



USAID
FROM THE AMERICAN PEOPLE



SAFE AT HOME

WOMEN'S CURRICULUM

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INTRODUCTION

A SAFE, HAPPY, AND HEALTHY FAMILY

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SESSION 1:

MY DREAMS FOR MY FAMILY

Duration:

Approximately 3 hours

OBJECTIVES

By the end of the session, participants should be able to:

- ☑ Articulate what the *Safe at Home* program is trying to achieve.
- ☑ Describe shared expectations and group agreements.
- ☑ Articulate why it is important to talk to men about violence in the family.
- ☑ Articulate a vision for their family.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Introductions	⌚ 45 m
❷ Group Agreements and Expectations	⌚ 45 m
❸ Understanding <i>Safe at Home</i> and the Role of Women	⌚ 30 m
❹ My Dreams for My Family	⌚ 60 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Flip chart
- ⌚ Markers
- ⌚ Tape
- ⌚ Pens and pencils for drawing
- ⌚ Art supplies, as available
- ⌚ Paper
- ⌚ Mats (for participants to sit or lie down comfortably during the visioning exercise)
- ⌚ Folder (to hold and store each woman's family vision)

PREPARATION REQUIRED:

- 📦 Prepare art supplies in advance.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should only be made if participants have expressed they are not available beyond 2 hours.
- ➔ If participants are not available beyond a 2-hour time frame, you may choose to reduce the session length in the following ways:
 - For the "Group Agreements" activity, ask women to work in pairs to develop some ideas around group agreements. The facilitator should walk around the room and take notes and write the group agreements on a flip chart. Review the group agreements briefly and ask women to reflect on them. Explain that the group will be asked to finalize the agreements and expectations in the beginning of the next session (reduction of 10 minutes).
 - Shorten the "My Dreams for My Family" activity to 30 minutes (reduction of 25 minutes).
 - Shorten the "Understanding *Safe at Home* and the Role of Women" activity by removing the group work activity (reduction of 20 minutes).

ACTIVITY 1

WELCOME AND INTRODUCTIONS

🕒 45 minutes

1. Welcome participants to the first group meeting. Tell participants how happy and excited you are to see them. Thank the group members for their interest in participating in the group meetings.
2. Introduce yourself; explain why you have decided to volunteer as a *Safe at Home* facilitator. Tell the group one funny thing about yourself or something they might not know about you (for example, that you love to sing loudly or that avocados are your favorite fruit).
3. Explain to the group that you work with (organization name) and are here to support women in creating a safe space where they can share and learn from each other. Specifically, you will be talking with them about what it means to be a woman and mother in their community and how violence affects their lives and the lives of their children. Explain to the group that they will reflect together on their experiences as women but also learn new skills, like how to apply positive discipline with their children.
4. Explain to participants that you would like to share why the *Safe at Home* program was created and how it works. **SAY:**
 - a. "Violence against women and children is a large problem all around the world and in this community."
 - b. "Violence against women in the home occurs because men choose to be violent."
 - c. "Violence against children in the home occurs because fathers and mothers may be stressed and may not have the best tools for coping or know how to best support their children's development. Other types of violence against children can occur in the home, such as between siblings, or between grandparents and grandchildren, but we will talk about how to utilize positive parenting and discipline techniques to eradicate violence between children and their parents."
 - d. "These meetings will help us reflect on our experiences as wives and mothers; we will learn new techniques that help us manage everyday challenges at home and build stronger, healthier relationships with our husbands and our children."
 - e. "We will also have family sessions once a month where you can enjoy time with your husbands and children and discover their dreams for your family."
 - f. "In some of the sessions we will be speaking about our roles as wives, and in some sessions we will speak about our roles as fathers. It is very important that you attend all sessions. We will also give you 'Home Assignments,' new behaviors or techniques to practice at home with your family. We will ask you to report back on the results of your homework at the beginning of the following session."
5. Ask the women to introduce themselves and share:
 - a. One reason they chose to participate in the group meetings.
 - b. One thing they like about being a wife/girlfriend.
 - c. One thing they like about being a mother.
6. Begin the exercise by responding to the questions yourself, and then ask the women to respond.

ACTIVITY 2**GROUP AGREEMENTS AND EXPECTATIONS**

⌚ 45 minutes

1. Tell the group that over the next 17 weeks, you will be discussing many different topics, including their experiences, concerns, and hopes related to being women and mothers. You will also be talking with them about how men in their community act and what they think both women and men could do differently to help improve women's lives and children's lives. Explain to the group that you will also be talking about violence that happens to women and children and the affect it has on us.
2. **ASK:**
 - a. "Is talking about these topics easy or hard?"
 - b. "Why might it be hard to talk about some of these things?"
3. Summarize participants' responses about what might be difficult in talking about these topics. Make sure to mention that it may be challenging to talk about some of the topics because we may have experienced violence ourselves or witnessed it, or we may have strong feelings about what men, women, and children are supposed to do and how they should act.
4. Explain that because these are very emotional conversations, and because many women have experienced violence at the hands of men, have witnessed violence against their children by men, or have perpetrated violence against children themselves, it is important that we agree on ways of talking and interacting as a group that help us all to feel safe, respected, and trusting. Emphasize to participants that as it is their group, it is important that the women set these agreements themselves.
5. **ASK:**
 - a. "What will make it easier for you to discuss these topics over the next 17 weeks?"
 - b. "What will you need from one another?"
 - c. "What will you need from the facilitator?"

**CONFIDENTIALITY AND DISCLOSURES OF VIOLENCE**

Confidentiality: It is important to take time and explain what confidentiality means and what the limits are. Let the group know that confidentiality means keeping what is said in the group in the room as private information. It requires each group member to commit to respecting what each other shares and not talking about anything that is said during the group time outside of the group.

Explain that there are exceptions to confidentiality for the facilitator. These involve anything that is said during the group that indicates there is a safety issue for either a group member or someone else outside of the group. Provide the group with examples of what may constitute a safety issue that might require follow up or reporting.

Disclosures of Violence: Explain that every week there will be time allotted to check in about safety issues. We want to challenge the idea that incidents of violence against women (VAW) and violence against children (VAC) should be silenced. Safety checks will allow the women an opportunity to become comfortable with speaking out about violence in their lives, and will hopefully strengthen the group process by inviting participants to support each other – a theme present and encouraged throughout the curriculum.

Make sure to discuss how to get in touch with response services in the community and find out if the women have any questions about who they can go to if they need to talk. Also make sure to let the women know how to contact the facilitator if they need to. Let the group know that if they report violence used against them, the facilitator will support them to get connected to people and services that can help them.

6. Draw symbols to represent different responses on flip chart. If working with a group that has higher literacy, list responses on flip chart and write “Group Agreements” above the list.



EXAMPLES OF GROUP AGREEMENTS

1. Respect each other’s ideas and experiences.
2. Confidentiality – keep information private.
3. Participate.
4. Reflect on your attitudes and beliefs, especially about what it means to be a woman and a man, a boy, and a girl.
5. Be open to new ways of thinking.
6. Be non-violent in all parts of your life.
7. Ask questions.
8. Listen to each other.

7. Make sure to spend time discussing confidentiality and disclosures of violence (see box above). This is very important.
8. Ask the women if they have any questions about confidentiality and disclosures of violence.
9. After reviewing the full list and any questions, ask the participants if they can commit to these behaviors. If so, explain that these behaviors will be our agreements as a group about how we are going to act and contribute when we come together each week.

ACTIVITY 3:**UNDERSTANDING *SAFE AT HOME* AND THE ROLE OF WOMEN**

⌚ 45 minutes

1. Let participants know that we will now spend some time talking about the discussions with men and women that will be happening in their community.
2. Remind the group of the key aspects of the women's groups. **SAY:**
 - a. "Women's groups will meet for 18 weeks for 2 to 3 hours each session."
 - b. "Women's groups will start meeting before men's groups. The men's groups will be discussing how to prevent violence against women and children."
 - c. "The women's groups will be discussing their experiences as women and wives in the community and how to prevent violence against children."
 - d. "With the permission of this group, any ideas you have about how men should change (for example, their behaviors in the home or how they treat their wives or children) will be shared with the men's group anonymously."
3. Divide the participants into pairs and have them discuss the following questions:
 - a. "What is good or could be good about talking to men about violence against women and children?"
 - b. "What are your concerns regarding talking to men about violence against women and children?"
4. After 10 minutes, ask each group to share their discussion.
5. During the share out, take notes on the women's responses and make sure to address any fears, concerns, or areas of confusion that arise. If working with a group with higher literacy, record their responses on chart paper.
6. Review the women's responses about what they think may be good about talking to men about violence. **SAY:**
 - a. "There are many good things that can happen from talking to men about preventing violence. Some good things that can happen are that men can understand how violence affects the lives of women and children, and that they can begin to behave differently. Another good thing is that they can help women to change the community so that it is safer and fairer to women and children."
7. Next, review the women's responses about their concerns about talking with men. **SAY:**
 - a. "Men are used to being in control in communities, so they may take over and tell women what needs to happen next and not listen to women about what they need. Another concern that has come up is that the discussions with men may not actually end up improving the lives of women and children, even though that is what they are meant to do."
 - b. "It is important that women's opinions and feelings are heard by men, and that the discussions with men help women and children."



HELPFUL TIPS!

When introducing the concept of *accountability*, be sure to use a word or phrase that has meaning in the community. It may be about taking responsibility or demonstrating respect. Be sure to think about how to best interpret the concept of accountability in the local language and use specific examples from the community to help women understand the term.

- c. "When men listen to women and children and care about their safety, they are being *accountable* to women and children. This means that they understand that many men harm women and children and that this is not ok. Being accountable to women and children also means that men understand that they have a responsibility to stop violence against women and children. This means they need to listen to what women feel needs to change."

8. Let the group know that these discussion groups are a place where women can share their opinions about what needs to change in their homes and their communities so they can live safer lives. Explain again that you, the facilitator, will be sharing women's feedback with the male facilitator so you can make sure that the concerns in this group are understood by the men who participate in the discussion group. Make sure to emphasize that no individual names will be shared and that the women can decide what main key points they want to be shared with the men.

9. Explain that these discussion groups are also good places to reflect on their experiences and practices as mothers. While we will be working on messages for men to help them be better husbands/ boyfriends and fathers, we should also reflect on our treatment of children and if there are any changes that we need to take as mothers to improve our children's well-being.

10. Ask the women if they have any questions or concerns.

ACTIVITY 4:

MY DREAMS FOR MY FAMILY

60 minutes

1. Tell the group that they are now going to have the opportunity to develop a vision for their family. The point of the vision for their family is for each participant to have an idea of what it means to have a safe, happy, and healthy family.
2. Explain that the vision for their family will be re-visited throughout the group's meetings, so they can always modify or add to their family vision as needed.
3. Explain that you will use relaxation techniques to complete this activity. Participants will need to close their eyes or look down, so ask participants to get comfortable; they should feel free to lie down or sit in a position that puts them at ease.
4. Once everyone is comfortable, **SAY:**
 - a. "Please close your eyes or look downward. For the next few minutes, I'm going to describe two families that live in a community like ours. After I have described these two families, I will ask you to reflect on what you feel about their stories. I will then ask you to think about your own family and if you see any similarities or differences between your family and the families in the story. Finally, I will ask you to imagine your family in 5 years. This will be a step-by-step exercise, so don't worry if it sounds like a lot now."

