide the participants into two smaller groups: one with only men and one with only women. One facilitator should lead each group. Ask for a volunteer in each group who will present a summary of what their group discussed to the other participants.

2. Once the groups have been divided, ask the following questions:



The men’s group facilitator should say:

- Are there household decisions you would like to share more with your partner?
- What types of decisions?
- What are the barriers against sharing such power and decision-making?
- What would need to happen in your household to begin sharing decision-making power?
- What benefits would you and your family gain by sharing decision-making power?



The women’s group facilitator should say:

- Are there household decisions you would like to be more involved in?
- What types of decisions?
- What would need to happen in your household to begin sharing decision-making power (or making decisions together)?

3. After the small groups have finished discussing, ask the participants to come back to the larger circle.

4. Ask a volunteer from the women’s group to share a summary of what the women discussed. Next, ask a volunteer from the men’s group to summarize the men’s discussion.

Ask the group if anyone would like to comment on what was shared. Then, ask some of the Group Discussion Questions:

- What are some of the negative impacts on women when men are the main decision-makers in the family (for example, to their health or workload)?
- Are there any negative impacts on men when they are the main decision-makers in the family (for example, to their health or workload)?
- What are some of the negative impacts for children when they see only their fathers making all the decisions?
- If only one person from the family makes all the major decisions, how does this negatively impact the family?
- Do you think it is realistic for men and women to share decision-making power within the family? Why or why not?
- What are some of the positive impacts for families when men and women make decisions together? For women? For men? For children?
- Are there any disadvantages to sharing decisions?
- How can men and women sharing both household decisions (expenditure, food consumption, maintenance, etc.) and family decision-making power (marriage, education, dress code, etc.) contribute to the economic development of the household?

Facilitator Note: Throughout the discussion, encourage participants to think of the different benefits or advantages of men and women sharing decisions, including how joint decision-making can benefit men, women, and children.

After the discussion has concluded, end the activity by thanking the participants for sharing their experience and ideas. Then, share the **Key Messages**:

- “Men are often raised to be the head of the household and to have the final say in household decisions. As such, men often control access, use, and decisions around household finances, resources, marriage of children, and even how family members spend their time. This can have a negative impact on women, children, and men themselves.”

- “However, there are many benefits that come when men and women participate equally in decisions that affect themselves and their families. It is often easier to make decisions when you can talk and advise each other. It also reduces the burden on one person to make decisions. Equitable decision-making requires sharing power between men and women, but it brings many positive benefits for men, women, children, and the household in general.”

- “Equitable household decision-making means men and women sharing power, discussing, and agreeing on decisions together. Not all decisions need to be made in this way: For example, there are important decisions that each person should be able to make for themselves, particularly regarding their own bodies and things such as whom and when to marry. However, when men and women make important decisions affecting the household together, it is easier to achieve the goals that they have for their families.”

- “Finally, many of us want to share power but struggle to do so because we have not seen it done enough by others. But if we keep trying, we will not only get better but also be role models for others.”

Part 4: Mindfulness Activity

(5 minutes)

1. Tell the participants that you will be leading them through a mindfulness activity called Drawing What You Feel. During this exercise, they'll try to channel their emotions into a short drawing activity.
2. Give each person a piece of paper and a pen/pencil.
3. Guide the participants through three rounds of deep breathing exercises, inviting them to close their eyes, focus on the feelings of their breath and exhalation (e.g., temperature of the air coming in through the nostrils, the way air goes in and through the nose and to the lungs), and concentrate on how they are feeling.
4. Have the participants take the next 3 or 4 minutes to draw something on their pieces of paper that reflects how they are feeling at the moment. This doesn't need to be a fancy or well-drawn picture.

Part 5: Weekly Commitment

(5 minutes)

Explain the Weekly Commitment: “In the coming week, take some time to think of one or two aspects of family life where decisions affecting the family are traditionally made by men but that you will share or make together with your spouse, and others with your children. Talk about what kind of decision-making process you can implement that will help you come to the best decisions and what information you both need to make those decisions. In addition, try to identify a family decision that is usually made without the input of your children and think how you might be able to include them in that decision-making process and what the benefits could be to that.”

Part 6: Closing and Check-Out

(5 minutes)

1. Thank all participants for sharing their thoughts, questions, concerns, and experiences today.

Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session or things you would like to add?

2. After finishing with the questions and other comments, express appreciation for the environment of respect and trust they have sustained throughout the session and encourage participants to take part in future meetings.
3. Remind the group about confidentiality and the importance of keeping what is said during the group sessions within the group.
4. Confirm the time, date, and place of the next session if there are any changes.

Session 7: Identifying Violence



Objectives:

- To identify different types of violence and to discuss the types of violence that most commonly occur against individuals, in families, between partners, between parents and children, and in communities
- To discuss the link between violence experienced in the past or currently being experienced by participants and the violence they use against others



Participants:

Men and women separately; facilitation is mostly the same for both groups, though there are some group discussion questions noted as “for men” or “for women”



Key Activities and Timing:

Total session time: 105 minutes

	Minutes
Welcome and Check-In	10
What Is Violence?	30
The Cycle of Violence	45
Mindfulness Activity	5
Weekly Commitment	5
Circle of Appreciation, Closing, and Check-Out	10



Materials:

- Markers
- Flipchart paper and easel (or tape for walls)
- Pieces of paper and tape or sticky notes (at least seven per participant but ideally more)
- Information about available services, if any, for people who have experienced violence
- Bucket or hat



Preparation:

Preparation for “What Is Violence?”:

Write down the definitions of violence (written in the body of this activity) on the flipchart paper. Cover these definitions with another piece of paper so the participants do not see them until you show them later.

As noted in the “Materials” section, it is important to have a list of existing referral services on hand to offer participants who may need additional counseling, mental health, legal, or psychosocial support services for individuals experiencing violence.

Facilitator Note: Should you feel that the participants do not wish to share personal details, do not force them. Instead, ask them how another person would feel in the situation. Having experienced interpersonal violence is strongly associated with using violence against partners or children later. Helping participants grasp the connection and think about the pain that violence has caused them, as well as empathizing with people they care for in their lives and whom they may be hurting, is a potential way of interrupting the victim-aggressor cycle of violence.

Before this activity, identify what (if any) the applicable laws are around violence, especially gender-based violence, in Jordan. Be prepared to share and discuss those with participants as well since questions may come up.

Session 7: Identifying Violence



Preparation:

Literacy Note: This activity requires some literacy/writing ability, so be aware and mindful of participants' levels of literacy. If you feel one or more group members will struggle, explore alternative ways for them to complete the activity.

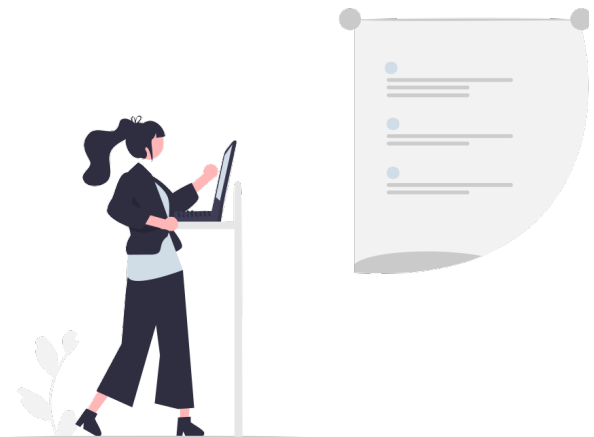
Preparation for "The Cycle of Violence":

Before the activity begins, set up five flipchart papers on the wall. On each paper, write one of the following phrases:

- o Violence used against me
- o Violence that I use
- o Violence that I have witnessed
- o How I feel when I use violence
- o How I feel when violence is used against me

In previous implementations of this session, it was much easier for men to talk about the violence they had suffered, particularly forms of violence that took place outside their homes. They felt a certain relief in being able to relay these experiences they had survived. Commenting on or talking about violence committed against them inside their homes was a more delicate matter. Some young men commented on domestic violence; however, they did not want to go into details. It is important to be careful not to insist. For men, talking about violence they had committed was even more difficult. They tended to justify themselves, blaming the other person for being the aggressor.

It may be very difficult for women to discuss the violence they have experienced, out of shame or fear. It is important to create a safe space in the women's group for women to share their experiences, but do not force anyone to share who does not want to. Women may also find it difficult to talk about the violence they have used (against children, for example).



Part 1: Welcome and Check-In

(10 minutes)

1. Thank all the participants for coming.
2. Ask the group: “Does anyone have a fun parenting story to share? Something successful you did, something funny your child did or said, or something they did that you are proud of?”

Ask the group the following questions and invite a few volunteers to share:

How are you?
Has anything new happened since the last session?
Did you talk to anyone about the issues discussed in the group?

3. Ask participants about last week’s commitment to pay attention to their emotions: “Did anyone think of family decisions that you could make more equally or that you could make with greater input from your children? If so, please share with the group, if you feel comfortable, how that discussion went. What was the decision? How will the decision-making process be different in the future?”
4. After a few volunteers have shared, thank them for sharing their experiences and explain that the group will now begin the first activity.

Part 2: What Is Violence?

(30 minutes)

1. Before anything else, explain: “Today, we will be discussing different types of violence that exist and some of the ways we and others are affected by that violence. This topic is or can be uncomfortable or distressing for many of us. If at any time you need to take a moment to step outside and take a break from the discussion, for any reason, please go ahead without feeling the need to explain.”
2. Ask the group: “What is violence?” Allow them to share their opinions. Write down the responses from the participants on a flipchart paper. If participants identify general types of violence, such as “physical,” ask them for specific examples of this.

3. After everyone has shared, explain to the group: “At its simplest level, violence is the way for one individual to have control or power over another. Violence is not a random act. It happens in specific circumstances and settings. Violence happens more frequently in some settings than others, such as during periods of conflict, but it is also very present in our homes and communities. Violence often occurs within the family and is often used by men against women and by parents against children, although these are not the only types of violence.”

Facilitator Note: It would be beneficial at this point to refer to any Jordanian laws against the use of violence, particularly violence against women and violence against children.

4. Tell the group that acts of violence can be divided into several broad categories. Unveil the definitions of violence to the group:

- **Physical violence:** Using physical force, such as hitting, slapping, kicking, burning, or pushing.
- **Emotional or psychological violence:** Often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, and expressing jealousy or possessiveness (such as controlling decisions and activities). It can also include restricting someone’s movements. This form of violence can be verbal or non-verbal.
- **Sexual violence:** Pressuring or forcing someone to perform sexual acts (from kissing to sex) against their will or making sexual comments that make someone feel humiliated or uncomfortable. It does not matter if the person has previously consented to sexual behavior – consent must be given at the time.
- **Economic violence:** When someone else exercises complete control over a person’s money and other economic resources. This type of violence is a way of exerting power and can be used to control someone’s movements: for example, keeping them from meeting friends.

Going down the brainstormed list, ask participants what kind of violence is listed until all kinds of violence have been categorized. Then, lead a discussion with the following Group Discussion Questions:

- What are the most common types of violence that occur in your community? How about in romantic relationships?

- Are there specific types of violence that happen more to women, men, boys, or girls?
- What kind of harm can violence cause? What are some of the consequences of violence? Is any kind of violence worse than another?
- In what ways is forcing a girl to get married before she is old enough a kind of violence?
- What is the relationship between power, violence, and restrictive ideas around gender? (Encourage the participants to think of the different types of power – economic, physical, etc. – that one person can have over another and link them to violence.)
- What can we do in our own households and communities to prevent violence from happening?

Facilitator Note: Probe for common types of violence committed against sons and daughters in schools, at home, and on the street. When talking about violence against children, it can become even more taboo because many parents do not recognize and may be resistant to labeling as violent “small” or disciplinary kinds of violence, such as slapping on the wrist or spanking (“hitting that does not leave a mark”). Even small kinds of violence teach children that violence is an acceptable way to resolve conflict or disagreement. These difficult moments are often the best times to teach our children better ways and focus on our long-term goals for our children. This will be discussed in more detail in the session on positive parenting, and you may want to look ahead to Session 10 to help you respond if it comes up in this activity.

Facilitator Note: It is important that participants understand that both men and women use violence; however, it is important that the conversation not be sidetracked by discussion of women’s violence against men. As the facilitator, you can explain to the group that while there are cases of women using violence against men, the overwhelming majority of violence is perpetrated by men against women and children and that its drivers, magnitude, and consequences are significantly different. If the conversation becomes stuck on this issue, try and move the discussion along by asking another question.

Share the Key Messages:

- “At its most basic level, violence is a way to control or have power over another person. People often only think about violence as physical aggression, but there are other forms of violence as well. Most often, this violence is targeted toward individuals or groups that are more vulnerable or marginalized in our communities.”
- “Violence is a violation of a person’s human rights, whether it is enacted against women, men, or children.”
- “According to official data and statistics at the global, regional, and national levels, women are disproportionately affected by intimate partner violence, while the perpetrators of this type of violence as well as other types of crimes and violence (murders, sexual violence outside the home, etc.) are overwhelmingly men. Most men are not violent, but men in general often play a critical role in sustaining or challenging the legitimacy of using violence against women.”