5. Ask participants to nod their head or raise their hand, while keeping their eyes closed, if they have understood the instructions. If participants have not understood the instructions, repeat the description above.

6. **SAY:**

- a. "In the community called _____ (create a community name relevant to your context), there are two families. One family is called Rafiki and the other family is called Tchalla."
- b. "Let me tell you about the family Rafiki first. The family Rafiki consists of John Rafiki and Maryiam Rafiki. They are a couple and have been together for a long time. John and Maryiam have three children: Lidia (12 years old), Mensah (10 years old), and Toto (3 years old). Mensah goes to school, but John has decided that Lidia doesn't need to go to school anymore and should stay home and help her mother. Mensah and Lidia are always fighting, and their parents are tired of it. Sometimes John has to scream at Lidia and Mensah to get them to stop fighting. Sometimes Maryiam spansks Mensah or Lidia when they don't behave or just ignores them. John expects Maryiam to keep control of the children. There are days that John comes home feeling very tired from working in the field. On those days, if the children are still fighting when he gets home, John yells at Maryiam and sometimes slaps her; after all, it is Maryiam's responsibility to take care of the kids. Nod your head or raise your hand if you have understood the story of the Rafiki family."
- c. "Okay, let me tell you about the family Tchalla. The family Tchalla consists of Clement Tchalla and Lucie Tchalla. They are a couple and have been together for a long time. Clement and Lucie have four children: Cesar (16 years old), Cecily (13 years old), Margarite (10 years old) and Jean-Marie (7 years old). All kids go to school, and once school is finished, all kids share the chores. Jean-Marie and Margarite fight often. Dad and mom often talk about ways they can get Jean-Marie and Margarite to fight less. Mom and dad decided together that when their two kids fight, they each must do an additional chore over the weekend. Dad, Clement, and Mom, Lucie, are very close, and Clement often praises Lucie for her kind way of treating the children and himself. Lucie praises Clement for his involvement in his kids' lives. Lucie and Clement talk together to solve problems and stay up late many evenings making plans and discussing their future. Nod your head or raise your hand if you have understood the story of the Tchalla family."
- d. "Now, I want you to think a little bit about your family. Does your family resemble the family Rafiki more or the family Tchalla more? Is violence ever used against women and children within your community? If so, why do you think this happens? Let's take 30 seconds to think about this quietly."
[Pause for 30 seconds.]
- e. "Now that you've started to think about your family. Take a moment to think about the things you appreciate about your family. Let's pause for 15 seconds to think about that." **[Pause for 15 seconds.]**
- f. "Now let's think about your children. Stop and think about each child. What do you like and appreciate about each child? Let's pause for a minute to think about each child." **[Pause for 1 minute.]**
- g. "Now let's think about you as a wife or girlfriend and mother. How are you a good wife/girlfriend and a good mother? Let's think about this for 15 seconds." **[Pause for 15 seconds.]**
- h. "Thinking about the stories of the family Rafiki and the family Tchalla, how would you like your family to be different? Let's think about this for 30 seconds." **[Pause for 30 seconds.]**
- i. "Looking down the road, five years from now, how would you like to describe your relationship with your husband? Has anything changed?" **[Pause for 15 seconds.]**
- j. "Looking down the road, five years from now, how would you like to describe your relationship with each of your children? Has anything changed?" **[Pause for 15 seconds.]**

- k. "Now, take a moment and think about your dream for your family five years from now. What do you see? What will be different for you as a wife/girlfriend? How will you and your husband treat your children? How will the lives of each of your children be different and how have you contributed to that? Let's take 30 seconds to think about that." **[Pause for 30 seconds.]**
- l. "Slowly and when you're comfortable, you can begin to open your eyes and stretch. Come out of your dream as slow or fast as you want; it's up to you. Thank you for taking this quiet moment to create a dream for your family."

7. Explain to participants that they will now have 20 minutes to draw or write their dreams for their families on a piece of paper. Explain that you will collect their pictures/writing and store it in a safe folder for other group meetings.

8. Ask participants for 1-2 volunteers who would like to share their dreams for their families. Volunteers are welcome to share, but no one should feel forced to share.

9. Thank participants again for engaging in this visioning activity and explain that we will now move to the closing of the session.



HELPFUL TIPS!

For low literacy participants, you can ask participants to draw some shapes in the ground representing their dreams for their families and record the shapes on the paper for them.

ACTIVITY 5:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** "This is the first session, so the assignment is an easy one. Until the next session, you should try to enjoy the company of your husband and children; spend time with them, listen to them, nurture them, and love them as much as possible."

ACTIVITY 6:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.

4. ASK:

- a. "What did you like best about the session?"
- b. "What questions would you have liked to ask but did not have the opportunity to ask?"
- c. "How was this session helpful?"
- d. "Do you have any other comments or suggestions for improving this session?"

5. Note down the participants' responses. You will need to record them in the post-session monitoring sheet.

**KEY MESSAGES**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- The reason that *Safe at Home* works with men is to help them understand why men commit violence against women and children and how all men can help prevent it.
- A goal of these groups is to allow women the space to voice their opinions and feelings about violence that occurs in their home and community. Each week there will be an opportunity to talk about the changes that need to happen to prevent violence and how men can begin to make these changes.
- These meeting spaces are also created to reflect on how parents discipline children and if there are any actions they may be taking that are hurting their children. Mothers will have the opportunity to learn positive discipline techniques, and husbands will be learning these same techniques.
- Safety is our main priority. Specific details, names, or other private information will never be shared with people outside of the group, especially not with the men's groups. Weekly safety checks will invite participants to share any threats or actual violence that may be happening in their present life. If there are any concerns about safety, the facilitator will support the women in connecting to response services in the community.
- As a group we have established agreements about what the expectations will and will not be for each week. It is the responsibility of everyone in the group to remember these agreements. Group agreements can be challenged or changed at any time throughout the group meetings.

REFLECTING ON MY EXPERIENCE AS A WIFE

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SESSION 5: AN IDEAL HOME AND COMMUNITY39

SESSION 6: FROM HERE TO THERE44

SESSION 2:

BECOMING A WIFE AND MOTHER

Duration:

Approximately 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Articulate the difference between sex and gender.
- ☒ Describe how different expectations for girls and boys, women and men shape us as people.

SESSION OVERVIEW:

Session Activity	Time
❶ Review of the Home Assignment and Safety Check	⌚ 30 m
❷ Gender Lifelines	⌚ 75 m
❸ Gender Boxes	⌚ 60 m
❹ Home Assignment	⌚ 5 m
❺ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Flip chart
- ⌚ Markers
- ⌚ Tape or Rope (if unavailable, a stick)

PREPARATION REQUIRED:

- ☒ If possible, prepare the lifeline in advance by drawing the lifeline on the floor with tape or laying out a rope.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should only be made if participants have expressed they are not available beyond 2 hours.
- ➔ If participants are not available beyond a 2-hour time frame, you may choose to reduce the session length in the following ways:
 - In the “Gender Boxes” activity, you may do the men and women gender boxes concurrently, by dividing participants into two groups (reduction of 15 minutes).

ACTIVITY 1:

REVIEW OF THE HOME ASSIGNMENT AND SAFETY CHECK

🕒 30 minutes

1. Welcome participants to the second group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 1. **ASK:**
 - a. "What questions or thoughts do you have about what we discussed last time?"
 - b. "Who can share their experience related to their homework assignment?"
3. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our first meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"

ACTIVITY 2:

GENDER LIFELINES

🕒 60 minutes



HELPFUL TIPS!

Prepare for this activity by using tape or rope to create a lifeline on the floor. Use different color symbols to represent different life stages on the lifeline, including childhood, adolescence, and adulthood. Draw a different lifeline for boys and girls.

1. Introduce the activity and explain that to begin building a world with no violence, we need to think about what it means to be a girl, boy, woman, and man in this community.
2. Explain that the lifeline represents the stages of our lives. Use symbols to show major stages: childhood, adolescence, and adulthood.
3. **ASK:**
 - a. "Generally speaking, in your community, at what point in these three phases do women get married/become partnered?"

Mark the point that women get married/become partnered. Mark it with an X and a sign that symbolizes this important moment in their lifetime.
4. **ASK:**
 - a. "Generally speaking, in your community, at what point in these three phases do women become mothers?"

Mark the point that women become mothers. Mark it with an X and a sign that symbolizes this important moment in their lifetime.

5. ASK:

- a. "Generally speaking, in your community, at what point in these three phases do men get married/become partnered?"

Mark the point that men get married/become partnered. Mark it with an X and with a sign that symbolizes this important moment in their lifetime.

6. ASK:

- a. "Generally speaking, in your community, at what point in these phases do men become fathers?"

Mark the point that men become fathers. Mark it with an X and a sign that symbolizes this important moment in their lifetime.

7. Ask for one volunteer to play the role of Boy 1 and one volunteer to play the role of Girl 1.

8. Divide the remaining participants into the following groups: (1) *family*, (2) *peers*, and (3) *community*.

9. SAY:

- a. "I want each group to think about the main messages you would give to the girl and to the boy at the different phases of life. I would like you to think specifically about the messages you would give the boy and girl as they grow up, the messages you would give them as they get married/become a partner, and the messages you would tell them about how to be a father/mother. Think about what you should tell the boy and the girl about how they should feel, act, and dress."

10. Allow 10 minutes for each group (family, peers, and community) to craft their messages.

11. Ask Boy 1 and Girl 1 to stand at the beginning of the lifeline (childhood).

12. Ask each group to tell Boy 1 and Girl 1 the messages as they walk/advance through the lifeline (passing childhood, marriage/partnership, and parenthood). Note down the key messages on a flip chart.

13. After each group has told the girl and boy the main messages, lead a brief discussion using the following questions. **ASK:**

- a. To Boy 1 and Girl 1 participants: (1) "How did it feel to hear these messages?"; (2) "What did you learn about what you should think about the opposite sex?"; and (3) "What did you learn about how you should act as a parent?"
- b. For the remaining participants (family, peers, and community groups): (1) "How are the messages you have given the boy and girl different?"; (2) "Do you feel the expectations you gave the boy/man could limit him in some way?"; and (3) "Do you feel the expectations you have the girl/woman could limit her in some way?"
- c. To all participants: "What would help you to give more positive and equal messages to the boy and girl?"
- d. Conclude the discussion. **SAY:**

"These messages that we all receive are not based in our sex or biology; they are socially constructed based on our ideas, attitudes, and beliefs. They are not 'natural,' although they may appear to be as we grow up. But they are, in fact, learned and cultural. They are expressed daily in stories, attitudes, assumptions, and ideas that we learn and act on. These socially defined differences between men and women are gender differences. The different roles that women and men play because of these differences are gender roles. They are created by us and reinforced by us."

14. Explain the difference between sex and gender, **SAY:**

- a. "Sex refers to the body differences between males and females."
- b. "Gender refers to the social and cultural differences between men and women. For example, the social status, opportunities, and restrictions faced by girls and women are different from those faced by boys and men. Also, certain activities that girls and women are each supposed to do within a community are different from the ones that boys and men are supposed to do. Gender consists of social constructs created by society."

15. Explain that the only determined differences between girls and boys and men and women relates to their biological capacity. For example, for women, this means they can give birth and breastfeed. For men, they cannot give birth. Emphasize that all the other differences are socially prescribed, based on how society expects us to think, feel, act, etc.

16. Explain that the social prescriptions for men and women are changeable, and it takes role models who are willing to take a first step forward to make this happen.

17. After completing the discussion, thank the volunteers and ask everyone to return to their seats. Explain that we will now do another activity to better understand the differences between sex and gender.



HELPFUL TIPS!

The activity below, "Gender Boxes," is one of the most important activities of the curriculum. There are multiple questions to ask because they address a nuance related to the expectations of men's and women's roles. It is important for the facilitator to take the time to go through all of these questions, and not rush the activity.

ACTIVITY 3:

GENDER BOXES

🕒 60 minutes

1. If using a board or chart paper, draw a box and write "Act Like a Woman" on top of it. (Steps 2 and 3 below are not necessary if you are with a highly literate group who can read your writing).
2. Place rocks or other items in the middle of the room. Make sure that you have enough items so that the women can have enough symbols for many different responses.
3. Request a new volunteer to play Girl 2. Girl 2 should come to the front of the room and sit near the basket.
4. Tell the group that you want to know what they have been taught about being a woman and a girl in their community.
5. Ask the participants to share their ideas about what they have been taught about being a woman or girl and what the expectations are for how women and girls are supposed to behave.

6. Take women's responses one at a time. You can record them either on the flip chart or have Girl 2 add an object to her basket. After every response, **ASK** the following questions:
 - a. "How did it make you feel when someone told you that?"
 - b. "Why do you think they said this?"
7. Continue to develop the list of what it means to "act like a woman." The following questions may help to fill in the box or basket:
 - a. What kind of toys do little girls play with?
 - b. What are women and girls supposed to wear?
 - c. How are women supposed to act in terms of sex?
 - d. How are women supposed to act in relationships/marriage?
 - e. What kinds of tasks do women and girls do in the home?
 - f. What kinds of tasks do women and girls do in the community?
8. After generating a number of responses, review some of the ideas in the box, **ASK**:
 - a. "Do you do these things or know other women who do these things?"
 - b. "How did you learn to do these things?"
9. Explain that these are society's expectations of who women should be, how women should act, and what women should feel and say. They are taught to us from the moment we are born from many different people and experiences.
10. Continue the discussion with the following question, **ASK**:
 - a. "Are the ideas about what it means to be a woman that are listed in this box helpful or harmful to women and girls?"
11. Emphasize that women and girls may enjoy or take pride in some of the characteristics of the box (cooking, caretaking, etc.) and be limited and harmed by others (submissive, passive, etc.)
12. Continue the discussion with the following question, **ASK**:
 - a. "What happens to women who step outside of the box?"
13. Use examples that the group has generated to demonstrate what this means (i.e., women who have sex with more than one man, women who assume leadership positions, etc.)



EXAMPLE RESPONSES TO THE ACT LIKE A WOMAN BOX

- | | |
|--|--------------------|
| • Be passive – a woman cannot be a leader or chief | • Be quiet |
| • Give birth to many children | • Obey |
| • Support their family (if a woman is a widow or has been abandoned) | • Listen to others |
| • Be the caretaker for children and elders | • Be the homemaker |
| • Be beautiful, but not too sexy | • Be faithful |
| • Be smart, but not too smart | • Be submissive |

14. If working with a group with higher literacy, write responses outside of the box. Examples may include:

- a. May be called sluts, whores, prostitutes
- b. May be threatened with rape, harassment, assault
- c. May be raped, harassed, assaulted

15. **ASK:**

- a. "How does this make women feel?"
- b. "What do the ideas both inside and outside of the box teach people about what it means to be female?"
- c. "Is it only men who think this way? Are women also conditioned to think this way about other women?"

16. **SAY:**

- a. "We are taught to think that there is a right and a wrong way to be a woman. Women are taught to think about themselves in these ways by their families and communities. These messages begin the day we are born and continue throughout our lives."
- b. "These ideas control and restrict the lives of women – they set rules for women to follow and there are dangerous consequences for being seen as not following the rules. Women are often punished or harmed even if they do follow these rules."
- c. "These ideas about women teach both boys and girls that women and girls are inferior to men and boys. They teach us that men are the leaders and the rulers and that women are to be subservient and obey. We are taught that men should have more power and control in relationships, in the home, and in the society than women and girls."
- d. "The names and violent behaviors listed outside of the box are ways that men reinforce this power and control over women and their bodies. Violence is a way of expressing male power or men's right to do what they want with women's bodies."

17. Now place or draw a box on the floor and write "Act Like a Man" above it. **SAY:**

- a. "This is the 'Act Like a Man' box."

18. Ask the participants to share their ideas about what they have been taught about being a man or boy and what the expectations are for how men and boys are supposed to behave.

19. The following questions may help to fill in the box:

- a. What kind of toys do little boys play with?
- b. What are men and boys supposed to wear?
- c. How are men supposed to act in terms of sex?
- d. How are men supposed to act in relationships/marriage?
- e. What kinds of tasks do men and boys do in the home?
- f. What kinds of tasks do men and boys do in the community?

20. If working with a group with higher literacy, write responses on the flipchart inside the “Act Like a Man” box.

★ EXAMPLE RESPONSES TO THE ACT LIKE A MAN BOX	
• Be seen as tough and aggressive	• Never ask for help
• Do not cry	• Make a lot of money
• Be a leader	• Travel to find work
• Be the protector	• Make decisions in the home
• Be a good advisor	• Control the finances
• Have lots of sex	• Know how to fight
• Have more than one girlfriend/wife	

21. After generating a number of responses, review some of the ideas in the box and **ASK:**
- “Do you know men who do these things?”
 - “How did they learn to do these things?”
22. Explain that these are society’s expectations of who men should be, how men should act, and what men should feel and say. They are taught to us from the moment they are born from many different people and experiences.
23. Once the group has brainstormed a list, facilitate a discussion based around the following questions, **ASK:**
- “Are the ideas about what it means to be a man that are listed in this box helpful or harmful to men and boys?”
24. Emphasize that the box both benefits men (e.g., they are leaders, decision makers, etc.) and limits men (e.g., they can’t cry, they must appear in control and tough, etc.).
25. Continue the discussion, **ASK:**
- “What happens to men and boys who step outside of the box?”
 - “What are they called?”
26. Use examples that the group has generated to demonstrate what this means (e.g., men who express fear, men who don’t objectify women, men who cook, etc.).
27. If working with a group with higher literacy, write responses outside of the box. Examples may include:
- Teased
 - Beat up
 - Ignored
 - Called “gay,” “woman,” etc.

28. Continue the conversation, **ASK:**

- a. "What does this teach us?"

29. **SAY:**

- a. "The ideas in the box teach all of us that men are superior to women, girls, and boys – that they are the rulers, leaders, and decision makers."
- b. "The box also teaches us that there is a right and a wrong way to be a man or a boy."
- c. "The names and violent behaviors listed outside of the box are punishments for breaking these rules. They are ways of policing behavior and making sure that men 'act like real men.' These ways of acting may directly harm women, girls and boys."
- d. "The names on the outside of the box are mostly derogatory terms for women or gay men; note that this teaches men and boys that women, girls, and non-straight men are 'less than,' and therefore that it is okay to treat them in disrespectful, dehumanizing, or violent ways."
- e. "The consequences for women of stepping out of the box are generally much more severe than for men."

ACTIVITY 4:

HOME ASSIGNMENT

 5 minutes

- 1.** **SAY:** "We have spent a lot of time today thinking about roles and responsibilities given to men and women, boys, and girls by society. We have also reflected on how these roles and responsibilities are limiting. For your home assignment this week, interview a close male or female relative or friend. Ask that person what she/he likes about being a woman/man and what he or she dislikes about being a woman/man. Ask your daughter/son what s(he) likes about being a girl/boy or dislikes about being a girl/boy. Make sure to remember their answers so you can share with the group next week."
- 2.** Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 5:

CLOSING AND EVALUATION

 10 minutes

- 1.** Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
- 2.** Thank each group and summarize the discussion using the key points below.
- 3.** Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.

4. ASK:

- a. "What did you like best about the session?"
- b. "What questions would you have liked to ask but did not have the opportunity to ask?"
- c. "How was this session helpful?"
- d. "Do you have any other comments or suggestions for improving this session?"

5. Note down the participants' responses. You will need to record them in the post-session monitoring sheet.

**KEY MESSAGES**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- The different roles men and women play in the family and community are mainly based on society's beliefs about what women and men can and should do. Beliefs about how men or women are may appear to be natural as we grow up. But they are, in fact, cultural. They are expressed daily in stories, attitudes, assumptions, and ideas that we learn and act on.
- These socially defined differences between men and women are gender differences. The different roles that women and men play because of these differences are gender roles.
- We are taught to think that there is a right and a wrong way to be a male or a female. The names and violent behaviors listed outside of the box are punishments for breaking these rules. They are also reminders that we need to stay in the box in order to be safe. This is a false idea of safety though, as both males and females can be assaulted or teased no matter whether they are seen as inside or outside of the box.
- Violence can happen to women and children whether or not they act in ways that are inside or outside of the box. However, we are taught that violence is the fault of the victim – that they did something to deserve the violence. This is not true. Violence is never the fault of the victim. It is a choice made by the person who commits the act of violence.
- There might be parts of the gender box that you enjoy doing or that you find positive. This activity is not intended to make you feel ashamed of the things you enjoy about being a woman, but to build an awareness of where these messages and expectations come from.

SESSION 3:

UNDERSTANDING POWER AND STATUS

Duration:

Approximately 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Articulate the concepts of power and status.
- ☒ Reflect on how power and status operate within the home.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment, and Safety Check	⌚ 30 m
❷ Understanding Power	⌚ 30 m
❸ Understanding Status	⌚ 60 m
❹ Power and Children	⌚ 45 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 🕒 Flip chart
- 🕒 Markers
- 🕒 Green and red cards
- 🕒 Playing cards

PREPARATION REQUIRED:

- 📋 Make green and red cards.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should only be made if participants have expressed they are not available beyond 2 hours.
- ➔ If participants are not available beyond a 2-hour time frame, you may choose to reduce the session length in the following ways:
 - In the “Understanding Status” activity, you may cut the part where every participant goes around and guesses his card (reduction of 15 minutes).
 - In the “Power in the Home” activity, you may cut the initial plenary discussion and go directly to the role play (reduction of 15 minutes).

ACTIVITY 1:**WELCOME, REVIEW OF THE HOME ASSIGNMENT, AND SAFETY CHECK**

⌚ 30 minutes

1. Welcome participants to the third group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 2. **ASK:**
 - a. "Were you able to interview a close friend, relative, or child about being a man or woman, boy or girl? What did you learn?"
3. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"

ACTIVITY 2:**UNDERSTANDING POWER¹**

⌚ 30 minutes

1. **ASK:**
 - a. "What is power?"
2. Explain what power is. **SAY:**
 - a. "Power is the ability to influence or control people, opportunities, or resources." You can write the definition of power on a flip chart for those with higher literacy participants.
3. **ASK:**
 - a. "What types of power are there?"
4. Explain that power can be used in different ways; it can be used for good, but it can also be abused.
5. Tell participants that you will be reading them scenarios, and you want them to tell you whether they think the examples demonstrate good uses of power or bad uses of power.
6. Give each participant a card that is green on one side and red on the other side.
7. Ask participants to hold up the green side if the type of power described is good, and the red side if the type of power is bad.