Part 3: The Cycle of Violence

(45 minutes)

Facilitator Note: Check the literacy level of your group. If there is low literacy, have participants draw examples of violence on their pieces of paper or sticky notes. Alternatively, you can pair participants up to discuss the topics and then ask for feedback in the larger group discussion. You can then write up the responses on the corresponding flipchart papers.

1. Explain to the participants that the purpose of this activity is to talk about the violence they experience in their lives and their communities, including the violence they have used and the violence used against them. Everything they say will be anonymous, and they are free to share as much or as little as they like, or not at all. The group will then discuss their feelings in relation to these types of violence. If necessary, review the flipchart paper from the previous activity that shows the different types of violence.

2. Give each participant five pieces of paper or sticky notes. Explain that there are five flipchart papers, and each has one of the following titles:

- Violence used against me
- Violence that I use
- Violence that I have witnessed
- How I feel when I use violence
- How I feel when violence is used against me

3. Review the five categories and ask the participants to reflect on them and then write a short reply for each on a separate piece of paper. Each person should write at least one reply for each flipchart paper (or category). Allow about 10 minutes for this task. Explain that they should not write much, just a few words or a phrase. (They should not write their names.)

4. After 10 minutes, explain that they should put each phrase on the corresponding flipchart paper.

5. Tell participants that they will go on a “gallery walk” to see what they and others have shared. However, stress that this is a SILENT activity, so there should be no discussion or laughter. Ask participants to go on a “gallery walk” and read the responses.

Once everyone has finished their “gallery walk,” ask them to return to their seats and lead a discussion with the following Group Discussion Questions:

- How did you feel as you read the responses on the flipchart papers? Which flipchart paper affected you most? Why?
- What was it like to think about the violence that you experienced? What was it like to think about the violence that you used against other people?
- Is there any connection between the violence you use and the violence that is used against you?
- Some researchers say that violence is like a cycle: that is to say, someone who has experienced violence or who witnesses violence is more likely to commit acts of violence later on in life. If this is true, how can men interrupt this cycle of violence?
- What are the consequences for women who experience violence?
- What connections do you see between violence and gender? What role does the “Man Box” play in men’s use of violence against women?

- What role do men have in preventing violence against women?
- What role do men and women have in preventing violence against children?
- What are the common types of violence that young people face, inside or outside the home (for example, bullying)? How can we be supportive parents to our children when they experience violence?
- What have you learned in this activity to help overcome violence? Have you learned anything that can be applied in your own life and relationships?
- What role do society and the government have in preventing violence against women and violence against children?



Questions just for men:

- In general, when men are violent or when they suffer violence, do they talk about it? Do they report it? Do they talk about how they feel? If they do not, why not?
- What role can we play as men in preventing and responding to violence?



Questions just for women:

- In general, when women suffer violence, do they talk about it? Whom, if anyone, might they talk about it with? Do they report it?
- What are society’s expectations of what a woman is supposed to do if she suffers violence at the hands of her partner?

Close the discussion with the following **Key Messages:**

- “Too many people have experienced or witnessed violence at some point in their lives, often at the hands of men. It is commonly assumed that violence is a ‘natural’ or ‘normal’ part of being a man. However, violence is a learned behavior – boys, girls, women, and men are often raised to think that violence is an acceptable means of maintaining control (particularly over women and children), resolving conflicts, or expressing anger.”

- “Just as violence is learned, it can be unlearned. With this in mind, it is the responsibility of all individuals, women and men, to strive to raise boys and men – as well as girls and women – to understand how violence prevents individuals from building positive and loving relationships.”

- “Violence on an individual level is a behavior, which is learned and can be unlearned. It is the social responsibility of each individual to work on eliminating violence (at least those forms of violence that can be prevented by individuals) in the community, starting with oneself.”

Part 4: Mindfulness Activity

(5 minutes)

1. Tell the participants that you will be leading them through a mindfulness activity called Affirmations. During this activity, you will have them close their eyes and think about what they are thankful for.
2. Have the participants close their eyes and ask: “Think of one thing you are thankful for today. What makes you thankful for it? Whom do you have to be thankful to?” Give them 30 seconds to think.
3. Have them open their eyes and write what they are thankful for on a small piece of paper (or notecard) without their name.
4. Collect these papers in a hat or bucket and read them aloud to the group
5. Thank the group for their vulnerability and sharing what they are thankful for.

Part 5: Weekly Commitment

(5 minutes)

Facilitator Note: If you think this assignment would increase the risk of violence within the household, instead ask the participants to reflect on these topics on their own.

Explain the Weekly Commitment: “In the coming week, consider having a conversation with your partner and/or with your sons or daughters, if you are comfortable. During this conversation, you could share how you felt while remembering an act of verbal, psychological, or physical violence

that was done against you. This would be an excellent opportunity to make a promise within the family that disagreements will always be resolved without using violence and with respect for the other person’s right to disagree.”

Part 6: Circle of Appreciation, Closing, and Check-Out

(10 minutes)

Session 8: Resolving Conflict



Objectives:

- To discuss the common topics or sources of conflict between spouses/partners and how identifying these sources can help to avoid or reduce conflict within the family
- To reflect on some of the positive and negative ways that we react when we are angry and to practice nonviolent ways to react that can help to resolve or avoid conflict
- To identify nonviolent ways to resolve conflict and to reflect on how communication and strong relationships can help participants when they face difficult moments as parents and partners
- To describe and practice good communication skills that support an open and trusting intimate relationship



Participants:

Men and women together



Materials:

- Markers
- Flipchart paper and easel (or tape for walls)
- Copies of Resource Page 8.1 (“Perspectives”) for all participants
- Pieces of paper and tape



Key Activities and Timing:

Total session time: 130 minutes

	Minutes
Welcome and Check-In	10
Different Perspectives	10
Sources of and Ways to Resolve Family Conflict	65
Interviewing My Spouse or Partner	30
Mindfulness Activity	5
Weekly Commitment	5
Closing and Check-Out	5



Preparation:

- Think about sources of conflict between you and your partner, in your family, and others you have seen, as well as some of the ways you and your partner effectively resolve conflict. How have you learned about and gotten better at resolving conflict in your life?

Part 1: Welcome and Check-In

(10 minutes)

1. Thank all the participants for coming.
2. Ask the group: “Does anyone have a fun parenting story to share? Something successful you did, something funny your child did or said, or something they did that you are proud of?”

Ask the group the following questions and invite a few volunteers to share:

How are you?
Has anything new happened since the last session?
Did you talk to anyone about the issues discussed in the group?

3. Ask about last week’s commitment: “Did anyone have a discussion with their partner or anyone else about violence? Did you talk about how to effectively break the cycle of violence in families and communities?”
4. After a few volunteers have shared, thank them for sharing their experiences and explain that the group will now begin the first activity.

Part 2: Different Perspectives

(10 minutes)

1. Have the participants get into their couple pairs and face each other.
2. Pass out copies of Resource Page 8.1. Be sure to pass them out in the middle of the pair so one person is seeing the princess and the other person is seeing the old woman.
3. Ask one person to tell the other what they see in the photo. Ask the other person to tell the first person what they see in the photo. Make them try to convince the other person that they are right and the other person is wrong.
4. Say that you have passed out the same picture to everyone – how can there be different views on this? Who is right?

5. At this point, hopefully, someone will point out that the picture is different depending on how you are holding it. If they do not, ask everyone to turn their picture so they can see what the others are seeing.

6. Explain: “Even though we were all looking at the same thing, since we saw it from different perspectives, we had different opinions about what it was. No one was right or wrong; we were all just operating with different information and seeing things as they were presented to us. Keep that in mind, and we’ll return to it as we continue our discussion.”

Part 3: Sources of and Ways to Resolve Family Conflict

(65 minutes)

1. Tell the group: “Before we start this next activity, I would like to know: What do you feel are the main topics or sources of conflict between spouses in this community?” Write down participants’ answers on a flipchart paper and have them identify the four most common sources of conflict. You can ask follow-up questions to probe for details, such as, “What are the causes of these conflicts?” (For example: Poverty, displacement, stress, economic constraints) and “When do conflicts often occur?” (For example: At night, in the morning trying to get ready for work and school, around holidays)
2. Now, tell the group: “Breaking the cycle of violence requires finding new ways of resolving conflict that do not involve violence or aggression. Conflict is a normal part of life and is not inherently bad unless it is dealt with poorly or leads to other problems. Communicating our feelings is a very important way of resolving conflict and can even help us to avoid conflict in the first place. And often, that conflict may not even stem from a disagreement but is simply because partners have different or incomplete information, have different perspectives on an issue, or have not communicated about an issue effectively.”
3. Continue by saying: “A few sessions ago, we did an activity that helped us think of positive ways to express our anger to avoid harming others we care about. We will now discuss and rehearse the next step after we have identified and managed our anger – positive ways of communicating to resolve conflict, ways that can be used in our relationships with our spouses or partners but also with friends, family members, and others.”

Ask the group the following questions:

- What words do you use to communicate with each other? How do you normally communicate with the other person?
- Why is communication in a relationship important?
- What happens when we are able to communicate directly with our partner?
- How might our partner feel if we do not communicate that we are upset?
- How might we feel or what might happen if we do not communicate that we are upset?
- Do problems disappear if we don't talk about them?

4. After the group has finished discussing, present to them the following three types of communication responses to conflict:

- **Avoidance:** Avoiding the topic that has made us upset; pushing our feelings inside ourselves because we do not want to talk about it
- **Escalation:** Arguing, raising your voice, or even becoming violent
- **Empathy:** Understanding a situation from the other person's perspective; seeing through someone else's eyes

5. Explain that we want to strive for empathy in our responses to conflict. Empathy can help us communicate with our partners when we are angry or we have a conflict. Empathy means understanding a situation from another person's point of view. To do that, it is helpful to express our own feelings in a calm way, such as, "I can see that you are very busy..." or "I feel frustrated about what happened..." or "I want to understand what is bothering you." Communicating our feelings in a constructive way allows the other person to see the situation from our eyes.

6. Ask the group: "Do you think these phrases could be useful for you to communicate when you have conflicts in your relationship? Why or why not?"

7. Based on the sources of conflict listed at the beginning of the activity or other examples that have come up, prepare six to eight very short scenarios that could lead to conflict. Write them on pieces of paper, and put them up around the room. Examples could include:

- It is the end of the month and money is a little short to pay all the bills.
- Both of you have come home late from work and there is no dinner ready.
- Your child got into trouble at school, and only one of you knew about it.
- One parent wants their daughter to get married at age 13, but the other wants her to finish school and wait until she is at least 18.
- One of you wants to have another child, and the other does not.
- Two sets of relatives want to visit for Eid, but there is only enough room and food for one set.

8. Ask each couple to go around the room, read the different scenarios, and choose one to act out. Explain that each couple will have 2 or 3 minutes to role-play a healthy relationship, using communication – rather than violence or aggression – to resolve a conflict. Explain that each group will be asked to create a scene where a husband and wife are quarreling about a topic and both partners are becoming angry. The role-play should show the couple communicating to resolve the conflict without resorting to violence. The participants should think about how the couple would act: What would they say? What phrases would they use? Encourage the participants to also include some of the strategies for managing anger that they discussed a few sessions ago.

9. Give the groups 10 minutes to develop their role-play resolving the conflict through discussion and communication.

10. After 10 minutes, ask everyone to come back to the circle and have each group present their role-play in turn.

After all the groups have presented, open up the discussion using these Group Discussion Questions:

- What were some of the ways that the couples communicated their feelings during the role-plays?
- Do we always know why our partner is upset? Does our partner know why we are upset? What are the benefits of communicating your feelings during a conflict?
- How could this conflict have been prevented in the first place?
- Do you think it would be easy for a woman to express her feelings during an argument? Why or why not?
- Do you think it would be easy for a man to express his feelings (other than anger) during an argument? Why or why not?

Facilitator Note: Refer back to the sessions on power and norms around what it means to be a man if the participants don't include these topics themselves. You may also note that men are often raised not to discuss their feelings and with the idea that they should be the primary decision-makers in the family. This can contribute to a lack of communication between partners, which can lead both partners to have unclear expectations of each other and thus can contribute to conflict.

- How can we remember to “see through someone else’s eyes” when we are angry with our partners and our children?
- Do you think you could use these skills for communicating in real life? Why or why not?
- How can these communication methods lead to concrete problem-solving in couple relationships? How can they help us in disagreements with our children?
- What else can be done to address the common causes of disagreement between partners and between parents and children?