¹ Adapted from Naker, D., & Michau, L. (2004). Section one: Becoming aware of gender and rights. In *Rethinking Domestic Violence: A Training Process for Community Activists*, p. 24. Raising Voices. Retrieved from <http://raisingvoices.org/innovation/creating-methodologies/rethinking-domestic-violence/>.

8. After each scenario, discuss why the type of power is good or bad.
9. If working with a higher literacy group, participants can be divided into smaller groups, and each group can be given a scenario to discuss and then share out their responses.

GOOD AND BAD POWER SCENARIOS

- A woman needs to feed her children but does not have enough money. A merchant says that he will forgive her credit at the store, if she gives him a sexual favor in the backroom. (This is a bad use of power.)
- A young man stands up in the bus and allows an elderly woman to take his seat. (This is a good use of power.)
- Men march with women to demand an end to domestic violence. (This is a good use of power.)
- After a flood, families from the dominant ethnic group help rebuild the school that is primarily used by children from the minority group. (This is a good use of power.)
- A wealthy man builds a public library and playground for the community to use. (This is a good use of power.)

10. After discussing the scenarios, review the different uses of power. If working with a high-literacy group, you should write the types of power on a flip chart.
 - a. **Power To:** This can be used to help others, bring about change, or expand opportunities.
 - b. **Power With:** This can be used to help others and to work together on common goals.
 - c. **Power Over:** This is a bad use of power, when people use power *over* others – either by threatening them, denying them opportunities, or hurting them.
11. Conclude the activity by asking participants the following questions. **ASK:**
 - a. “Do all people in the community have the same amount of power?”
 - b. “How do you know if someone has power?”

ACTIVITY 2:

UNDERSTANDING STATUS²

 60 minutes



HELPFUL TIPS!

For the exercise below, make sure to take time to define the word *status* with participants and modify the definition to best fit the local context. For example, in some communities, the village chief may have the highest status or social standing and power, while in others, the religious leader may occupy the most powerful social role.

1. Shuffle a deck of playing cards. Tell participants that you are going to ask each of them to choose a card from the deck of playing cards.

² Adapted from Naker, D., & Michau, L. (2004). Section one: Becoming aware of gender and rights. In *Rethinking Domestic Violence: A Training Process for Community Activists*, p. 24. Raising Voices. Retrieved from <http://raisingvoices.org/innovation/creating-methodologies/rethinking-domestic-violence/>.

2. Explain that the highest value in the deck is Ace, then the King, Queen, Jack, 10, 9, and all the way to the lowest value, which is 2. If the Ace is confusing to people, remove it. Walk around the room and ask each person to choose a card and put it *face down* on their lap.
3. Emphasize to participants that they should not look at the card they have chosen.
4. Now ask participants to hold their cards up to their foreheads without looking at them. Everyone should now be able to see everyone else's card except her/his own.
5. Explain that when you clap your hands, participants can get up from their chairs and mingle with each other. Explain that participants should not talk but greet others according to the status or social position of the other person's card. So, for example, the King may be treated with utmost respect, while a person holding a card worth two may be ignored or excluded.
6. Make sure that participants understand what status means and use other words if they are easier or more relevant. When this idea is clear, clap your hands to begin the mingling.
7. Encourage participants to greet each other and demonstrate their reaction to other people's status through gestures and facial expressions rather than words.
8. After a few minutes, ask the participants to go back to their seats still holding their cards to their foreheads.
9. Go around the circle and ask each participant to guess her/his card and explain the guess.
10. Once participants have returned to their seats, **ASK:**
 - a. "How did it feel to be treated according to your card?"

GROUPS THAT TEND TO HAVE UNEQUAL POWER IN SOCIETY	
More power/higher status	Less power/lower status
Men	Women
Adults	Children
Employers	Employees
Wealthy	Poor
Teachers	Students
Doctors	Nurses
Community leaders	Community members
Citizens	Documented and undocumented migrants
Immigration officers	Informal cross-border traders
Politicians	Community members
Pastors	Church members
People without disabilities	People with disabilities
Gun men (unidentified)	Men without guns
Majority ethnic groups	Minority ethnic groups

11. Explain to participants that for those with higher cards, it might have felt good to be treated with respect, honor, etc., while for those with lower cards, it might have felt bad to be ignored, dismissed, or treated as unimportant.

12. **ASK:**

- a. "Does this happen in our real lives? Do certain people get treated better or worse in our families and communities?"
- b. "Who in the community gets treated like the higher value cards and who gets treated like the lower value cards?"

13. If working with participants that have higher levels of literacy, use chart paper to fill out a list with one side for the people who are treated like the higher value cards and the other for those who are treated like the lower value cards. See the sample list below.



HELPFUL TIPS!

During this discussion, make sure to include marginalized groups of women and girls in the community and emphasize that power and status are relational, meaning that we have more or less power/status compared to other people. Therefore, we have an opportunity to think about how we value and treat others of more and of less status.

14. After participants have given responses, lead a brief discussion about status and power using the following questions as a guide and emphasizing the following points. **ASK:**

- a. "What is status?"

15. **SAY:**

- a. "Status is one's social standing in the community. This refers to how they are viewed by others and how much power they are thought to have."
- b. "Let's remember what power is. Power is the ability to influence or control people, opportunities or resources."

16. **ASK:**

- a. "Do those with higher status in this community also tend to have more power?"

17. Remind the group that everyone has some sort of power. For example, even a baby has the power to influence his or her parents to feed or change them. However, different groups of people have been given different amounts of control and opportunities in society, and therefore, some groups tend to have more overall power than others. These groups also tend to be the groups that have higher status.

18. **ASK:**

- a. "What are power and status differences based on?"

19. Explain that the differences in status and power between groups are not based on who they are as individual people but on other things such as their age, wealth, ethnicity, job, and sex.

20. **ASK:**

- a. "Do all women have the same amounts of power? Do all men?"

21. Explain that because of status not all women have the same amounts of power.
22. Review what we have learned about power and status so far today. **SAY:**
 - a. "There are different types of power that we all have."
 - b. "Power is relative; everyone has some type of power. While there may be people or groups that tend to have more control and opportunities, there may be situations in which they have less power compared to someone else. The same can be said for people who are in groups that tend to have less power in society. In certain circumstances, they may have more power than another group. For example, some women might have more power if they marry a man of a higher status, have received a formal education, have wealthy families, or have a lighter skin tone."
 - c. "Certain groups tend to have more overall power than others."
 - d. "Higher-status groups tend to also have more power."

ACTIVITY 4:**POWER AND CHILDREN**

 45 minutes

1. Explain to participants that women often lack power in their relationships with their husbands, but they may use the power that they do have in constructing relationships with their children, and it is important to examine these relationships as well.
2. Ask participants to break into small groups and answer the questions below. If working with a high-literacy group, have them use flip chart paper to document their responses.
 - a. "How do you use power in your home with your children?"
 - b. "What are ways that you use 'Power With?'"
 - c. "What are ways that you use 'Power Over?'"
 - d. "How does your use of power affect the well-being of your children?"
3. After 10 minutes, ask for volunteers to share some of the ways that they use power in their home with their children.
4. **ASK:**
 - a. "What would you like to change about the way that you use power in your home?"
 - b. "How can you begin to use 'Power With' with your children instead of 'Power Over?'"
 - c. "How would you talk with your husband about this?"
5. Ask for volunteers to create role plays of how women can use power with their children in the home, meaning how they can better communicate with their children in the home.
6. Practice the role plays with a few different volunteers.

7. After each role-play, facilitate a short discussion using the following questions as a guide. **ASK:**
- "How did the woman talk to the child in this situation?"
 - "How did the child respond?"
 - "Did they make decisions together about what was going to happen or did the mother decide?"
 - "How can you listen to what your child has to say?"

ACTIVITY 5:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** "During this week we would like you to think about how you can use 'Power With' with your children. Please practice at least once."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the women's responses. You will need to record them in the post-session monitoring sheet.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Power is about being able to have access to and control over decision-making and resources. Status is one's social standing and perceived power in the community.
- Different groups have different power and status in the community. This leads to people being treated differently.
- Power and status are not based on individual characteristics; they are based on race, sex, age, job, etc.
- The ways we are taught to think about women and men, plus the unequal status and power of women and men in the home and community lead to different roles and opportunities for those two groups.
- How we are treated has an impact on how we feel about ourselves. For change to occur, we may need to re-think ideas that have seemed 'natural' or 'normal' because they also are limiting or harmful.
- There are different types of power, and power can be used in good ways or can be abused.
- As mothers, we should reflect on how we are using power with our children and how we may unconsciously apply power differently with our boy and girl children (e.g., how we may give more severe punishments for girl children).
- Everyone has some kind of power, even if they are not able to express it externally; for example, someone in prison has the power to disbelieve what is said about them and think their own thoughts.

SESSION 4:

UNDERSTANDING VIOLENCE AGAINST WOMEN

Duration:

Approximately 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Articulate the origins of violence against women (VAW).
- ☒ Reflect on violence as not their fault.
- ☒ Support help-seeking behaviors of other women.
- ☒ Have a point of contact for VAW services in their community.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment and Safety Check	⌚ 30 m
❷ What Is Violence Against Women?	⌚ 30 m
❸ Why Does Violence Against Women Occur?	⌚ 60 m
❹ Supporting Survivors of Violence	⌚ 30 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Flip chart
- ⌚ Markers

PREPARATION REQUIRED:

- ☒ No special preparation is required.

POSSIBLE SESSION MODIFICATIONS:

- ➔ It is advisable not to reduce this session; however, it can be split into two separate sessions if necessary.

ACTIVITY 1:**WELCOME, REVIEW OF THE HOME ASSIGNMENT AND SAFETY CHECK**

⌚ 30 minutes

1. Welcome participants to the fourth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 3. **ASK:**
 - a. "Was anyone able to practice using 'Power With' with their children? How did it go?"
3. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"
4. **SAY:**
 - a. "This week we are going to be talking about violence against women. Unfortunately, many women have experienced this, as it is very common. If you feel you need to talk, let the facilitator know and we can connect you to someone who is trained to talk about these things. It is normal to feel upset after violence occurs, even if it happened many years ago. Talking can help. You are not alone and violence is never your fault. "

ACTIVITY 2:**WHAT IS VIOLENCE AGAINST WOMEN?**

⌚ 30 minutes

1. Let the group know that today we will be talking about how these ideas about women and men, and the differences in power and status, lead to violence against women and girls. Explain that this is a very sensitive topic and that some people in the room may have experienced violence or witnessed violence.

**EXAMPLE RESPONSES OF TYPES OF VAW**

- | | |
|--|---|
| • Rape | • Sexual harassment |
| • Sexual exploitation | • Molestation |
| • Female genital cutting | • No access to education and heritage for women and girls |
| • Forced marriage | • Wife-inheritance |
| • Insertion of objects into genital openings | • Peppering (the rubbing of hot pepper into women's eyes and vaginas) |
| • Attempted rape | • Abandonment |
| • Sexual threats | • Denial of food and other resources |
| • Humiliation | • Cursing and using hurtful language |
| • Intra-familial rape | • Forced abortion |
| • Early marriage | |
| • Domestic violence | |

2. Emphasize that if participants want to talk more after the session about their experiences related to violence, you can help them to find someone trusted and safe in the community to talk to.
3. Give participants the following questions, and if working with a high literacy group, note responses on chart paper. **ASK:**
 - a. "What is violence?"
 - b. "What comes to your mind when you hear that word?"
4. Explain what violence is. **SAY:**
 - a. "Violence is the use of force that results in physical, emotional, psychological, and/or social harm."
5. Introduce the idea that the acts of violence identified can be divided into four types, and provide examples of each type:
 - Physical (hurts the body)
 - Emotional (hurts the feelings and the self-esteem)
 - Sexual (controls sexuality)
 - Economic (controls access to money, property, or resources)
6. Emphasize that violence is not always physical. People can use power to harm others through their words, through threats, and through denial of resources.
7. **ASK** participants:
 - a. "What are different types of violence that women in this community experience?"
8. If working with a group with higher literacy, list the types of violence on chart paper.
9. Invite the participants to ask questions or to add any acts of violence that were left out.
10. Make sure to specifically address violence in the home, as this is often the most common type of violence experienced in conflict-affected communities.