Close the activity with the following **Key Messages**:

- “Conflict always exists, but it does not need to be violent or angry. It can be an opportunity for personal growth and development, and it can also deepen our understanding of our partner and strengthen our relationship rather than be an opportunity for violence. When we communicate with each other, we can resolve conflict peacefully and avoid future conflict.”
- “Sometimes when we are sad or frustrated, we don’t talk about it. Very often, by not talking, the frustration or anger builds up until it is expressed through physical aggression or shouting.”
- “Communication is a key part of healthy relationships. Communicating our feelings to the other person is an important part of resolving conflict and is much more effective than violence. Take the time to talk to your partner and to listen to him or her. When we communicate, we can often stop a conflict before it starts or resolve it without resorting to violence.”

Part 4: Interviewing My Spouse or Partner (30 minutes)

Facilitator Note: This exercise should be done in an open area so that couples have enough space to chat privately.

1. Say: “We are now going to build on our discussion of conflict by developing our communication skills. In most cases, open-ended questions are best to obtain information and achieve good communication. This is because...”
 - “They give you more information.”
 - “Through their answers, people can relay information, feelings, attitudes, and their understanding of the topic.”
 - “Closed questions that require a yes-or-no answer tend to end the conversation or be met with answers that provide little information and don’t allow the respondent’s ideas, opinions, and emotions to be known.”
2. Mention that open-ended questions usually begin with:
 - Why
 - What
 - How
3. Ask the group to give examples of open-ended questions. As needed, share other examples of open-ended questions, such as:
 - What do you think about that?
 - Why did you do that?
 - How do you plan to achieve that?
 - What do you think will happen now?
 - How would you change things?
 - What do you want to happen?
 - What’s causing the problem?
 - Can you tell me more?
4. Explain that close-ended questions only require a “yes” or “no” answer and do not give you much information. Ask how you can change these close-ended questions into open-ended ones:
 - Did you enjoy the session today?
 - Did you cook lunch?
 - Are you upset with me?
5. As the facilitator, think of something that made you very happy recently.
6. Say: “I am thinking of something that made me very happy. Take turns asking me open-ended questions about what made me happy.” (Examples: “Why are you very happy?” “How did this happen?” “Why does this make you very happy?”) Encourage participants to keep asking open-ended questions.

7. Ask: “How difficult was it to find out what made me happy?”

8. Ask the group why we are talking about different kinds of questions. Point out that asking questions can be an opportunity to build and deepen relationships. This will form a solid foundation for times when you disagree.

9. Ask participants to pair up with their partner/spouse. Have them find a place in the room where they can talk and no one will hear them. If they would like to go outside, explain the exercise first and then let them go.

10. Explain that in this exercise, all they need to do is ask open-ended questions and answer honestly. They will take turns asking these open-ended questions, with one person being the listener and the other being the asker until they are told to switch roles:

- What is a childhood memory you have that has left a mark on your life?
- Who is someone who inspires you? Why do they inspire you?
- If you could be anywhere in the world, where would you be and why?

11. The person who is asking the questions should listen and not interrupt. However, they can ask follow-up, open-ended questions to find out more about their partner’s answer.

12. Give them 15 to 20 minutes for this exercise, and then have them come back to the circle. **VERY IMPORTANT:** At the halfway mark of the time allotted, have the participants switch. This is to avoid one participant taking up the majority of the time and to share evenly.

Ask for a couple of volunteers to share their reflections from doing this exercise. Ask the following Group Discussion Questions:

- How did it feel when you were listened to?
- How did you feel when you were listening closely to your partner and showing interest?
- What new things did you learn about your partner?
- How can you use these skills of active listening and asking open-ended questions in your lives? How can this help you prevent conflicts before they happen?

Share the **Key Messages:**

- “This activity demonstrates the importance of a couple creating space to mutually listen with true curiosity and interest in the other person. In our busy day-to-day lives with many obligations and worries, it is sometimes difficult to set aside time to connect with our partner and pay attention to what they are really saying.”
- “Dedicating the time and attention to respond to the needs of our partner and to listen carefully to their needs, without judgment, helps strengthen the relationship and make both partners feel appreciated and valued and also know themselves and their partner more.”

Part 5: Mindfulness Activity

(5 minutes)

1. Tell the participants that you will be leading them through a mindfulness activity called Self-Massage.
2. Ask the participants to bring their hands together and use one thumb to rub the other hand. Continue this for 30 seconds and then have them switch hands.
3. Then, have them bring their hands to the shoulders and rub their shoulders to relieve some of the tension. Continue this for 30 seconds.
4. Bring their attention to their necks. Have them bring their hands to the back of their necks and rub in a circular motion for 30 seconds.
5. Have them bring their hands to the sides of their heads by their foreheads (temples). Have them gently rub in a circular motion for 30 seconds.
6. Lastly, have them take three long, deep breaths.

Part 6: Weekly Commitment

(5 minutes)

Explain the Weekly Commitment: “Practice active listening, empathy, and other new communication skills this week. Try to notice when you are able to prevent conflict from arising or to resolve it more quickly, easily, and peacefully than you were before.”

Part 7: Closing and Check-Out

(5 minutes)

1. Thank all participants for sharing their thoughts, questions, concerns, and experiences today.

Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session or things you would like to add?

2. After finishing with the questions and other comments, express appreciation for the environment of respect and trust they have sustained throughout the session and encourage participants to take part in future meetings.

3. Remind the group about confidentiality and the importance of keeping what is said during the group sessions within the group.

4. Confirm the time, date, and place of the next session if there are any changes.

Session 9: Caring for My Adolescents



Objectives:

- To help build participants' confidence as parents through increased knowledge of adolescent development and needs and of skills for parenting young teenagers
- To strengthen participants' parental empathy toward their adolescent children by reflecting on their own experiences at that age
- To learn about the emotional, psychological, and behavioral changes boys and girls go through
- To encourage parents to show more love and affection to their children, even as they grow older



Participants:

Men and women together



Materials:

- Markers
- Flipchart paper and easel (or tape for walls)
- Participant Journal (session uses Journal Resource Pages 9.1, 9.2, and 9.3)



Key Activities and Timing:

Total session time: 115 minutes

	Minutes
Welcome and Check-In	10
Transition to Adulthood Fish-bowl	60
Showing Affection for My Child	30
Mindfulness Activity	5
Weekly Commitment	5
Closing and Check-Out	5



Preparation:

- If you have children, think about how you interact with them and have interacted with them over time, especially how you provide or express love and affection toward them. If they are teenagers or older, think about their transition from childhood to adulthood and what worked and didn't work, for you as a parent and them as children, during that time.

Part 1: Welcome and Check-In

(10 minutes)

1. Thank all the participants for coming.
2. Ask the group: “Does anyone have a fun parenting story to share? Something successful you did, something funny your child did or said, or something they did that you are proud of?”

Ask the group the following questions and invite a few volunteers to share:

How are you?
Has anything new happened since the last session?
Did you talk to anyone about the issues discussed in the group?

3. Ask about last week’s commitment. “Was anyone able to try some of the positive communication and nonviolent conflict resolution skills in their family? Was anyone able to prevent or resolve conflict more effectively?”
4. After a few volunteers have shared, thank them for sharing their experiences and explain that the group will now begin the first activity.

Part 2: Transition to Adulthood Fishbowl

(60 minutes)

1. Begin this activity by explaining: “Puberty is a time when the bodies of boys and girls change. Puberty happens because new chemicals called hormones are developing in the body, turning young people into adults. Usually, puberty starts between ages 8 and 13 in girls and between ages 10 and 15 in boys, although some young people start puberty earlier or later. Typically, but not always, girls begin puberty about two years before boys. During puberty, when a girl starts having her period, she becomes physically able to become pregnant. During puberty, a boy becomes physically able to father a child. Although the physical ability to have a baby is there, it does not mean she is ready to have a baby or that he is ready to be a father, only that they are physically capable of creating and having a baby. It is not healthy for young girls to have babies because their bodies have not finished growing. There is a page in your journals that talks about these physical changes in more detail.”

2. Continue by saying: “For this activity, however, we are going to focus not on young people’s physical changes but rather on the changes in their minds, emotions, and behaviors. Parents often feel frustrated when their children begin to grow up into young adults, usually starting around 10 to 12 years old. The relationship between a parent and child begins to change because the child wants more independence and is figuring out their own identity. What are some of the emotional, behavioral, and personality changes we see with young men and women around this age, 10 to 14?” Write down the answers on a flipchart paper. People may suggest physical changes but help them focus on the changes that they cannot see.

3. Ask participants to turn to Journal Resource Page 9.1 (“Information About Young Teens”). Read this page out loud to the participants. Mention that Journal Resource Page 9.3 (“Changes to My Body”) goes over the physical changes adolescents go through. Although you won’t be concentrating on these today, encourage the participants to review the resource page on their own time.

4. Explain to the group they will do an activity called the Fishbowl. The purpose of this activity is for men and women to learn about the others’ experiences of what it was like in this “middle” transition from childhood to adulthood and how they were supported by their parents.

5. Divide the men and women into separate groups. First, ask the women to sit in a circle in the middle of the room. Then, ask the men to form an outer circle around the women and sit facing in.

6. Explain to the group the women are now the “fish,” and the men are the “bowl.” Say that those in the “bowl” (men) must stay silent and listen to the women’s answers to the following questions. The women should be talking to other women in the inner circle while the men are listening on the outside.



One at a time, ask the following questions. Give participants plenty of time to answer. (You will ask both the men and women the same questions.)

- What did you enjoy about that time in your life, the transition from childhood to adulthood?
- What about that time in your life did you not like or find challenging?
- What things did your parents do to support you at that time in your life, either intentionally or unintentionally, that you found particularly helpful?
- What things, if any, did they do that were not helpful or you would not like to repeat with your children?
- How have you so far, or how do you plan in the future, to support your children through that time in their lives? Are there any ways you might support your sons and daughters differently to effectively meet their needs?

Facilitator Note: Do not be afraid to bring in your own personal experiences of going through that time in your life. What did you dislike about that time and your changes? What did you enjoy? Emphasize that these changes are a normal part of growing up.

7. Once the women finish discussing the questions for about 15 to 20 minutes, or a bit more if needed, close the discussion. Then, have the men and women switch places.

8. Say that the men are now the “fish” and the women are the “bowl.” Facilitate a discussion with the men using the same questions from Step 7.

9. Thank everyone for sharing their experiences. Ask for one or two volunteers to share how the activity was for them.

Alternative Version: If you feel strongly that participants will not be comfortable discussing this time in their lives in front of each other, you can do this activity slightly differently. Have two separate groups, one for men and one for women. Ask them the same questions and have them discuss in their groups and write down the answers on flipchart papers. Then, have one or two people from each group report back the entire group’s answers without attributing answers to specific people.

Part 3: Showing Affection for My Child (30 minutes)

1. When participants are back in one larger circle, ask: “What are some of the ways you show love and affection for your children?” Write down their answers.

Facilitator Note: It is possible that some parents might say they show love and affection in ways that are harmful to children. Be sure to hold participants accountable for the types of “power over” they might be exerting to show their love and affection. For example, love and affection are generally the justification for early and forced marriage of daughters or for the violent punishment of women or children for what is considered misbehavior or for having stepped outside of what is expected of their gender. Be sure to challenge unequal power dynamics and praise examples of love and affection that encourage the autonomy and safety of their children.

2. Have participants turn to Journal Resource Page 9.2 (“Supporting and Showing Affection”) for the participants and review together as a group.

Ask some of the following Group Discussion Questions:

- How have the ways you express love and affection changed over time? Have they changed as your children have gotten older?
- Is the way women express affection for their children different than the way men express affection for their children? Is it different depending on whether it’s a girl or a boy?
- If you have more than one child, did your approach change with your second or third?
- Have you ever struggled with showing love and affection for your children? How so? How did you overcome those struggles?
- How do the ways you show love and affection affect your parenting style and how you discipline your children?

Close with the following **Key Messages:**

- “For young people, puberty can be an exciting time, but also a confusing one when they are discovering who they are and need to feel they are valued and accepted.”
- “Parents play a very important role in educating their children about the normal physical and emotional changes that occur during puberty, as well as understanding that often they have difficult emotions as they experience these changes.”
- “Parents do not have to be the experts. The most important thing you can provide to your children is love, acceptance, and support.”

Part 4: Mindfulness Activity

(5 minutes)

1. Tell the participants that you will be leading them through a mindfulness activity called Shake It Out. This is a good exercise to do when you’re feeling stressed and helps to release built-up emotions.

2. Ask everyone to stand (if they can; otherwise, it is okay to do this exercise in a chair or seated position, too!). Explain that you will be calling out a body part that the group will need to shake out however they want to. Each body part is going to get 10 seconds of shaking, and then you’ll move on to the next one.

3. Read the script:

“Start with your feet. Shake your left foot! 10, 9, 8, 7, 6, 5, 4, 3, 2, 1.”

“Next, your right foot! 10, 9, 8, 7, 6, 5, 4, 3, 2, 1.”

“Now, move that shake up the whole of your left leg. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1.”

“Next, your right leg. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1.”

“Now, shake out your right arm. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1.”

“Then, your left arm 10, 9, 8, 7, 6, 5, 4, 3, 2, 1.”

“Now, move that shaking feeling up and down the whole of your body! 10, 9, 8, 7, 6, 5, 4, 3, 2, 1.”

4. After a minute is up, get everyone to stop, take a deep breath, and let their breathing return to normal.

5. Thank the participants for their participation. Remind them that they can do this at home at any point there are feelings that they want to get out of their system.

Part 5: Weekly Commitment

(5 minutes)

Explain the Weekly Commitment: “Think about how you express love, affection, and support for your children, especially as they transition from childhood to adulthood. Look for more ways to express love, affection, and support. Find a time to ask your children what kind of additional support they would like from you as they grow older.”

Part 6: Closing and Check-Out

(5 minutes)

1. Thank all participants for sharing their thoughts, questions, concerns, and experiences today.

Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session or things you would like to add?

2. After finishing with the questions and other comments, express appreciation for the environment of respect and trust they have sustained throughout the session.

3. Remind the group about confidentiality and the importance of keeping what is said during the group sessions within the group.

4. Confirm the time, date, and place of the next session if there are any changes.



Session 10: Positive Parenting



Objectives:

- To make connections between the goals fathers and mothers have for their children and how harsh discipline affects those goals
- To provide parents with positive parenting skills and techniques
- To help participants learn to say what they see – how to give praise and express love

Portions of this activity were adapted from *Positive Discipline in Everyday Parenting* by Joan E. Durrant, PhD (*Save the Children*, 2016).



Participants:

Men and women together



Key Activities and Timing:

Total session time: 100 minutes

	Minutes
Welcome and Check-In	10
Positive Parenting Skills	75
Mindfulness Activity	5
Weekly Commitment	5
Closing and Check-Out	5



Materials:

- Markers
- Flipchart paper and easel (or tape for walls)
- Participant Journals (session uses Journal Resource Pages 10.1 and 10.2)



Preparation:

- (If participants don't have them,) print copies of Journal Resource Page 10.2 ("Positive Parenting Techniques").
- Copy the chart from Journal Resource Page 10.1 ("Positive Parenting Diagram") onto a flipchart paper. Cover it with a blank flipchart paper until it is used in the session.
- Print out or write down the scenarios in Part 2 of the session.
- If you have children, think of examples of your own struggles, challenges, and successes in using positive parenting techniques. What has worked for you, and what have you struggled with? How can your experiences help others learn?
- Literacy Note: This activity requires some literacy/writing ability, so be aware and mindful of participants' levels of literacy. If you feel one or more group members will struggle, explore alternative ways for them to complete the activity, including discussions with a partner or reading the resource pages aloud for the group to discuss.

Facilitator Note:

This topic often elicits very strong reactions. Remember in your facilitation that we are not trying to shame people for what they did in the past, but to help them learn to do better in the future. Focus on how positive parenting is better for children emotionally and developmentally and is more effective at achieving the goals parents have for their children.

Another thing that parents often bring up is, “I was spanked/slapped/whipped as a child, and I turned out fine. I’m doing great!” The psychologist interviewed in this article (<https://www.vox.com/2016/4/27/11510118/spanking-children>) gives an excellent response to that:

Let’s be realistic, most people who were spanked were spanked as children. And as everyone likes to tell me, they turned out okay. And me included. I think I turned out okay despite being spanked.

The question is: Did other things counterbalance the spanking?

I don’t think we learn to be good people who care about others by being hit. ... [We learn from our parents,] who talk to us about the value and the morality of sharing with other people and taking turns and thinking about others’ feelings.

We know now that children need to be in car seats and seat belts. But those of us who grew up in the 1970s were in cars that didn’t even have seat belts. Do I think my parents were bad parents for not putting me in a seat belt? No, because no one understood how important seat belts were to protecting children. Do I think I “turned out okay” because I wasn’t in a seat belt? No – I think I was lucky. It’s the same with spanking.

We turned out okay in spite of being spanked, not because of it.

Part 1: Welcome and Check-In

(10 minutes)

1. Thank all the participants for coming.
2. Ask the group: “Does anyone have a fun parenting story to share? Something successful you did, something funny your child did or said, or something they did that you are proud of?”

Ask the group the following questions and invite a few volunteers to share:

How are you?
Has anything new happened since the last session?
Did you talk to anyone about the issues discussed in the group?

3. Also ask participants: Was anyone able to show their children love and affection during the last week? What did you do or tell them to show them? How did that make them feel?
4. After a few volunteers have shared, thank them for sharing their experiences and explain that the group will now begin the first activity.

Part 2: Positive Parenting

(75 minutes)

Section 1: Introduction

1. Explain to participants: “For the past few weeks, we have improved our understanding of how to communicate effectively with our partners and our families. We have also talked about how a father is more than just a provider – men are parents who are equally capable of providing an emotionally and developmentally safe environment in which their children can thrive and grow. We talked a lot last week about how to provide a loving, nurturing environment when young people are going through the life changes of puberty and how we can support them.”

2. Explain: “However, challenges are inevitable. Parents will experience, and probably already have experienced, challenges because children do not always do what parents ask, even when they give those children praise.”

3. Ask participants to share some of the biggest challenges they have had getting their adolescents to behave in acceptable ways. For example, “My kids never seem to listen to what I say” or “Adolescents can be very demanding – they want everything” or “Young people always seem distracted by technology!”

4. Emphasize: “There are no bad children, only difficult behaviors. Children are not inherently bad; they are just behaving in inappropriate or difficult ways, in many instances because they are struggling to communicate in more effective ways – just as we have been speaking about how we as adults can struggle to communicate in the best or most effective ways. And when we speak about discipline for children, it is important to remember that a specific moment of a young person doing something wrong, and a parent responding, is only one percent of what we think of as discipline. Effective discipline is about the environment we create, incentives and disincentives, opportunities, teaching lessons, and of course, love and affection. If we only focus on the moment a young person is disobedient, then we will inevitably fail.”

5. Also discuss how a role that often falls to the father is being the disciplinarian in the family. Ask: “What does being a disciplinarian have to do with society’s expectations about being a man?” For example, traditionally (though not for all families), fathers are seen as the ones who enforce the rules and create a sense of order and respect in the family.

6. Ask participants: “What are the common ways men discipline their children, especially when they become angry or frustrated? What about women? Does this ever depend on whether it is a girl or a boy?”

7. State that when children misbehave, parents commonly yell, threaten, or even hit children and young people. This can interfere with parents’ long-term goals.

8. Ask: “What are some negative effects of violence on children? How would this affect their ability to achieve their long-term goals?”

Explain: “There are better and more effective ways to discipline children than hitting, slapping, or shouting at them. Those methods are not just wrong but also counterproductive. Striking a child does not teach them to behave, it teaches them that...”

- “We communicate important things by hitting.”
- “Hitting is an acceptable response to anger.”
- “The people they depend on to protect them will sometimes hurt them.”
- “They should fear their parents rather than trusting them to help and teach.”
- “Their home is an unsafe place for learning and exploration.”

9. Explain: “Even if children comply, they are doing so out of fear, not out of respect, love, or understanding. Think about how it feels to be hit as an adult. We feel humiliated. We don’t feel motivated to please and learn from the person who hit us; we feel resentment and fear. So today, we will talk about ‘positive parenting,’ specifically for young people aged about 10 to 14.”

10. Before discussing the techniques, open the flipchart to the Positive Parenting Diagram for participants to read and tell them it is also Journal Resource Page 10.1. Read it out loud and walk through the steps with the group.

11. Now refer to Journal Resource Page 10.2. (“Positive Parenting Techniques”). Read them aloud as the participants follow along in their journals.

Ask if there are any questions. Then, ask participants the following questions:

- What do you notice about the parenting techniques recommended?
- Have you seen or tried such techniques before?
- How does this framework relate to our discussion last week about how we provide love, affection, and support for our young people?

Section 2: Role-Plays

1. Now divide the participants into four groups and assign them a scenario from the following table. Tell them they will prepare a realistic role-play scene between a young person aged 10 to 14 and a parent. The young person is misbehaving, and the parent must use positive discipline techniques to address the unwanted behavior. Tell the participants that to develop their role-play, after they read the scenario, they should think about the following:

- What are some other possible reasons (based on age, development, etc.) he or she might be acting this way? Just as we discussed earlier in our group, sometimes we express a behavior or emotion (such as anger) even though what we are feeling is another one (such as sadness or frustration).
- Is my goal here to punish my child or to educate them so they will behave better in the future? What positive behavior would I like to see instead of this negative behavior?
- What actions, both now and in the future, should I take if I want to see more of the positive behavior and less of the negative one?
- What action can I take that is consistent with showing love and affection for my child?
- Is there any strategy on Journal Resource Page 10.2 that might be helpful in this situation?

2. Give the participants 10 minutes to plan their role-play. After 10 minutes, ask the groups to present their role-plays.

Scenario #1

Your adolescent son is spending a lot of time playing video games. Every day, you have to fight with him to get him to turn the games off and do his homework. You worry that he is getting hooked on video games and will lose interest in everything else.

Scenario #2

You have a rule that your adolescent is to come right home every day after school. Even though you're not home at that time, they have always followed this rule. But one day, they are invited to a friend's house and accept. You just happen to come home early that day and discover that they aren't there. You are frantic with worry. They come home soon after.

Scenario #3

Your adolescent comes home from school in a very bad mood. She doesn't want to talk to you and has an angry tone in her voice.

Scenario #4

You find a love letter on your adolescent girl's bed from a male student at school.

After the role-plays, open the discussion using the Group Discussion Questions:

- What do you think using violent discipline tells a young person about him- or herself? How does it make him or her feel?
- We know that sometimes our expectations and discipline of our sons and daughters are different. Why do these differences exist? Are there any negative impacts of treating them differently?
- For any of the role-plays, what other or additional forms of positive discipline could have been used?
- Is there any connection between the way parents were raised and the ways they raise and discipline or punish their children?
- Which technique would be the easiest to use with your children? Why?
- Which technique would be the most difficult to use? Why? What could you do to make it easier to use?
- What obstacles might you face in using these positive parenting techniques?
- What are other ways to discipline children that do not involve hitting, slapping, or yelling and help you achieve your long-term goals for your child?
- What are ways in which we can recognize children for positive behavior?
- How does "warmth," such as showing physical affection like hugging or saying, "I love you" to your child, help to reinforce good behavior?
- Do you think you will use any of these techniques in your own family?
- How could you encourage others to use positive discipline techniques?
- Who else in your home needs to be engaged in using positive parenting techniques?



Share the **Key Messages:**

- “Positive parenting techniques are not common in many homes. They can be difficult to learn and sometimes do not seem to work to quiet a child as quickly as hitting, slapping, or yelling.”
- “However, these aggressive techniques create fear and harm a child’s development. They interfere with our long-term goals for our children. Positive parenting is not about being soft on children or letting them get away with naughty behavior. It is about using techniques that are both healthier for children and more effective in the long term.”
- “Positive parenting means that we will be teaching the values we want a child to learn.”
- “Parents must be patient, as the rewards of positive parenting can take time. Keep in mind that you are playing the long game; having a child that behaves today is nice, but even more important is having a child who grows up to be a healthy, intelligent, mature, and secure adult. You are raising your children for what they will become, so try to maintain the long-term perspective.”

Part 3: Mindfulness Activity

(5 minutes)

1. Tell the participants that you will be leading them through a mindfulness activity called Checking In.
2. Ask the participants to close their eyes if they are comfortable and take three deep, long breaths.

3. Ask them to think about the following questions.

Pause for 20 seconds between each of the questions:

- How is my body feeling?
- Is there anything bothering or upsetting me?
- Where do I feel the tension or discomfort in my body? Is it the throat, chest, shoulders, or somewhere else?
- Can I soften that part of the body and imagine how it feels under a warm, yellow light?
- What do I need right now?
- What things I am thankful for and why?

4. Ask them to take another three deep, long breaths and open their eyes.

Part 4: Weekly Commitment

(5 minutes)

Explain the Weekly Commitment: “Please read through this week’s journal resource pages again. Discuss with your spouse at home some ways you can introduce more positive parenting techniques into your relationship with your adolescents. Come up with specific, practical things you both can do. After you have decided, talk about how you can handle one area of common misunderstandings or conflicts – for example, setting expectations and agreeing on consequences with your adolescent.”

Part 5: Closing and Check-Out

(5 minutes)

1. Thank all participants for sharing their thoughts, questions, concerns, and experiences today.

Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session or things you would like to add?

2. After finishing with the questions and other comments, express appreciation for the environment of respect and trust they have sustained throughout the session and encourage participants to take part in future meetings.
3. Remind the group about confidentiality and the importance of keeping what is said during the group sessions within the group.
4. Confirm the time, date, and place of the next session if there are any changes.