ACTIVITY 3:**WHY DOES VIOLENCE AGAINST WOMEN OCCUR?**

⌚ 60 minutes

1. Tell the group that you will be reading them a scenario that occurs in many different communities all over the world.
2. If working with a group with higher literacy levels, break participants into small groups and give each copy of Miriam's Story below. If working with a group with lower literacy levels, read the scenario aloud to the full group.

**MIRIAM'S STORY**

Miriam lived with her husband, Jean, and her three children in a small house near the market. When they got married, Jean paid a dowry (or bride price) to her family, and from the beginning, he expected Miriam to work hard to make up for it. He would often tell her that because he had paid a good price for her, she needed to work and be a good wife, or else he would send her back and demand the money back from her family.

Miriam worked from early in the morning until late in the evening selling vegetables in the market. When she got home, she would be tired, but she had to cook dinner, fetch water, wash clothes, and look after her young children as well.

Jean would often take the money that Miriam had earned at the market and go out in the evening. He would not come home until late, and often, he would be drunk and start shouting at Miriam. He would beat her in front of the children. Sometimes he would make her sleep outside to punish her if the food was cold or not cooked to his liking and to show the neighbors that he was the boss in his house. Many of their neighbors were afraid of Jean and ignored Miriam. Miriam was too ashamed to talk with her friends or neighbors about Jean. Although they would often see her with bruises on her face, they just kept quiet.

3. **ASK** the group to answer the following questions:
 - a. "Is this an example of violence against women?"
 - b. "If so, what type(s) of violence is this?"
 - c. "What do you think people in the community said about what caused this violence to happen?"
 - d. "Do all women and girls experience these types of violence? Or are some women more at risk?"
4. Share out: Note differences in what the women consider violence and why they think this violence has occurred. Also make sure to emphasize the different types of violence against women in the story (i.e., physical, emotional, and economic).
5. On a flip chart, record all the reasons that women give for *why* violence occurred in the story they discussed. Make note of victim blaming if comments arise. We want the participants to be aware of the messages they might be reinforcing and to feel comfortable discussing their personal beliefs that may condone these violent acts.
6. Review the reasons that the women listed for why people in the community said that the violence occurred.

7. Explain the difference between a cause and a contributing factor. To help clarify the difference, **ASK** the group:
 - a. "If (contributing factor) did not exist, would VAW still happen?"
 - b. "In fact, does it still happen?"Emphasize that violence against women and girls still occurs when men are not drunk or angry or poor.
8. Point out any reasons for violence against women that were given that blame women and girls. Explain to the group that we are taught to blame women and girls for the violence that men commit against them but that it is only the person who chooses to commit violence who is responsible.
9. Explain that violence against women and girls occurs because of the harmful beliefs that exist about women and girls – refer back to examples from the gender boxes – and the power differences in society, which generally give men control and authority over women.
10. Re-read the scenario and **ASK**:
 - a. "What ideas from the gender boxes do we see in this example?"
 - b. "What power differences exist between women and men?"
11. Make sure to emphasize the following points during the discussion. **SAY**:
 - a. "Violence is never the fault of the victim, but often the victim is blamed for the violence that happens to them."
 - b. "Violence is not about anger or drinking too much; it is about men choosing to exert power over women in harmful ways. Violence is learned behavior and abusive men are able to choose when to exert their power and control through violence."
12. It might be helpful to present examples of violence being a choice, **SAY**:
 - a. "When your husband is angry at his boss or friend does he yell and hit them? When your husband does not like how others prepare food does he throw it at them and punish them, or does he react without aggression and violence?"
13. Clarify that while women can also reinforce the ideas in the gender boxes that lead to violence, women are not the ones choosing to commit violence against women.

ACTIVITY 4:

SUPPORTING SURVIVORS OF VIOLENCE

🕒 30 minutes

1. Ask participants for examples of how we can support survivors of violence. **SAY**:
 - a. "How might you help a woman that you know is being beaten by her husband?"
 - b. "How might you help a woman that you know has been raped?"
 - c. "How might you help a child who is being beaten at home?"
 - d. "How could men help women and children who are in these situations? What could a community leader do? What could other men do?"

2. Explain to participants that there are people who are trained to support women in the community. Explain that you would be happy to share the contact information of those people individually after you have completed the session.
3. Explain that there are generally three types of services women can seek out.
4. Explain the purpose of each service³, **SAY:**
 - a. "Psychosocial services help survivors with healing and recovering from emotional/psychological trauma and social effects."
 - b. "Medical services allow survivors to access immediate and long-term care that support their physical recovery. This can also include more specialized mental health care where needed and available."
 - c. "Legal services help survivors claim their legal rights and protection. This includes criminal investigation, legal aid services, and court support."
5. Explain where these services are available.

ACTIVITY 5:**HOME ASSIGNMENT**

⌚ 5 minutes

1. **SAY:** "This week's home assignment is to go home and spend quality time with your daughter or a niece or daughter of a friend. Do an activity with a girl child that you will both enjoy."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:**CLOSING AND EVALUATION**

⌚ 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.

³ Definitions taken from Inter-Agency Standing Committee. (2017). *Inter-Agency Gender-Based Violence Case Management Guidelines*, p 24. Retrieved from <https://bit.ly/2MFhXon>.

4. ASK:

- a. "What did you like best about the session?"
- b. "What questions would you have liked to ask but did not have the opportunity to ask?"
- c. "How was this session helpful?"
- d. "Do you have any other comments or suggestions for improving this session?"

5. Note down the women's responses. You will need to record them in the post-session monitoring sheet.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- There are many different types of violence that men commit against women, including physical, emotional, economic, and sexual violence.
- Violence against women is not about anger or drinking; it is about men abusing power and control over women. It is the result of harmful ideas that men have about the right to control women and the right to use force to maintain that control.
- There is a larger societal piece that plays a role in violence against women; the silence of the neighbors in Miriam's story is one example. We want to begin thinking of other ways to provide support and validation to the women in our community.
- Violence against women impacts all members of the family, including both male and female children. Being a witness to violence can impact the emotional, physical, and academic health of all children.
- All types of violence are equally important. Because there has never been physical abuse in a relationship does not mean it will not escalate to that one day. Physical and sexual violence should not be seen as worse or more severe than emotional or economic abuse; any type of violence is unacceptable and should be addressed.
- This work is not only the responsibility of women. Our goal is create allies among the men in this community and begin dialogue where men are held accountable for their actions and role in violence against women and children.

SESSION 5:

AN IDEAL HOME AND COMMUNITY

Duration:

Approximately 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ To visualize what life would look like as a woman in a community where violence, disrespect, and discrimination against women and girls no longer existed.
- ☒ Assess what would need to change for their vision to become a reality.
- ☒ Understand the concept of human rights.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment and Safety Check	⌚ 30 m
❷ An Ideal Community	⌚ 30 m
❸ Healthy and Unhealthy Relationships	⌚ 60 m
❹ Understanding Rights	⌚ 45 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Flip chart
- ⌚ Markers
- ⌚ Annex 1: 'An Ideal Community' Story

PREPARATION REQUIRED:

- ☒ No special preparation is required.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should only be made if participants have expressed they are not available beyond 2 hours.
- ➔ If participants are not available beyond a 2-hour time frame, you may choose to reduce the session length in the following way:
- ➔ The "Understanding Rights" activity may be cut (reduction of 60 minutes).

ACTIVITY 1:

WELCOME, REVIEW OF THE HOME ASSIGNMENT, AND SAFETY CHECK

 30 minutes

1. Welcome participants to the fifth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 4. **ASK:**
 - a. "Was anyone able to spend time with their daughter, a niece, or an important girl child in the community? How did it go?"
 - b. "As we have shared our stories, have we noticed any differences in the responses between husbands/boyfriends and between our boy and girl children? What do you think these differences may reflect?"
3. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"



HELPFUL TIPS!

It is essential to take notes and collect information about the visions that women share regarding their life in a community with no violence against women and girls. This information and feedback will be compiled and developed into a narrative that will be shared during Session 2 of the Men's Curriculum. Specific instructions for facilitators to develop this narrative can be found in the "Integrating Women's Input" section of this Implementation Guide.

ACTIVITY 2:

AN IDEAL COMMUNITY

 30 minutes

1. Using the script from Annex 1: 'An Ideal Community' story as a guide, lead participants through envisioning a community without violence.
2. It is very important that this activity is done slowly so women can have time to relax and envision their life in this community. Make sure to pause for at least 10-15 seconds between each set of questions.
3. After reading the script, **ASK:**
 - a. "What is one word that represents how you feel about life in this community?"
 - b. "Are there other times where you have this feeling?"
 - c. "What are you doing or thinking when you feel this way?"
4. Now ask the women to describe their visions of life in this community. What did being a woman look like for them in this community?
5. Encourage them to be as specific as possible and encourage everyone to share. Make sure that thorough notes are taken on the women's responses as this information will need to be used for Session 2 of the Men's Curriculum. See Annex 2: An Ideal Community Part 2 for instructions on how to write up the "An Ideal Community" activity for use in the men's curriculum.

ACTIVITY 3:

HEALTHY AND UNHEALTHY RELATIONSHIPS

⌚ 60 minutes



HELPFUL TIPS!

For groups with lower literacy levels, the facilitator can identify three different leaves – a green one, brown one, and yellow or orange leaf. The facilitator can also draw the leaves. The green leaf represents “Very Healthy”; the brown, dry leaf represents “Very Unhealthy”; and the yellow or orange leaf represents “Depends.” When considering the qualities, sticks and stones can represent the qualities under each leaf.

1. On the wall in front of the group, place the “Very Unhealthy” flipchart or leaf on the left, and the “Very Healthy” flipchart or the leaf on the right. Explain that this is the *relationship range* that will be used to discuss behaviors in relationships. Make clear that intimate relationships can be anywhere on this range between healthy and unhealthy.
2. Break the participants into pairs. Ask each person to share with her partner an example of a healthy relationship and an unhealthy relationship. The examples the women give can be from their own lives or from people who they know. Allow each person five minutes to share her examples.
3. Bring everyone back together. Ask the group to explain what their understanding of healthy and unhealthy intimate relationships is. **SAY:**
 - a. “In healthy relationships, both partners are respectful to each other, and each feels safe and valued. In unhealthy relationships, one or both partners are stressed or fearful because of continuing problems with the relationship that are not being addressed.”
 - b. “A healthy relationship includes respect, equality, responsibility, and honesty. The qualities of an unhealthy relationship are the opposite of those of a healthy relationship.”
4. Explain that you are going to read aloud five situations and ask participants to decide whether the relationship is “healthy,” “unhealthy,” or “depends.”
5. Read aloud the five situations listed below. After reading each situation, ask one participant to say whether the situation is healthy or unhealthy and why she thinks so.
 - a. “One person usually makes every decision for the couple.”
 - b. “You are able to do what you want without informing your partner in advance.”
 - c. “You are both able to decide whether you have sex or not.”
 - d. “You and your partner both have time to rest and sleep.”
 - e. “Your partner listens to you.”
6. After each statement, ask the group what it thinks about the placement. Allow time for discussion. Remind participants of qualities of healthy and unhealthy relationships as needed.
7. After each of the statements has been reviewed, lead a discussion guided by the following questions, **ASK:**
 - a. “What are the ways your husband or boyfriend could demonstrate respect toward you?”
 - b. “What are the actions you never would want to see from him again?”