Session 11: Communicating as a Family



Objectives:

- To reflect on the importance of communication, interaction, and affection between parents and their sons and daughters
- To develop skills for more effective communication between parents and young people



Participants:

Men and women together; together with boys and girls



Preparation:

- Since this will be the first session with both parents and boys and girls, make sure to meet with the facilitators of the groups for young people beforehand to discuss how your groups have gone so far and to prepare to facilitate together.
- Think about your own experiences communicating with your parents and other adults when you were younger and, if you are a parent, how you and your children communicate with each other. Make a few notes about what works and doesn't work for you so you can share them with participants.
- Print copies of Journal Resource Page 11.1 ("Communicating as a Family") for youth and adults.
- Literacy Note: This activity requires some literacy/writing ability, so be aware and mindful of participants' levels of literacy. If you feel one or more group members will struggle, explore alternative ways for them to complete the activity.



Materials:

- Markers
- Flipchart paper and easel (or tape for walls)
- Participant Journals (session uses Journal Resource Page 11.1, "Communicating as a Family")
- Non-standard food-related materials for building small towers. You need two sets of things: one is "connectors" (such as toothpicks, drinking straws, noodles, or pipe cleaners) and the other is "blocks" (such as marshmallows, Turkish delight/rahat al-hulqum, halva, or even dates). Make sure you have a lot of each, as each family will need some and there will be two rounds of using them. Get some napkins or paper towels, too.
- Measuring tape or stick
- Song and phone/speakers



Key Activities and Timing:

Total session time: 125 minutes

	Minutes
Welcome and Check-In	10
Construction Project	20
Communicating as a Family	60
Construction Project, Again	20
Mindfulness Activity	5
Weekly Commitment	5
Closing and Check-Out	5

Part 1: Welcome and Check-In

(10 minutes)

1. Thank all the participants for coming.
2. This is the first session that the young men and women will be in, so go around and have all participants introduce themselves and who their parents/children are. Some men may want to introduce their partners, or parents to introduce their children, but make sure that each person introduces him- or herself.
3. For the parents, ask them to:
 - ✓ Say their name
 - ✓ Point out their spouse and children
 - ✓ Say one thing about each of their children present that they are very proud of
4. For the young men and women, ask them to:
 - ✓ Say their name
 - ✓ Point out who their parents and siblings (if present) are
 - ✓ Say one fun or silly thing that their parents always do that they like or that embarrasses them
5. After a few volunteers have shared, thank them for sharing their experiences and explain that the group will now begin the first activity.

Part 2: Construction Project

(20 minutes)

1. Divide the group into families and give each family as many “connectors” as they want and 20 “blocks.” Tell them they can have more “connectors” if they need them.
2. Tell participants “As a family, you have 10 minutes to build the tallest tower you can using the materials you have and nothing else. Whichever family builds the tallest tower wins, but it must be stable enough to stand up by itself and stay standing.”

3. As participants work, facilitators should go around observing dynamics in the families. Who is directing the activity? Who is doing the work? Are the parents leading and the children following, maybe not even staying engaged, or are they collaborating together to build the tower? Is one family member, such as the father, dominating the process? How are they communicating with each other? Are there conflicts? Is anyone getting angry?

4. After 10 minutes, ask everyone to stop. Ask each group to present their tower and have it measured by the facilitators.

Ask each group:

- How did the building project go?
- What was successful and what was challenging about this for your family?
- How did you work together as a team?
- Who was making decisions about the construction? Why do you think this is?
- How do you think this relates to decisions we make in the family? Is there a way that we can consider everyone’s ideas in a more balanced way and collaborate better?”

Facilitator Note: In the challenges section, try not to concentrate on the quality of the material and shift the conversation to what was challenging about communicating or working together.

5. At the end, thank participants, ask them to dismantle and eat their towers (if they want), and say that we will discuss more later.

Part 3: Communicating as a Family

(60 minutes)

1. Continue the session by saying: “Communication between parents and their children is often challenging for both groups. Children want to assert their independence, try new things, be curious and explore, and do things they enjoy. All of that is perfectly normal developmentally. Parents, on the other hand, worry that children will get hurt or end up in a dangerous situation, will accidentally hurt someone else, or will end up with problems at school or in the community. They are doing what they feel is best, but their children often see it as unfair, overly restrictive, or simply not making any sense.”

Ask the following questions:

- In the tower building activity, how did you communicate your ideas? How did you listen to the others?
- Thinking back to the other sessions, did you feel comfortable using “I” statements and the active listening skills you’ve practiced in the past? Why or why not?
- What are some tips that youth could use with their parents to communicate effectively? (Use Journal Resource Page 11.1 as a guide for the answers.)
- What are some tips that parents could use with their children to communicate effectively? (Use Journal Resource Page 11.1 as a guide for the answers.)

2. Tell the group: “Before we start the next activity, I would like to know: What do you feel are the main topics or sources of conflict between parents and their children?” Write down participants’ answers on a flipchart paper and have them identify the six most common sources of conflict.

3. Now, say: “In a moment, we are going to do some role-plays, but first, let’s devise six story scenarios based on the sources of conflict we just listed.”

4. Write down the six scenarios (possible examples are given in the following Facilitator Note) and assign them to six of the families present.

Facilitator Note: If you and the participants need some inspiration for role-plays, here are three scenarios that were written for the youth curriculum:

- You are supposed to come straight home after school, but one day, you take longer than usual talking with your friends and getting a snack, and then you are delayed because a bridge is closed. When you get home, your parents are both worried and angry.
- You have missed a couple of assignments in school, and your teacher sends home a note for your parents about it. You didn’t mean to miss the assignments, but you forgot about one and lost the other. You don’t want to give your parents the note because of how you think they will react.
- You have been spending a little bit of time after school with someone of the opposite sex you like. One day, your younger sibling accidentally tells your parents about it, and they want you to stop.

5. Give these further directions to the families who will be doing the role-plays: “You should create two role-plays of the same scenario...”

- “In the first role-play, show the conflict the way it often happens, with parents and children not understanding each other, getting frustrated, and perhaps even shouting.”
- “In the second version, show the conflict but with both parties seeing it from the other’s perspective, not getting frustrated, and trying to reach a solution that makes both parties happy. Demonstrate at least one, or even more, ways to constructively reach a solution. I want everyone to try using empathy, which is understanding a situation from the other person’s perspective. And above all, be realistic. Don’t make up a scenario that you don’t believe would work in real life.”

6. Continue the directions, saying: “There is just one condition: In your role-plays, the young people have to play the role of parents and the parents have to play the role of young people. We are going to try hard to put ourselves in the other’s shoes and see the situation from the other person’s perspective, and at the same time, how you can avoid escalating the situation and making it worse.”

7. After each role-play, talk with participants and make a list of what the participants did to reach a solution that both parties could accept.

8. After all the role-plays, share Journal Resource Page 11.1 (“Communicating as a Family”), give the group a few minutes to read it, and ask the following **Group Discussion Questions:**

- What do you think about the list? Do you think some of the suggestions would really work? Which ones and why?
- Can you think of any situations in your life now where using some of these might help you communicate with each other?
- Are there any suggestions that you think would not work as well? Why not?
- How can we remember to “see through someone else’s eyes” when we are angry with each other?
- What else can be done to address the common causes of disagreement between parents and children?

Close the activity by sharing the following **Key Messages**:

- “Empathy means understanding a situation from another person’s point of view. To do that, it is helpful to express our own feelings in a calm way, such as ‘I can see that you are very busy...’ or ‘I feel frustrated about what happened...’ or ‘I want to understand what is bothering you.’ Communicating our feelings in a constructive way allows the other person to see the situation from our eyes.”
- “Communicating our feelings is a very important way of resolving conflict and can even help us to avoid conflict in the first place. It is also more effective than using violence.”
- “Conflict always exists, but it does not need to be violent or angry and can be an opportunity for personal growth and development rather than an opportunity for violence. When we communicate with each other, we can resolve conflict peacefully and avoid future conflict.”

Part 4: Construction Project, Again (20 minutes)

1. Tell participants: “Now that we have improved and developed our family communication skills, we are going to have another round of applying them in real life. We are going to build a second tower, like we did before. But this time, think very carefully and consciously about how your family works together as a team and how you can communicate effectively to be successful. Using the techniques we have just talked about, let’s see who can build the tallest tower.”
2. Pass out “connectors” and “blocks” again to everyone, this time only 15 “blocks” per family but still as many connectors.
3. Give participants 10 minutes to build. As before, facilitators should walk around observing family dynamics and how well communication skills are being used compared to before.
4. After 10 minutes, ask everyone to stop. Ask each group to present their tower and have it measured by the facilitators.

Part 5: Mindfulness Activity

(5 minutes)

1. Tell the participants that you will be leading them through a mindfulness activity called Active Listening. During this exercise, they will be concentrating fully on one song.
2. Pick a song and have it ready to play on a phone or speakers.
3. Ask the participants to close their eyes and listen closely to the music.
4. Explain that they should follow the lyrics, notice the different instruments, or take in the song as a whole experience. If they have heard the song before, they should listen for something they haven’t ever noticed before: What are the new sounds and lyrics that you are hearing? What are they trying to tell you?
5. Play the music.

Part 6: Weekly Commitment

(5 minutes)

Explain the Weekly Commitment: “Do something as a family that you haven’t ever done before.”

Part 7: Closing and Check-Out

(5 minutes)

1. Thank all participants for sharing their thoughts, questions, concerns, and experiences today.

Ask the group:

- What did you think about what we discussed today?
 - Do you have any questions about the session or things you would like to add?
2. After finishing with the questions and other comments, express appreciation for the environment of respect and trust they have sustained throughout the session and encourage participants to take part in future meetings.
 3. Remind the group about confidentiality and the importance of keeping what is said during the group sessions within the group.
 4. Confirm the time, date, and place of the next session if there are any changes.

Session 12: My Family Working as a Team



Objectives:

- To reflect on men's and women's goals for their children and their family and how they can work together to achieve their long-term family vision



Participants:

Men and women together; also boys and girls



Key Activities and Timing:

Total session time: 85 minutes

	Minutes
Welcome and Check-In	10
Our Family Vision	55
Mindfulness Activity	5
Weekly Commitment	5
Closing and Check-Out	10



Materials:

- Markers
- Flipchart paper and easel (or tape for walls)
- Paper and pens/pencils for participants
- Participant Journals (session uses Journal Resource Page 5.1, "Our Lives Apart and Together")



Preparation:

- Make sure you are familiar with the content of the session and spend a few minutes discussing it with the youth session facilitators who will be cofacilitating today. Make sure you are all on the same page about how the session should go.
- Take a few moments to think about your vision for your family and times when you have discussed your family vision with your partner and children so you can share your own experiences with the group as well. If you have not done this before, take some time to do so in the week leading up to the session.
- Before the activity starts, prepare some flipchart papers with the "Y" diagram from Journal Resource Page 5.1 ("Our Lives Apart and Together"). Draw the "Y" on enough flipchart papers so each family can have one. Make the dotted part at the bottom the biggest part so that it stretches down the whole bottom half of the page.
- Literacy Note: This activity requires some literacy/writing ability, so be aware and mindful of participants' levels of literacy. If you feel one or more group members will struggle, explore alternative ways for them to complete the activity.



Part 1: Welcome and Check-In

(10 minutes)

1. Thank all the participants for coming.
2. Ask the group: “Does anyone have a fun parenting story to share? Something successful you did, something funny your child did or said, or something they did that you are proud of?”

Ask the group the following questions and invite a few volunteers to share:

How are you?
Has anything new happened since the last session?
Did you talk to anyone about the issues discussed in the group?

3. Ask about last week’s commitment: “Was anyone able to do something together as a family that they hadn’t done together? If so, how did it go?”
4. After a few volunteers have shared, thank them for sharing their experiences and explain that the group will now begin the first activity.

Part 2: Our Family Vision

(55 minutes)

1. Explain that in this activity, each person will think about the goals they have for their family, and together, each family will create a shared vision for the future.
2. Ask the participants to close their eyes. Read the following statements aloud slowly so that the group members can consider each sentence as you read them.

“Imagine it is five years from now...”

- “What are the things you hope to have achieved in that time?”
- “What do you hope for yourself?”
- “For the adults, what do you hope for your partner and for your children? For the young people, what do you hope for your parents?”
- “For the adults, what do your relationships with your partner and your children look like? For the young people, what do your relationships with your parents and your siblings look like?”
- “How do you care for each other? How do you help each other?”
- “How do you speak to and listen to each other?”

3. Ask the participants to keep their eyes closed and think about this vision for the future and what it looks like.

4. After a few minutes, ask the participants to get into family groups and each share their vision for the family. Starting with the female partner, followed by the children, and then the father, each person should take a few minutes and describe their vision for the family. During that time, the other family members should sit quietly and listen to what is being shared.

5. After everyone has shared their vision with their family, ask everyone to come back to the circle.

Ask the group:

- How did it feel to share your vision with your family?
- How did it feel to listen to the vision of others in your family?
- When you shared your family visions, were your visions similar or different?
- Was anything surprising?

6. Next, ask each family to sit together and come up with two or three long-term goals they want their family to achieve. If they prefer, participants can write these goals down on paper or draw them, but this is not required.

7. Now, pass out the flipchart papers with the “Family History” and “Future ‘Y’” on them, one to each family. Ask the parents to turn to Journal Resource Page 5.1 (“Our Lives Apart and Together”), which they completed in an earlier session.

8. Now, ask the family to fill out the “Family History” and “Future ‘Y’” sections as a family. The parents can add a few things from what they already had, but make sure that the children are able to add their milestones as well. The emphasis should be on the future and what everyone hopes to achieve (the dotted line toward the bottom). They can write or draw what their vision for the future looks like.

9. Finally, each person should discuss what kind of support or assistance they will need from the other members of the family or community to accomplish their goals. It is important that families don’t only focus on financial support.

10. After families have completed discussing their long-term goals, ask if any family feels comfortable sharing their family vision with the group.

11. Allow enough time for participants who want to share their family vision to do so. Remember, sharing is not required.

Facilitator Note: After each family has shared, you may invite other participants to provide positive, constructive feedback on group members' visions, guided by the group agreements.

Ask some of the following **Group Discussion Questions:**

- Is it common for men and women to discuss the vision they have for their family's future and how they can work together to achieve it? Why or why not?
- How common is it for parents and children to discuss a vision for the family's future? Why might it be beneficial to do this more?
- How important is it for men and women to have a shared vision and work together for the development and well-being of the family?
- Do you think this exercise will be helpful to your family?
- Do traditional gender roles, or expectations of how men and women should behave, make it difficult for men and women to achieve their family vision? If so, how?
- How can men's participation in caring for children and doing household chores help to achieve the family vision?
- How can your participation in these meetings help to achieve your family vision?

12. Thank the participants for sharing their experiences and ideas. Share the Key Message: "Communication among family members is important to setting goals for your family and supporting each other to achieve them together. Men and women working together as a couple – such as supporting each other to work, sharing household responsibilities, and encouraging each other as parents – can help you to achieve these goals and support the health, happiness, and economic prosperity of your family. And bringing your children into the discussion, hearing their hopes and dreams, can help clarify that vision and make it easier for parents to support their children."

Part 3: Mindfulness Activity

(5 minutes)

1. Tell the participants that you will be leading them through a mindfulness activity called the Beats Listening Game. During this exercise, you'll be concentrating on the sounds you'll make as a group.

Part 4: Weekly Commitment

(5 minutes)

Explain the Weekly Commitment: "This week, agree on one action that you can take, as a family, to work toward achieving your long-term goals and vision for your family. It does not have to be a large or difficult action. Think of what you can do to help take a small step forward. Each small step will help you along the path toward achieving your goals."

Part 5: Closing and Check-Out

(10 minutes)

1. Thank all participants for sharing their thoughts, questions, concerns, and experiences today.

Ask the group:

- What did you think about what we discussed today?
- Do you have any questions about the session or things you would like to add?

2. After finishing with the questions and other comments, express appreciation for the environment of respect and trust they have sustained throughout the session and encourage participants to take part in future meetings.

3. Remind the group about confidentiality and the importance of keeping what is said during the group sessions within the group.

4. Confirm the time, date, and place of the next session if there are any changes.

Session 13: Moving Forward Together



Objectives:

- To reflect on and appreciate the positive changes participants have made in their lives and relationships and how these changes have benefited their families, their partners, and themselves
- To prepare family action plans so participants can sustain and reinforce the positive changes they have made



Participants:

Men and women together; young people can join as well, if desired, by modifying the directions in the activities slightly to include them



Key Activities and Timing:

Total session time: 115 minutes

	Minutes
Post-Test	20
Welcome and Check-In	10
Celebrating Our Changes	30
Creating Family Action Plans	45
Mindfulness Activity	5
Closing and Check-Out	5



Materials:

- Post-test survey and pens/pencils for participants
- Markers
- Flipchart paper and easel (or tape for walls)
- At least four or five small notecards for each participant
- Certificates of completion (optional)



Preparation:

- Take a few moments to reflect on your experience facilitating this group, thinking about what you have learned, what you have enjoyed, and what you will take from this experience. Write a few notes about that in the box in Part 2 and be prepared to talk about it with the group. That will model the process for them and help reinforce that the facilitator and participants were co-learners in this experience.
- Literacy Note: This activity requires some literacy/writing ability, so be aware and mindful of participants' levels of literacy. If you feel one or more group members will struggle, explore alternative ways for them to complete the activity.

Part 1: Post-Test (20 minutes)

As participants arrive, hand them a copy of the post-test survey and ask them to fill it out. When everyone has finished, you can begin the session.

Part 2: Welcome and Check-In (10 minutes)

1. Thank all the participants for coming.
2. State that today is the final session they will have together as a group. Say a few words about how much this group has meant to you and what you have learned from the participants.

Write some notes here about what you'd like to say about how much this group has meant to you and what you have learned from the participants.

3. After a few volunteers have shared, thank them for sharing their experiences and explain that the group will now begin the first activity.

Part 3: Celebrating Our Changes (30 minutes)

1. Explain that in this activity, the participants will reflect on how the group sessions have benefited them, some of the positive changes they have made in their lives, and how these have impacted their relationships and the well-being of their families.

2. Tell the group: "Over these 13 sessions, we have all learned from each other and grown in many ways. All of you have made a commitment to making positive changes in your lives and relationships, including working together for the betterment of your household. Change is a gradual process. It is important to take time to appreciate the changes we have made and to commit ourselves to continuing this process of positive change."

3. Explain that each couple, if they feel comfortable doing so, will have the opportunity to share with the group what impact the group sessions have had on their own family and relationships. They can talk about how the group has helped them to work better together and make changes in their family. They can provide individual or joint reflections. If the group is very large, this can be done in smaller groups (ensuring that couples are together in the same group).

4. Ask which couple would like to volunteer to go first. Explain that each couple will have as much time as they need to share. They can decide what they would like to share with the group, but it can include:

- What personal changes you have made in your lives
- How your family and community have been involved in this change
- What rewards or benefits you have seen from these changes (again, this can be shared individually or together)
- Any changes you plan to make in the future to further support your children's and your household's development
- What you both enjoyed in this group

5. Ask for another volunteer couple, and continue until everyone who would like to share has had time to do so.

6. After everyone has shared their stories, ask if any of the participants would like to provide feedback to those who have shared their stories. These should be words of encouragement and support.

7. After any feedback has been provided, thank everyone for sharing and congratulate everyone on the important changes and steps they have made in their lives. Thank the participants for sharing their experiences and ideas. Close the activity by sharing the **Key Message**:

“This is only the beginning of the process of change. All of us can commit to being involved, caring, and supportive partners who have equitable relationships and share power and decision-making. When men and women work together side by side, they can better ensure the well-being of their household and achieve the common goals they have for the family. By working together, men and women can achieve happy, successful, and economically productive families. This change can be sustained and expanded through the support and commitment of all of those here today. I encourage all of you to continue to support each other, and seek support from your family and community, in making positive changes.”

Part 4: Celebrating Our Changes

(30 minutes)

1. Explain to the group that in this activity, couples will have an opportunity to create an action plan of positive changes they would like to make and any plans they have for the future.

2. Tell the group:

“All of you have made a lot of personal growth and changes over these 13 sessions. As we discussed before, change is a gradual process. It is important to reflect on the changes we have made – where we have come from – and where we would like to be in the future. Even after this group has finished, you can continue to make positive changes that will improve your lives and relationships in ways that will benefit yourselves, your partners, your children, and your community.”

3. Ask everyone to close their eyes and think back to the earlier session when they developed a family vision and refer back to those plans:

“Remember the vision you imagined for your family and the long-term goals you identified. Remember the things you hoped to have achieved in five years. The things you hoped for yourself, your relationships with your partner, and your children. Think about the vision you had for your family. What do you need to maintain the positive changes you have already made? What commitments are you making to your partner and your children? And, based on the changes you have already made, what other changes do you need to make, or actions do you need to take, to achieve this vision?”

4. Ask everyone to open their eyes but keep this vision in their minds. Provide participants with four or five notecards and ask them to write down one action per card that they can do in the next six months to move them toward realizing this vision. (Optional: If you’d like to make this more artistic, you can bring in art supplies and create an art project to display their commitments to action instead.)

5. After everyone has finished, have them go around the circle and share at least one or two actions that they will adopt over the next six months. Note that participants should also think of ways that the other group members can help and support them in making positive changes.

After everyone has had a chance to speak, open a discussion using the following Group Discussion Questions:

- What excites you about these actions you are putting in place to help realize your vision for your family?
- Do you have any fears or worries about moving forward with these changes?
- How can the participants in this group help each other to successfully implement and sustain the positive changes you have made?
- What can you as individuals, a couple, or a family do to help others in the community progress as we have? What can this group do collectively to help others in the community?

Thank the participants for sharing their experiences and ideas. Close the activity by sharing the **Key Message:**

“All of you should be proud of the positive changes you have made in your lives. Identifying our goals and the changes we need to make to achieve them is an important step in realizing the vision we have for ourselves and for our families. The things you have learned in this group and the people you have met here will support you in continuing to make positive changes that will benefit you, your partners, and your families.”

Part 5: Mindfulness Activity

(5 minutes)

1. Tell the participants that you will be leading them through a mindfulness activity called Body Scan. During this activity, you will be having them close their eyes or soften their gaze and walking them through an activity in which they will be able to take some time and pay attention to what their body is feeling. Then, read the script:

Begin by making yourself comfortable. Sit in a chair and allow your back to be straight, but not stiff, with your feet on the ground. You could also do this practice standing or if you prefer, you can lie down and have your head supported. Your hands could be resting gently in your lap or at your side. Allow your eyes to close, or to remain open with a soft gaze.

Take several long, slow, deep breaths. Breathing in fully and exhaling slowly. Breathe in through your nose and out through your nose or mouth. Feel your stomach expand on an inhale and relax and let go as you exhale.

Begin to let go of noises around you. Begin to shift your attention from outside to inside yourself. If you are distracted by sounds in the room, simply notice this and bring your focus back to your breathing.

Now slowly bring your attention down to your feet. Begin observing sensations in your feet. You might want to wiggle your toes a little, feeling your toes against your socks or shoes. Just notice, without judgment. You might imagine sending your breath down to your feet, as if the breath is traveling through the nose to the lungs and through the abdomen all the way down to your feet. And then back up again out through your nose and lungs. Perhaps you don't feel anything at all. That is fine, too. Just allow yourself to feel the sensation of not feeling anything.

When you are ready, allow your feet to dissolve in your mind's eye and move your attention up to your ankles, calves, knees and thighs. Observe the sensations you are experiencing throughout your legs. Breathe into and breathe out of the legs. If your mind begins to wander during this exercise, gently notice this without judgment and bring your mind back to noticing the sensations in your legs. If you notice any discomfort, pain or stiffness, don't judge this. Just simply notice it. Observe how all sensations rise and fall, shift and change moment to moment. Notice how no sensation is permanent. Just observe and allow the sensations to be in the moment, just as they are. Breathe into and out from the legs.

Then on the next out breath, allow the legs to dissolve in your mind. And move to the sensations in your lower back and pelvis. Softening and releasing as you breathe in and out. Slowly move your attention up to your mid back and upper back. Become curious about the sensations here. You may become aware of sensations in the muscle, temperature or points of contact with furniture....With each outbreath, you may let go of tension you are carrying. And then very gently shift your focus to your stomach and all the internal organs here. Perhaps you notice the feeling of clothing, the process of digestion or the belly rising or falling with each breath. If you notice opinions arising about these areas, gently let these go and return to noticing sensations. As you continue to breathe, bring your awareness to the chest and heart region and just notice your heartbeat. Observe how the chest rises during the inhale and how the chest falls during the exhale. Let go of any judgments that may arise. On the next outbreath, shift the focus to your hands and fingertips. See if you can channel your breathing into and out of this area as if you are breathing into and out from your hands. If your mind wanders, gently bring it back to the sensations in your hands.

And then, on the next outbreath, shift the focus and bring your awareness up into your arms. Observe the sensations or lack of sensations that may be occurring there. You might notice some difference between the left arm and the right arm – no need to judge this. As you exhale, you may experience the arm soften and release tensions. Continue to breathe and shift focus to the neck, shoulder and throat region. This is an area where we often have tension. Be with the sensations here. It could be tightness, rigidity or holding. You may notice the shoulders moving along with the breath. Let go of any thoughts or stories you are telling about this area. As you breathe, you may feel tension rolling off your shoulders.

On the next outbreath, shift your focus and direct your attention to the scalp, head and face. Observe all of the sensations occurring there. Notice the movement of the air as you breathe into or out of the nostrils or mouth. As you exhale, you might notice the softening of any tension you may be holding.

And now, let your attention to expand out to include the entire body as a whole. Bring into your awareness the top of your head down to the bottom of your toes. Feel the gentle rhythm of the breath as it moves through the body. As you come to the end of this practice, take a full, deep breath, taking in all the energy of this practice. Exhale fully. And when you are ready, open your eyes and return your attention to the present moment.

As you become fully alert and awake, consider setting the intention that this practice of building awareness will benefit everyone you come in contact with today.