ACTIVITY 4:

UNDERSTANDING RIGHTS⁴

🕒 45 minutes



HELPFUL TIPS!

The notion of *rights* may be useful in some contexts and difficult to apply in other contexts. Try to find a local language term for *rights* before the session and practice explaining it.

1. Remind the group that we just envisioned a world where there is no violence against women and girls.
2. **ASK:**
 - a. "What does the word 'rights' mean to you? What does it mean for someone to have a 'right' to do something?"
3. Give the group examples of rights – such as the right to education, physical safety, respect, control over your body, etc.
4. **ASK:**
 - a. "Do we have a right to be treated with respect in our relationships? What would this look like?"
2. List the responses and examples on the board/chart paper (if working with a high-literacy group).
3. Explain that rights are freedoms to which all humans are entitled, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status.
4. Divide the participants into smaller groups and ask them to come to a decision about the most important four rights for people living in this "Ideal Community" to have.
5. Ask the groups to prepare a short role play demonstrating one of the rights and the way it would be accessed in the "Ideal Community." Examples include going to school, being safe, making decisions about your body, etc.
6. After the women have had time to prepare their role plays, ask them to come back into one group and perform their role plays for each other.
7. After each presentation, ask the other women to guess the rights that the groups were acting out.
8. Make sure to note the rights that women felt were most important.
9. After the role plays, lead a discussion with the group. **ASK:**
 - a. "Do these rights exist for women in this community right now?"
 - b. "What rights are women able to access?"
 - c. "How can men help women to access more of their rights?"

⁴ Adapted from Manchau, L. (2008). Session 2.1: The new planet. In *SASA! Activist Kit for Preventing Violence Against Women and HIV*. Raising Voices. Retrieved from <http://raisingvoices.org/sasa/#tabs-419-0-1>.

ACTIVITY 5:**HOME ASSIGNMENT**

🕒 5 minutes

1. **SAY:** "For your home assignment, over the course of the next week, reflect on the feedback we want to share with the men to see if there is something you would like to add or change. You can share that with us next session if you choose."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:**CLOSING AND EVALUATION**

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the women's responses. You will need to record them in the post-session monitoring sheet.

**KEY MESSAGES**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Rights are freedoms to which all humans are entitled, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. However, we may not all be able to access our rights because of harmful ideas, such as the belief that different people should have different opportunities and freedoms.
- It is important for us to envision our ideal community so that we know what we want to achieve and what we want men to work with us towards.
- It is very important that the men hear about what is important to the women in this community so that they can know what changes they can make that will be helpful.
- We all need support in order to change and grow. There are specific actions we can take to support each other and get the support we need.

SESSION 6:

FROM HERE TO THERE

Duration:

Approximately 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☑ Articulate a collective vision for an “Ideal Community.”
- ☑ Come to consensus on what to share with the men’s groups.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment and Safety Check	⌚ 30 m
❷ Sharing the “Ideal Community”	⌚ 30 m
❸ From Here to There	⌚ 60 m
❹ Choosing Key Points to Share with the Men’s Groups	⌚ 30 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 🕒 Flip chart
- 🕒 Markers

PREPARATION REQUIRED:

- 📋 Create a summary of the women’s ideas from the “An Ideal Community” activity last week and come prepared to read the summary to the women during the session.

POSSIBLE SESSION MODIFICATIONS:

- ➔ It is advisable not to reduce this session due to its importance to the *Safe at Home* program approach.

ACTIVITY 1:**WELCOME, REVIEW OF THE HOME ASSIGNMENT, AND SAFETY CHECK**

⌚ 30 minutes

1. Welcome participants to the sixth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 5. **ASK:**
 - a. "Was anyone able to reflect on the feedback they would like to give the men. Is there anything you would like to add or change?"
3. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"

ACTIVITY 2:**SHARING THE "IDEAL COMMUNITY"**

⌚ 30 minutes

1. Remind the women of the "An Ideal Community" activity from last week. Let them know that you wrote up a summary of their thoughts and that you would like to read it to them.
2. Ask the women to listen carefully and think about whether this reflects their vision of "An Ideal Community."
3. Read the summary to the women.
4. After you have read the summary, ask the following questions:
 - a. "Did this reflect your vision of what your life would look like in a world with no violence?"
 - b. "Was there anything important missing?"
5. Explain that you would like to use this narrative to guide a discussion with the men when they begin their groups so that they can understand the type of life that women want to have, and how that is similar or different to the reality that exists now in the community.
6. Ask the women to share any reactions or concerns that they have about the narrative being read to the men.
7. Ask the women for any specific additional information or input that they feel should be shared with the men regarding this community where there is no violence against women.

ACTIVITY 3:

FROM HERE TO THERE

🕒 60 minutes

1. Remind the women of the discussions that we had about what would need to change in their home in order for them to do more of what they want.
2. Ask the women to break into four small groups and assign each group a key area to reflect on from the ideal community (for example, responsibilities in home, use of power, violence in the community, healthy relationships).
3. Ask two groups to develop a role play answering the following questions:
 - a. "What would *women* need to move from here to there in this aspect of their lives?"
 - b. "What kind of support would women need?"Ask the two remaining groups to develop a role play answering the following questions:
 - c. "What would *men* need to move from here to there in this aspect of their lives?"
 - d. "What kind of support would men need?"
4. After 20 minutes, ask women to perform their role plays. Note common themes that arise on chart paper.
5. Remind the women of the discussion that they had about support two weeks ago. Ask for a volunteer to share what they remember from the discussion.
6. Review the notes that were taken about the ways that the women could support each other.
7. Facilitate a discussion with the women. Using the following questions as a guide, **ASK:**
 - a. "What are you going to do to support the other women in the group to move from here to there?"
 - b. "What support do you need from others to do the same?"
 - c. "How can you build on this as the men's groups begin?"
8. Make sure to focus on concrete actions that women bring up during the discussion and ask if these are realistic ways to support each other.
9. Ask the women to reflect silently for two minutes on actions they feel they can personally take or can ask their husband to take to begin moving from here to there.

ACTIVITY 4:**CHOOSING KEY POINTS TO SHARE WITH THE MEN'S GROUP**

⌚ 30 minutes

1. Divide women into three groups and ask each group to take 15 minutes to reflect on one of the key questions below. Remind participants about the ideal community exercise and the sessions over the last couple of weeks:
 - a. "What you want to see change in your home in terms of tasks/chores?"
 - b. "What do you want to see change in terms of how men in the community use power?"
 - c. "What do you want to see change in your relationship with your husband/boyfriend?"
2. As women are sharing their thoughts, make sure to take down notes on a flip chart.
3. **ASK:**
 - a. "What can men do to help? How men can step outside of the box?"
4. Make sure to write down women's responses and ask if there is anything that needs to be added or changed.
5. Let the women know that we want to choose three points from each list (changes in the home, changes in how men in the community use power, changes in the relationship) that they feel safe enough to tell the men. Explain that these three points will be shared during discussions with the men so they can know what is most important to the women in the community.
6. Remind women that it is important that men know their opinions so they can know what changes they can make that will be helpful.
7. Have the women break into three groups. Assign each group one set of answers for one of the questions above and collectively choose the three top points that they want to share with the men.
8. After 10 minutes, ask each group to share the points they chose and why.
9. Ask the rest of the group if they agree with these three points being the safest and most comfortable to share.

ACTIVITY 5:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** "For your home assignment, reflect on your role as a mother; what are some of your strengths and some of the challenges you face?"
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the women's responses. You will need to record them in the post-session monitoring sheet.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- It is very important that the men hear about what is important to the women in this community so they can know what changes they can make that will be helpful.
- We all need support in order to change and grow. There are specific actions we can take to support each other and get the support we need.
- The women have worked hard during the group sessions and have gained new skills and positive characteristics. They can continue building these qualities after the group and with the support of one another.

BUILDING MY STRENGTHS AS A MOTHER

SESSION 7: THE STRESSED MOTHER51

SESSION 8: COPING AND HEALING STRATEGIES 58

SESSION 9: MY CHILDREN’S DEVELOPMENT AND ME 65

SESSION 10: VIOLENCE AGAINST CHILDREN IN THE FAMILY 73

SESSION 11: VALUING GIRLS IN OUR LIVES 79

SESSION 12: COMMUNICATING WITH MY CHILDREN 88

SESSION 13: ENCOURAGING RESPONSIBILITY, FAMILY RULES, AND ROUTINE 96

SESSION 14: DISCIPLINING CHILDREN WITH DIGNITY 105

SESSION 7:

THE STRESSED MOTHER

Duration:

Between 2-3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Identify their own psychosocial and emotional needs.
- ☒ Articulate the impact of their stress on their children's well-being.
- ☒ Name techniques to manage their stress.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment, and Safety Check	⌚ 30 m
❷ Identification of Mothers' Social and Emotional Needs	⌚ 30 m
❸ The Impact of a Mother's Stress on Children	⌚ 30 m
❹ Relaxation Techniques to Cope with Stress	⌚ 60 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Flip chart
- ⌚ Markers
- ⌚ Tape
- ⌚ Colored pencils or markers
- ⌚ Annex 3: Feeling and Action Drawings (only necessary if parents are not comfortable with writing)
- ⌚ Annex 4: Relaxation Exercise
- ⌚ Annex 5: Relaxation Techniques

PREPARATION REQUIRED:

- 📌 Adapt the scenario under Activity 2: Identification of Parents' Social and Emotional Needs.
- 📌 You will be doing relaxation techniques with participants that, ideally, require a quiet space. See if you may be able to find a different place to do these relaxation activities, or how to set up the space to facilitate quiet. You may also consider playing music if it is impossible to find a quiet space.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should only be made if participants have expressed they are not available beyond 2 hours.
- ➔ If participants are not available beyond a 2-hour time frame, you may choose to reduce the session length in the following ways:
 - You may reduce the number of relaxation techniques you try out with the group. If you choose to do so, make sure to integrate these techniques into the introduction or closing of other sessions.

ACTIVITY 1:

WELCOME, REVIEW OF THE HOME ASSIGNMENT AND SAFETY CHECK

🕒 30 minutes

1. Welcome participants to the seventh group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 6. **ASK:**
 - a. "Over the course of the last week, were you able to reflect on being a mother and some of your strengths and the challenges you face?" Ask for volunteers to share their reflections.
3. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"
4. **SAY:** Over the last several weeks, we've talked a lot about our experiences as wives. Now, we will also begin talking about our experiences as mothers. These experiences may be similar or different, but it is important to reflect on motherhood as well.