Script written by Shilagh Mirgain, PhD, for UW Cultivating Well-Being: A Neuroscientific Approach.

Part 6: Closing and Check-Out

(5 minutes)

1. Thank participants again for their participation in the group over the past several weeks. Encourage them to continue learning, listening, and practicing their new skills.
2. Ask participants, if they have not already, to exchange contact information so that they can continue communicating with each other now that the group has been completed. Suggest they set up a WhatsApp group so that they can continue the conversation online.
3. Hand out certificates of completion (optional) and close the group with one final check-out.



Appendix A: Sample Energizers and Icebreakers

► **Ha, Ha**

Begin by having all the players sit in a circle. Tell all of the players they have to remain as solemn and serious as they can throughout the game. Pick one player to start the game by saying “Ha” once. The player standing next to them says the word “Ha” twice. Following this pattern, the third player says “Ha” three times. As the game progresses, eliminate any players who laugh or make noise when it is not their turn. The player who avoids laughing throughout the game wins.

► **The Stomp**

Ask everyone to stand in a circle. Teach them a three-count stomp pattern and do it together (for example: stomp-stomp-clap, stomp-stomp-clap). Then, teach them a four-count pattern (like stomp-stomp-stomp-clap, stomp-stomp-stomp-clap). Divide the participants into two groups. Have one group do the first pattern and the second group do the second pattern. If there is more time, you can have individuals create their own patterns for the group to imitate.

► **Get in Motion**

Ask group members to stand. Ask them to shake their right arm, then their left arm, then their right leg, and then their left leg. Now, tell participants that you will count to ten while they shake each limb. They will shake their right arm ten times, then their left arm ten times, followed by their right leg ten times, and their left leg ten times – you can count out loud for each limb. As soon as participants have shaken each limb ten times, go through the cycle again, but only count to nine. Proceed, counting to eight, then seven, then six, then five, and so on until participants only shake each limb once. To make the energizer more exciting, you can count faster and faster as you go.

► **The Shrinking Iceberg**

Put a blanket or several sheets of newspaper on the floor. Ask the group to stand on it. Then, explain that this is an iceberg that is melting away, reducing in size by half every month. Their object is to see how long they can all stay on it. Ask them to get off it and fold the blanket in half or remove half the paper. Repeat, each time reducing the area by half, and see how they can find ways to support each other to allow everyone to stay on.

Participant Journal!



Journal! Resource Page 1.1: My Family in Five Years

Imagine it is five years from now:

- What are the things you hope to have achieved in that time?
- What do you hope for yourself? What do you hope for your partner and for your children?
- What do your relationships with your partner and your children look like?
- How do you care for each other? How do you help each other?
- How do you speak to and listen to each other?



Journal! Resource Page 3.1: My Parents' Legacy

1. What would you say to your parents about what your relationship with them meant to you? What are the things about your relationship with them that you treasure?

My Father

My Mother

2. What did they do to make you feel loved and cared for? What did you want more of?

My Father

My Mother

Weekly Commitment: How would you like to be remembered as a spouse? How would you like to be remembered as a father/mother? What can you do today to ensure that happens?

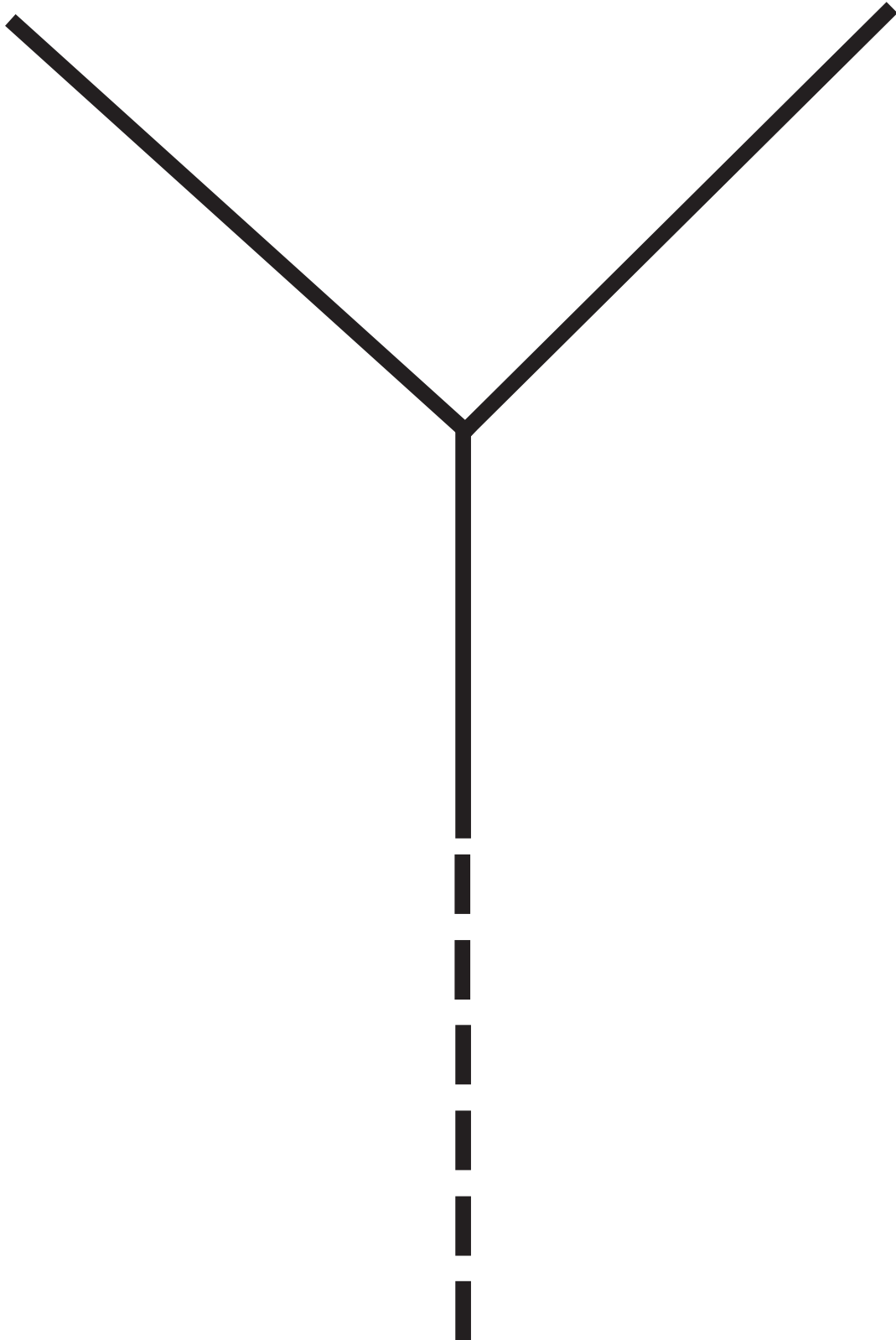
Journal! Resource Page 4.1: What Do I Do When I Am Angry?

1. Think of times recently in which you felt angry. What happened? Describe this briefly in one or two sentences.

2. After thinking about these scenarios, try to remember what you were thinking about and what you felt. List some of these feelings.

3. When we feel angry, we often resort to behavior that can be aggressive, hurtful, or violent. This might happen even before we realize it as a reaction that for some people is instant and manifests as yelling and throwing things across the room or hitting something or someone. At other times, we may get depressed, isolate ourselves, or remain silent. Now that you're rethinking the scenario in which you were angry, how did that anger manifest? How did you behave? Write a sentence or a few words about your actions.

Journal Resource Page 5.1: Our Lives Apart and Together



Journal! Resource Page 9.1: Information About Young Teens

Developmental Milestones

This is a time of many physical, mental, emotional, and social changes....They might be worried about these changes and how they are looked at by others. This also will be a time when your teen might face peer pressure to use alcohol, tobacco products, and drugs, and to have sex. Other challenges can be eating disorders, depression, and family problems. At this age, teens make more of their own choices about friends, sports, studying, and school. They become more independent, with their own personality and interests, although parents are still very important.

Emotional/Social Changes

Children in this age group might:

- Show more concern about body image, looks, and clothes.
- Focus on themselves, going back and forth between high expectations and lack of confidence.
- Experience more moodiness.
- Show more interest in and influence by peer group.
- Express less affection toward parents; sometimes might seem rude or short-tempered.
- Feel stress from more challenging schoolwork.
- Develop eating problems.
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.

Thinking and Learning

Children in this age group might:

- Have more ability for complex thought.
- Be better able to express feelings through talking.
- Develop a stronger sense of right and wrong.

Healthy Bodies

- Encourage your teen to be physically active. She might join a team sport or take up an individual sport. Helping with household tasks such as mowing the lawn, walking the dog, or washing the car also will keep your teen active.
- Mealtime is very important for families. Eating together helps teens make better choices about the foods they eat, promotes healthy weight, and gives your family members time to talk with each other.
- Keep television sets out of your teen's bedroom. Set limits for screen time, including cell phones, computers, video games, and other devices, and develop a family media plan.

Source: U.S. Centers for Disease Control and Prevention. (2021). Young teens (12-14 years of age). <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence.html>

Journal Resource Page 9.2: Supporting and Showing Affection

Adapted from *Positive Discipline in Everyday Parenting* by Joan E. Durrant, PhD (Save the Children, 2016)

Ways of Building a Safety Net for Your Child

Spend Time Together

- Do things together as a family
- Talk with them about their friends
- Listen to their worries and concerns
- Recognize their accomplishments
- Tell them about the challenges they will face in the coming years and let them know you'll be there to help
- Be honest with them
- Be affectionate with them and tell them you love them
- Try to understand the feelings behind their behaviors

Get to Know Their Friends

- Let their friends spend time at your home
- Meet their friends' families
- Attend events that they and their friends are involved in

Build Their Self-Esteem

- Help them to discover – and to like – who they are
- Encourage them to believe in their own abilities
- Help them to see their strengths and their special characteristics

Be Involved With Their School

- Go to school events
- Get to know their teachers
- Talk with them about their homework and offer your support
- Take an interest in what they are reading and discuss it with them

Stay Close – but at a Distance

- Know where they are and who they are with, but respect their growing needs for independence and privacy
- Show them that you trust them and believe in them

Ways to Encourage Your Child's Independence

Help Them Develop Their Own Sense of Right and Wrong

- Talk with them about risky activities and explain why they should avoid them, like smoking, using drugs, and dangerous physical dares
- Talk with them about your values and listen to theirs
- Talk with them about the physical and emotional changes they will experience in puberty
- Talk with them about the pressures they will face to do things that they think are wrong or dangerous
- Help them plan ahead so that they feel prepared to face peer pressure
- Help them to find ways of resisting peer pressure that will work for them

Help Them Develop a Sense of Responsibility and Competence

- Keep them involved in household activities
- Talk to them about money and how to use it wisely
- Involve them in developing roles and expectations for the family

Help Them Develop Empathy and Respect for Others

- Encourage them to help people in need
- Talk with them about what to do when others are unkind

Help Them to Think About the Future

- Help them to set their own goals
- Talk with them about the skills and knowledge they would like to have when they are older
- Encourage them to have a dream, a vision of what they want their life to be
- Help them find ways to reach their goals

Journal! Resource Page 9.3: Changes to My Body

FEMALES

MALES

Emotions: Want to be more independent, spend less time with family and more time with friends. Can feel happy one minute and sad or angry the next.

Emotions: Want to be more independent, spend less time with family and more time with friends. Can feel happy one minute and sad or angry the next.

Skin: Becomes oily, sometimes with pimples or acne.

Skin: Becomes oily, sometimes with pimples or acne.

Breasts: Grow, swell, and hurt just a little bit.

Body size: Shoulders and chest broaden. Weight and height increase. Boys will be taller than girls by end of puberty.

Body size: Hips widen. Weight and height increase. Girls can reach full height before boys, but before puberty is finished, boys will generally be taller than girls.

Sweat: Perspiration increases, and body odor may appear.

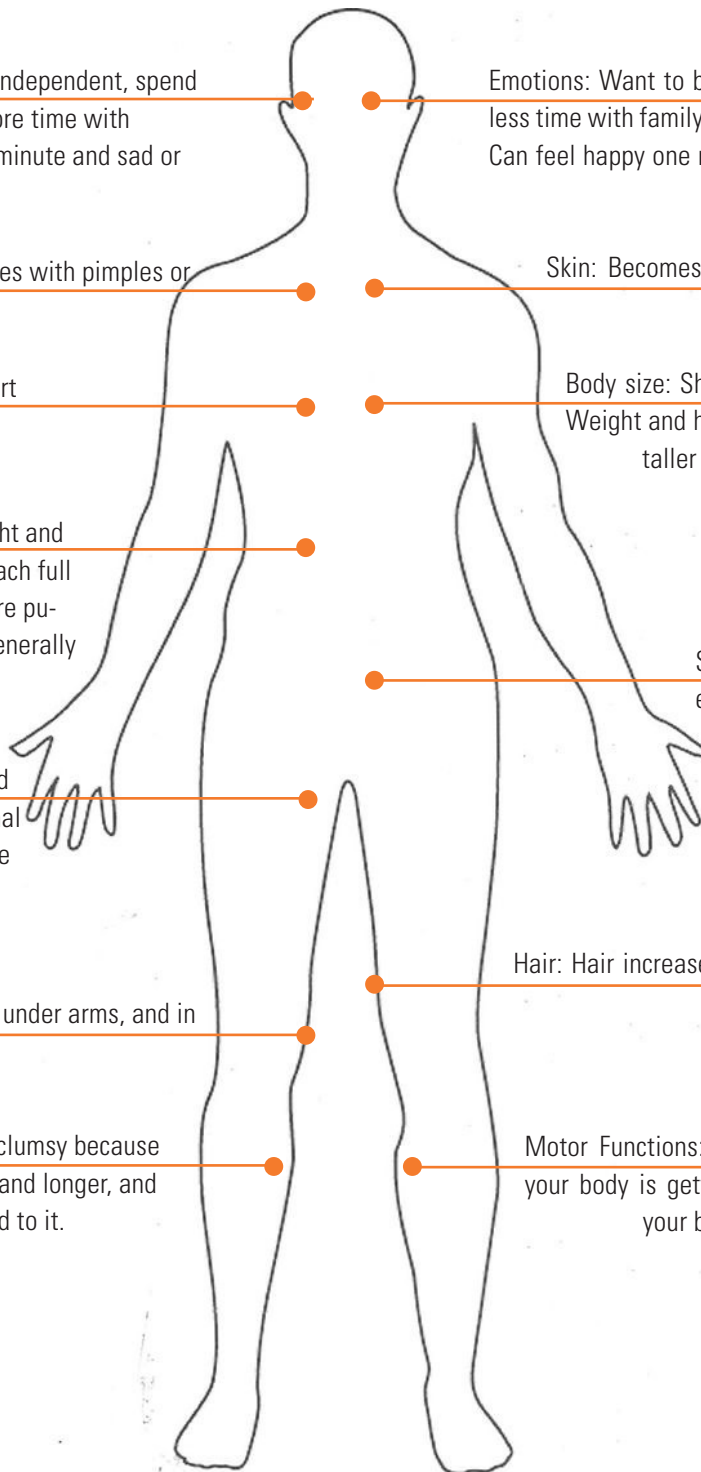
Female sexual organs: Period (menstruation) begins. Vaginal wetness increases; may have sexual feelings.

Hair: Hair increases on legs, under arms, and in pubic area.

Hair: Hair increases on legs, under arms, and in pubic area.

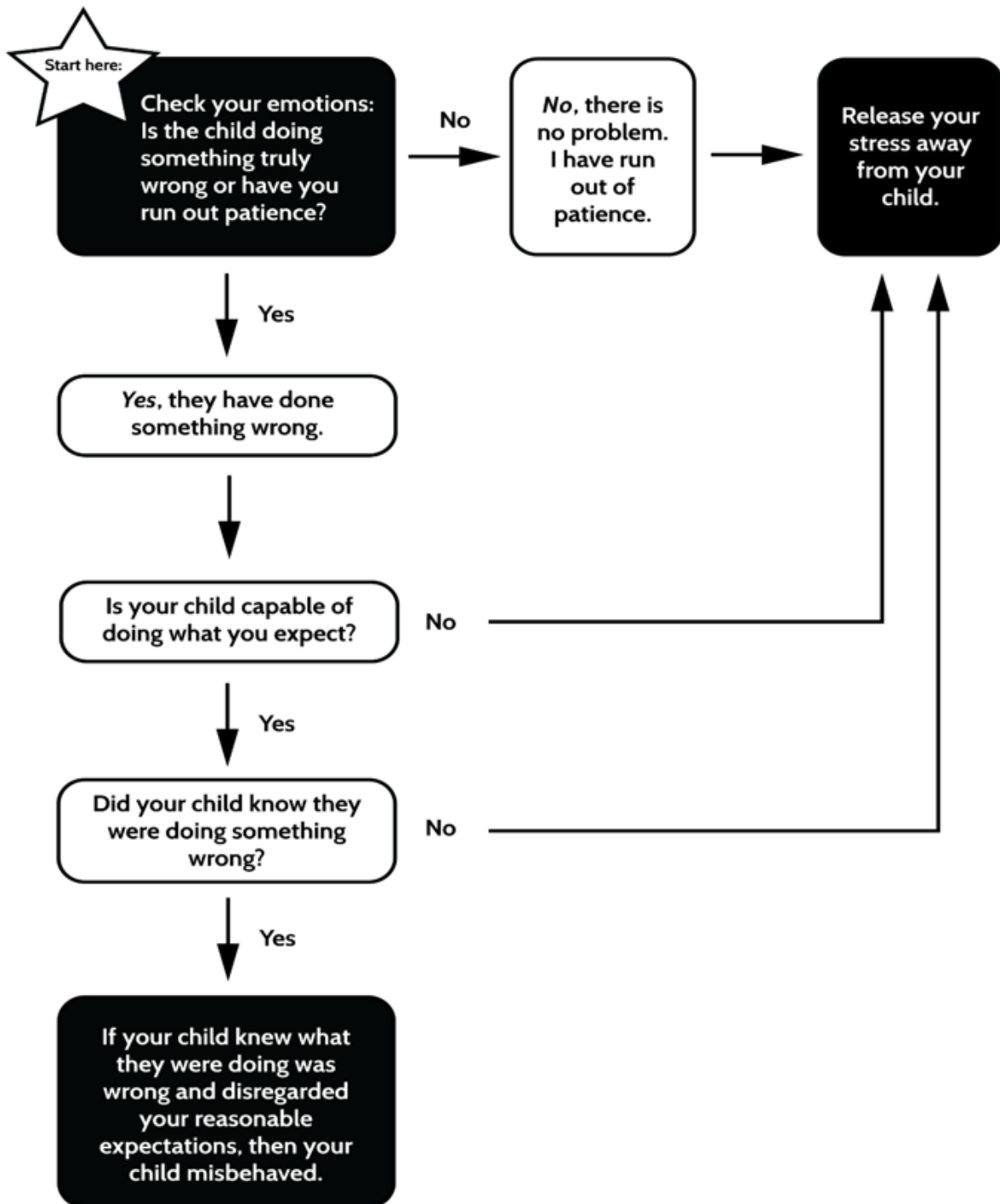
Motor Functions: May feel clumsy because your body is getting bigger and longer, and your brain needs to get used to it.

Motor Functions: May feel clumsy because your body is getting bigger and longer, and your brain needs to get used to it.



Journal Resource Page 10.1: Positive Parenting Diagram

Diagram: When to Use Positive Discipline



Journal! Resource Page 10.2: Positive Parenting Techniques

The type of discipline a parent uses influences the type of adult that a young man or woman becomes. What type of discipline do you use? What type of person do you want your child to be? The following are a few positive parenting techniques that you can use with your child:

- **Be firm.** Clearly and firmly state, or even demand, that the child does what needs to be done. Speak in a tone that lets your child know that you mean what you say and that you expect the child to do as they are told. Being firm doesn't mean yelling, nagging, threatening, reasoning, or taking away privileges. Keep suggestions to a minimum, and always speak kindly, even when speaking firmly.
- **Manage behavior.** Talk with them calmly to learn what caused a disagreement. Then, talk about ways to deal with it. Come to a solution that's agreeable to both of you. This helps children learn to be responsible for their behavior.
- **Stay in control.** Act before the situation gets out of control -- before you get angry and overly frustrated and before the child's behavior becomes unreasonable.
- **Praise.** Give more attention (and praise) for good behavior and less for bad behavior. Don't make punishment a reward. Let them know that you appreciate a good attitude and cooperation. Young people respond positively to genuine respect and praise.
- **Prevent.** Look for ways to head off a dispute before it starts by thinking about your child's habits and needs and what has caused conflict in the past. For instance, if your adolescent becomes grumpy and argumentative when hungry, make sure they always have plenty to eat, even offering food unprompted because you know they need to eat. If there is a particular issue or thing that sets them off, look for ways to avoid it or to prepare them to deal with it when it happens.
- **Cool down for them.** When young people are misbehaving, tell them that they are misbehaving and suggest another activity or just get them to stop what they should not be doing. Then, give them some time and space before bringing it up to discuss why it was a problem and what the alternative are.
- **Cool down for you.** If you find yourself getting angry and wanting to shout or use violence, and it is safe to do so, sometimes the best solution can be to leave the room, go outside, or just take a minute to cool down before dealing with the child's misbehavior. Even just a minute or two can help you regain your composure and think of the best way to address a situation.

A Positive Parenting Checklist

Adapted from Positive Discipline in Everyday Parenting by Joan E. Durrant, PhD (Save the Children, 2016)

Ultimately, you want to act in a way that makes your child feel cared for and loved and you want to provide them with the structure that sets them up for success in the future. The following checklists will help you establish if your proposed technique would be healthy for the situation.

Does your technique provide the following WARMTH?

- Provide emotional and physical security
- Show unconditional love and affection
- Respect their level of maturity
- Show sensitivity to their needs
- Show empathy with their feelings (root causes of the behavior)

Does your technique provide the following STRUCTURE?

- Provide clear guidelines for behavior
- Give clear information about your expectations/alternative behavior
- Provide a clear explanation of the unacceptable behavior
- Support your child's learning
- Encourage your child's independent thinking
- Teach conflict resolution skills

A Note on Children's Anger

From Positive Discipline in Everyday Parenting by Joan E. Durrant, PhD (Save the Children, 2016)

One of the major tasks of childhood is learning how to manage and express emotions. This is a difficult task because emotions can sometimes keep us from thinking clearly. Emotions can lead us to act impulsively, saying things we wouldn't otherwise say or doing things we wouldn't otherwise do.

For a child to understand emotions and to be able to manage them and express them in a positive way is a huge task.

Sometimes children's emotions overwhelm them. Just as they had tantrums in the early years, they might have angry outbursts in the middle years. Or they might simply be silent, unable, or afraid to express how they feel.

At these times they need to know that they are safe and loved. It's not really possible to have a calm conversation with your child when he is very angry. The best thing to do is to simply stay nearby, letting your child know through your actions that you are there if she needs you.

Once the storm has passed, you can talk about the issue and, by staying calm, you can show your child how to express feelings in a positive way. You can also show her ways of finding solutions to the problem that led to the outburst.

Remember that emotional storms do pass. And each one provides an opportunity to be a role model for your child.



Journal! Resource Page 11.1: Communicating as a Family

Suggestions for Young People:

- Talk for yourself. Don't let others talk for you. No one will express your thoughts, feelings, or ideas as well as you.
- Work on controlling your body language: Rolling eyes, heavy sighing, and other emotional reactions take your parent's attention away from what you are saying.
- If upset, take time to cool down before trying to talk. We don't talk, think, or hear clearly when we are upset.
- Think about what it would be like to be your parent. This won't change what you want, but it helps you understand your parent's reactions. That can help you calm down and speak more clearly.

Suggestions for Parents:

- Listen to your teen before responding. Let them know you heard what they said, consider it, and then respond.
- Remember what it was like when you were a teen. This can help you understand their situation without setting aside your job as their parent.
- Know that the best communication can happen on the spur of the moment, when you are on your way somewhere or grabbing a bite to eat. Take advantage of those times together and talk.
- Remember that young people are in the midst of figuring out what they want and learning how to manage their newly intense emotions. They need time and experience to accomplish these tasks, and so set your expectations appropriately.
- Let your teen know about the mistakes you have made. Just because you did something as a teen does not give them license to do the same thing.
- Remember that you had to learn many things by doing them.
- Put aside the teacher role once in a while. Listen to their opinion and ideas, recognizing that they aren't going to act on every idea.

Suggestions for Both:

- Time your conversations. Don't wait until you are upset; don't try to talk when you are busy, tired or hungry or when your parents/children are busy, tired, or hungry.
- Begin your statements with the word "I," not "you"; for example, "I feel hurt when you talk to me like that" rather than "You never talk to me like I am human."
- Ask "why" they said something or made a decision rather than assuming why. Then, respond based on that explanation.
- Pay attention to your reaction inside. If you're upset, take time to cool down. We don't talk or hear very well when we are upset.
- Show respect for each other's uniqueness. Once in a while, put aside the fact they are your parent/child and listen like they are someone else.
- Say you are sorry when you have done something wrong.
- Admit it when the other person is or may be right or when they may have a better idea.
- Show your appreciation for each other. Notice what each is doing right.
- Be aware of your tone of voice and leave the attitude outside. If you can't, take time to cool down before beginning the conversation.
- Do it the other person's way once in a while.

Adapted from Life Tide Counseling. (n.d.). Teens and parents: Tips for communicating with each other. <http://www.lifetide-counseling.com/articles/article-teens-parents.pdf>



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Embassy of Switzerland
Swiss Cooperation Office in Jordan