HELPFUL TIPS!

This session below will help women identify their social and emotional needs and identify areas of stress. We know that stress can be a contributing factor to violence, but it is important to emphasize that violence is always a choice. It will be helpful to highlight specifically to participants that stress is never a justification for IPV towards women.

The contexts in which the *Safe at Home* program is implemented may vary. Feel free to adapt the script as needed. For example, if participants are not living in tents, you do not need to say this.

ACTIVITY 2:

IDENTIFICATION OF PARENTS' SOCIAL AND EMOTIONAL NEEDS

🕒 30 minutes

1. **SAY:**
 - a. "The situations in crisis settings are very difficult. Most of you had to leave your house, your job, and your life behind to come here."
 - b. "Living in a tent or limited space with other family members can be difficult. There is not enough space, and tension can happen frequently. Your children are bored; they can be disrespectful, and it is easy to lose patience with them."
2. **ASK** the participants:
 - a. "Have you experienced a similar situation or emotion?"

3. Let parents share experiences if they want to, but do not spend too much time on negative feelings and experiences. Follow up by asking about ways they coped with this situation.

4. **SAY:**

- a. "This is normal! Anybody would experience a high level of stress in a similar situation. Crisis affects emotional comfort; it causes irreversible material and family losses, physical exhaustion, psychological breakdowns, and makes all everyday routines futile. This is why your body reacts to cope with the high level of stress."
- b. "There are 3 types of stress: (1) positive stress, (2) tolerable stress, and (3) toxic stress. These levels of stress are valid for adults and for children."⁵
- c. "Positive stress response is a normal and essential part of healthy development. Indicators of positive stress include brief increases in heart rate and mild elevations in hormone levels. Some situations that might trigger a positive stress response are taking an exam or receiving an injection."
- d. "Tolerable stress response activates the body's alert systems. It is caused by more severe, longer-lasting difficulties, such as the loss of a loved one, a natural disaster, or a frightening injury."
- e. "Toxic stress response can occur when an individual experiences strong, frequent, and/or prolonged adversity, such as physical or emotional abuse, exposure to violence, and/or the accumulated burdens of economic hardship."⁶

EXAMPLES OF THOUGHTS AND FEELINGS WOMEN MAY BE EXPERIENCING DURING A CRISIS

- | | |
|------------------------|--------------------|
| • Sadness | • Stress |
| • Sickness | • Depression |
| • Aggressiveness | • Sense of control |
| • Tiredness/Exhaustion | • Happiness |
| • Anger/hatred | |

5. Explain that the following are reactions people can experience in highly stressful situations:

- Changes in behavior (aggressiveness, confinement, silence)
- All kinds of diseases (eczema, somatic pain, diarrhea)
- Hormonal impairments (cessation of menstruation)
- Neurological disorders (muscle weakness, poor coordination, loss of sensation, seizures, confusion)

6. Explain that we are now going to do an activity to identify our own social and emotional needs as parents and we will talk about our individual levels of stress and how that affects our daily lives.

7. On a flip chart, draw three images to represent: (1) "Emotions," (2) "Actions," and (3) "Consequences." You may use any images that will make sense to participants.

8. **ASK:**

- a. "What are the emotions and feelings that you experience now that you have arrived in the camp/ country or when a traumatic or difficult event happens?"

⁵ Flöel, M. and Lauc, G. (1998). *War Stress – Effects of the War in the Area of Former Yugoslavia*. Zagreb, Croatia: Faculty of Pharmacy and Biochemistry at the University of Zagreb.

⁶ Harvard University: The Center on the Developing Child. (2018, October 23). Toxic stress. Retrieved from <https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>.

9. Brainstorm examples with the parents and write down their responses on a flip chart. You may draw emojis (e.g. happy or sad faces) to represent their feelings.

10. **ASK:**

- a. "What are the things that you do as a result of these feelings? It can be positive or negative."

THINGS I DO THAT MAY INDICATE HIGH STRESS

- | | |
|--|--------------------------------------|
| • I do not sleep; I do not eat | • I eat a lot |
| • I shout at my children; I beat my children | • I am obsessed with cleaning |
| • I shout at my husband | • I have a very clear daily schedule |
| • I ignore or belittle others | • I invite neighbors for tea to talk |

11. Brainstorm examples with the parents and write or draw their responses on the flipchart.

12. Explain that we will now go to the next activity where we will see the consequences of our stress on our family.

ACTIVITY 3:

THE IMPACT OF A MOTHER'S STRESS ON CHILDREN

🕒 30 minutes

1. **SAY:**

- a. "A mother's stress affects the entire family. When you feel calm it's more likely that your children and spouse will feel calm. When you feel stressed it's more likely your family will feel tense."

2. Explain how parents' stress affects children. **SAY:**

- a. "Research has shown that there are a number of undesirable behaviors associated with parenting stress. This means that the more stress parents feel, the more children may misbehave and show disrespect."
- b. "The more children misbehave, the more stress parents feel. This is like a vicious cycle and perhaps one of the most important reasons for parents to address and deal with their stress."
- c. "Without telling them anything, children know deep inside that their parents are stressed. They also listen to what parents are saying when they discuss adult issues, and this creates stress and insecurity."
- d. "Parents are allowed to feel sad or depressed, but there are ways to limit the impact on themselves and their families."

3. ASK:

- a. "How can children be affected by their parents' stress?"

HOW CHILDREN ARE AFFECTED BY THEIR PARENTS' STRESS

- Show aggressiveness or disrespect
- Act scared; refuse to leave the house
- Show signs of depression, such as crying

4. Write participants answers on a flip chart or draw as appropriate.
5. Explain to participants that impacts on children can be varied, affecting their mind, heart, body, and everyday life.

ACTIVITY 4:**RELAXATION TECHNIQUES**

🕒 60 minutes

1. Distribute Annex 4: Relaxation Exercise
2. Explain that we've talked about the stress that a mother can feel, and now we will show some ways that we can help to manage that stress and also manage emotions more generally.
3. **ASK:**
 - a. "What do you think is happening in these pictures?"
 - b. "How do you think this parent is feeling? What do you think they are doing and why?"
4. Explain that in the first image, the woman is counting backwards from 20 to zero. This is a relaxation technique that we will learn today.
5. Explain that in the second image, the woman is thinking of a nice place where she feels safe. The man is thinking of a nice song, a happy moment. They both have their hands on their stomachs practicing deep breathing, which is another relaxation technique that we will learn today.
6. **SAY:**
 - a. "Stress is necessary for life. It helps us to respond when we are in danger and need to act quickly."
 - b. "We need to distinguish between healthy stress that helps us to survive as human beings and 'toxic stress,' repeated or intense stress that overwhelms our systems to the point that it is harmful and becomes a problem for us and the ones around us, including children."
 - c. "We need to be aware of the stress we have and cope with it."
 - d. "Stress is only harmful when it becomes overwhelming and interrupts the healthy state of equilibrium that your nervous system needs to remain in balance."
 - e. "When stressors throw your nervous system out of balance, relaxation techniques can bring it back into a balanced state by producing the 'relaxation response,' a state of deep calmness that is the opposite of the stress response."

7. ASK:

- a. "What is relaxation?"

8. Explain that we define relaxation as a mental and physical state in which the individual can feel relieved from strain or tension. Reaching a relaxed state means to control our emotions. When stress affects a person's normal functioning, relaxation may help to restore it.⁷

9. SAY:

- a. "We are going to experiment with some relaxation exercises that you can practice at home when you feel stressed. When you feel the stress coming, when you feel that tension in your stomach, or when you feel you are about to lose your temper, there are some things you can do to help yourself calm down. Here are a few techniques that are easy to use:
 - i. Step away from the stressful event or situation.
 - ii. Breathe deeply.
 - iii. Center yourself.
 - iv. Count backwards from 20 to zero.
 - v. Practice muscle relaxation by visualizing each part of your body getting relaxed: the right foot, the left foot, the right leg, the left leg, and so on."

10. SAY:

- a. "Let us start with the breathing technique. Take 10 deep abdominal breaths. You should see your stomach moving back and forth. Inhale deeply, exhale."

11. Repeat this breathing technique 3 to 4 times with the group.

12. After the exercise is complete, ask participants to share with the group. **SAY:**

- a. "How does it feel?"

13. Using a quiet voice, very slowly with a voice of love, **SAY:**

- a. "To conclude this session, let us do a relaxation exercise."

14. Read Annex 5: Relaxation Techniques and guide the relaxation.

15. Distribute Annex 5: Relaxation Techniques to the parents and explain that they can do this exercise with their spouse; one of them can read and guide the exercise, and the other can close their eyes and listen.

⁷ MacDonald, A. (2015, October 30). Using the relaxation response to reduce stress. *Harvard Health Blog*. Retrieved from <https://bit.ly/2Nq6kmk>. As found in the International Rescue Committee (2016). *Parenting Skills Intervention: Curriculum for Caregivers of Children*.

ACTIVITY 5:**HOME ASSIGNMENT**

🕒 5 minutes

1. **SAY:** "As homework, please practice breathing and centering exercises from the handout at least once a day before the next session. Also, please practice relaxation/meditation exercises from the handouts at least twice before the next session."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:**CLOSING AND EVALUATION**

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the women's responses. You will need to record them in the post-session monitoring sheet.

**KEY MESSAGES**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- It is normal for parents to experience negative stress during a crisis or a difficult time in their lives.
- Parents should acknowledge the effect their stress may have on their interactions with their children.
- There are many positive techniques that we can apply to help us manage our stress.

SESSION 8:

COPING AND HEALING STRATEGIES

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Identify their own coping and healing strategies.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment and Safety Check	⌚ 30 m
❷ My Safe Space	⌚ 30 m
❸ The Value of Talking	⌚ 20 m
❹ Making Your Own Coping and Healing Kit	⌚ 50 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📌 Flip chart
- 📌 Markers
- 📌 Tape
- 📌 Notebook
- 📌 Large envelope for each participant (9 cm x 12 cm is ideal)
- 📌 Colored pencils or markers
- 📌 Scissors
- 📌 Stapler
- 📌 Index cards or paper cut into small pieces
- 📌 Annex 6: Coping and Healing Cards
- 📌 Annex 7: Visualization Exercise

PREPARATION REQUIRED:

- 📌 Identify a calm or quiet space where participants can do Activity 2: "My Safe Space."
- 📌 Adapt the examples in Annex 6: Coping and Healing Cards.
- 📌 Prepare the room so it is conducive to discussion without interruptions.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should only be made if participants have expressed they are not available beyond 2 hours.
- ➔ If participants are not available beyond a 2-hour time frame, you may choose to reduce the session length in the following ways:
 - "The Coping and Healing Toolkit" activity may be reduced by 20 minutes by having the participants begin the activity and asking them to complete the rest at home.

ACTIVITY 1:**WELCOME, REVIEW OF THE HOME ASSIGNMENT, AND SAFETY CHECK**

⌚ 30 minutes

1. Welcome participants to the eighth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 7.
 - a. **ASK:** "Who was able to complete the relaxation exercises from last week at home? How was it?" Ask for volunteers to share their experience.
 - b. **ASK:** "Did you see any changes in the way you felt over the last week?"
 - c. **ASK:** "Did you notice any changes in your children's behavior?"
 - d. **SAY:** "We saw during the last session how your stress can affect not just the mood but also the behavior of your children. Without being told anything, they know deep inside that their parents are stressed. They also listen to what parents are saying when they talk to other adults."
3. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"

ACTIVITY 2:**SAFE SPACES⁸**

⌚ 50 minutes

**HELPFUL TIPS!**

Make sure to read the text below slowly and in a calming voice. Make sure to pause briefly after each instruction to give participants a moment to complete the task. Try to give some examples of places that are relevant to the context and participants might have seen before, perhaps a pond or lake or a place on a mountain, a church or mosque, as appropriate for the context.

1. Ask participants to get comfortable in the space; they may want to lie down or sit in a position that feels comfortable for them.
2. Explain that you are going to guide them through another relaxation activity and give participants a few minutes to get comfortable, do a double check that everyone is ready and make sure to secure the space the best you can so that there are no disruptions.

⁸ Session inspired by Children and War Foundation (2010). *Teaching Recovery Techniques*, Bergen, Norway. As found in International Rescue Committee (2016). *Parenting Skills Intervention: Curriculum for Caregivers of Children*, p 44. Accessible from <http://shls.rescue.org/shls-toolkit/parenting-skills/>.

3. SAY:

- a. "Imagine a place or scene that makes you feel calm, secure and happy. This could be somewhere real that you remember (maybe from a trip you took); or it could be somewhere you've heard about (maybe in a story); or it could be somewhere that you invent and make up yourself."
- b. "Take a few deep, steady breaths. Close your eyes and carry on breathing normally. Bring up a picture of your safe place and imagine that you are standing or sitting there."
- c. "Can you see yourself there? In your imagination, take a look around. What do you see? What can you see close to you? Look at the details and see what it is made of. See the different colors. Imagine reaching out and touching it. How does it feel?"
- d. "Now take a look further away. What can you see around you? See what's in the distance. See the different colors and shapes and shadows."
- e. "This is your special place and you can imagine whatever you want to be there. When you are there, you feel calm and peaceful."
- f. "Imagine your bare feet on the ground. What does the ground feel like? Walk around slowly and notice the things there. See what they look like and how they feel."
- g. "What can you hear? Maybe the gentle sounds of the wind, or birds, or the sea. Can you feel the warm sun on your face? What can you smell? Maybe it's the sea air, or flowers, or your favorite food cooking?"
- h. "In your special place, you can see the things you want, imagine touching and smelling them, and you can hear pleasant sounds. You feel calm and happy."
- i. "Now imagine that someone special is with you in your place. This is someone who is there to be a good friend and to help you, someone strong and kind. They are there just to help you and they will look after you."
- j. "Imagine walking around and exploring your special place slowly with them. You feel happy to be with them. This person is your helper and they're good at sorting out problems."
- k. "Just look around in your imagination once more. Have a good look. Remember that this is your special place. It will always be there."
- l. "You can always imagine being there when you want to feel calm, secure and happy. Your helper will always be there whenever you want them to be. Now get ready to open your eyes and leave your special place for now. You can come back when you want. As you open your eyes, you feel calmer and happier."

- 4.** Allow participants to open their eyes slowly, give the group a couple of minutes to sit in silence and relax.

5. ASK:

- a. "How did this activity feel for you? Was it easy or difficult?"

ACTIVITY 3:**THE VALUE OF TALKING⁹**

⌚ 20 minutes

1. SAY:

- a. "Talking, like writing, can help get stressful events or bad memories out of your system. Sharing problems with others helps to relieve stress."
- b. "What are some of the advantages and disadvantages of talking?" Write participants' responses on a flip chart or draw an image to represent their response.

ADVANTAGES AND DISADVANTAGES OF TALKING**Advantages**

- Makes me feel better
- Helps me clarify what happened
- Allows me to find out if others' experiences are the same or similar
- Helps me get it all out
- Allows others to help me
- Gives me the ability to get advice on what to do
- Allows me to help other people

Disadvantages

- Might cause others to laugh at me
- May be hard because I don't have anyone to talk to
- May upset the other person
- May be difficult because I do not know what to say
- Feels difficult to talk about my feelings
- Could cause others to talk about me

2. SAY:

- a. "It is sometimes difficult to talk about our problems and difficulties to people who have their own problems or people we do not know well. It can be hard at times but, in the end, it helps if you can trust the person you are talking to."
- b. "Some of you have friends or relatives to talk to. They listen to you or they make you laugh. They are your support network. Mothers can meet on a fixed day of the week and invite each other for a tea or coffee."

⁹ Session inspired by Children and War Foundation (2012). *Workbook for the Child and War Manual*. As found in International Rescue Committee (2016). *Parenting Skills Intervention: Curriculum for Caregivers of Children*, p 45. Accessible from <http://shls.rescue.org/shls-toolkit/parenting-skills/>.

ACTIVITY 4:

MAKING YOUR OWN COPING AND HEALING KIT¹⁰

🕒 50 minutes



HELPFUL TIPS!

If you are working with participants with low literacy, you may ask participants to choose items like flowers or leaves that represent the list of items in the coping and healing cards.

1. Prepare for the “Making Your Own Coping and Healing Kit” Activity:
 - On a table, set out prepared cards that represent tangible items that can reduce stress (see Annex 6: Coping and Healing Cards), as well as some index cards.
 - Distribute large envelopes and pens to all the caregivers.
 - Give each parent a large envelope that becomes the container for their kit.
2. **SAY:** “The “Coping and Healing Toolkit” is something that is also useful for us to look at when we are feeling stressed.”
3. Explain that everyone is now going to have the opportunity to make a coping and healing toolkit for themselves.
4. **SAY:**
 - a. “Walk around the table and pick out the cards that appeal to you. Personalize the cards. These cards have titles. You can add other categories if you have creative ideas. For example,
 - My favorite place – a picture or description of a place (past, present or imagined) where you feel or felt a great sense of peace and safety
 - Gratitude list – things for which I am grateful.
 - Drinks that I enjoy – examples should be non-alcoholic beverage available in your environment.
 - My favorite music – music that makes me feel good, not sad.
 - Humorous or positive sayings or pictures.
 - Peak moments from the past – a brief reminder of a wonderful memory.
 - Fun activities – playing sports, playing with children.
 - My support network – a list of people I can visit, call and who always lift my spirits.
 - Comfort foods – examples should be food that you like and is easily accessible. Nothing that will make you feel bad because you ate it!
 - Reminders of other things you can do to relieve stress; adapt examples to your context (e.g., taking a warm shower, taking the time to wash your hair).
 - Relaxation exercises that work for you. It can be deep breathing, centering yourself, relaxing your muscles, praying, and so on.”

¹⁰ Session inspired by Levy-Peck, J.Y. (2006). *IPSV Support Group Guide: A Guide to Psychoeducational Support Groups for Survivors of Intimate Partner Sexual Violence*. Olympia, WA: Washington Coalition of Sexual Assault Programs.

- b. "Choose those cards that represent items you would actually like to have in a 'Coping and Healing Kit' and that would help you cope with stress in a positive way."
- c. "You can also make the kit with real items in it, such as some pictures clipped from a magazine or some packages of your favorite tea. Once you go home, you can add these items if you'd like. You can also just use the cards as reminders of the things that you might turn to when you are feeling stressed."
- d. "After you have assembled your kits, take a few minutes to look at them."

5. Give participants 15 or 20 minutes to build their kits.

6. Invite parents to talk about the contents of their kits. Tell parents that they can also choose not to talk, or to keep some of the items private.



HELPFUL TIPS!

Throughout the session, encourage parents to express their creativity by praising their ideas and providing as many materials for them to work with as you can.

7. Ask if someone would like to share how they could use their kit to help cope with trauma-related memories, current stresses, or troubled emotions.

8. Ask if someone would like to share what they want to do with their kit? (Example answers include: (1) Take them home; (2) Leave them at the group site; (3) Destroy them.)



HELPFUL TIPS!

If parents want to destroy their kits, they should consider safety issues.

9. Tell parents that just having gone through the process is useful, even if they do not take anything tangible home. Explain that everyone needs self-care and nurturing.

10. Reinforce the points from the previous sessions about the process of healing and finding strength. Remind parents that sometimes the process of facing their situation or their past experiences can cause emotional turmoil and pain, but that this is part of the healing process.

11. Debrief with the group, **ASK:**

- a. "How can you participate in self-care, even when it feels like you do not have the time or space to do so?"
- b. "What do you need to do to stay safe and healthy?"
- c. "What are some ways in which you have successfully coped with difficult situations?"
- d. "What resources do you have to turn to when you feel overwhelmed?"
- e. "What are one or two items from your 'Coping and Healing Kit' that you are really looking forward to using soon?"

ACTIVITY 5:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** "This week, use at least one of the tools you have in your kit; practice one relaxation or breathing technique, and take 10 minutes to do the 'Visualization Exercise'."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the women's responses. You will need to record them in the post-session monitoring sheet.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- It is important to have coping and healing skills that allow us to deal with the stresses of life in a positive way.
- Coping and healing skills allow us to find balance and give us alternative mechanisms to channel our worries and frustrations, beyond using anger.
- The techniques we are sharing here can be adapted by you; there is no right or wrong way to use these techniques as long as they are not harmful to you or others.
- Feel free to share these techniques with your husband and children if they would like to learn.

SESSION 9:

MY CHILDREN'S DEVELOPMENT AND ME

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Articulate the key concepts of brain development and the impact of toxic stress on parents and children.
- ☒ Explain ways to support brain growth and development.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment, and Safety Check	⌚ 30 m
❷ What's Happening in Our Children's Brains?	⌚ 90 m
❸ Home Assignment	⌚ 5 m
❹ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📌 Flip chart
- 📌 Markers
- 📌 Tape
- 📌 Annex 8: Brain Development and the Impact of Toxic Stress
- 📌 Annex 9: Brain Development Sketches
- 📌 Annex 10: Brain Scans Showing Temporal Lobes

PREPARATION REQUIRED:

- 📌 Make copies of the handouts for each parent. Please make sure to give each parent the handout at the end of the session.
- 📌 Sit in a circle to encourage interaction among participants.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Given the importance of this session, no session modifications are recommended.

ACTIVITY 1:

WELCOME, REVIEW OF THE HOME ASSIGNMENT, AND SAFETY CHECK

🕒 30 minutes

1. Welcome participants to the ninth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 8.
3. **ASK:**
 - a. "Who practiced at least one of the tools from the 'Healing and Coping Kit' or one of the relaxation/breathing techniques? How did it feel?" Ask for volunteers to share their experiences.
4. Praise participants for any attempts they made to practice previously learned skills and techniques at home.
5. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"
6. **SAY:**
 - a. "In the last 2 sessions we talked about managing stress. So, to get us ready for our session today we are going to do another relaxation exercise, one similar to the one you did in the last session."
 - b. "When your body is relaxed, you will also feel more relaxed and less stressed! Balance can help the body, beginning with breathing!"
 - c. "To start, inhale for a count of 4 then exhale for a count of 4, all through the nose. The nose adds a natural resistance to the breath, helping you control your breathing."
 - d. "We will do this 5 times together."
 - e. "Now just relax for a minute."
7. **ASK:**
 - a. "How did it feel?"
 - b. "Did it feel strange?"
 - c. "Did it feel good?"
8. **SAY:**
 - a. "This is a good exercise for whenever you feel stressed or angry, as it helps to calm the body and mind."

ACTIVITY 2:**WHAT'S HAPPENING IN OUR CHILDREN'S BRAINS?**

⌚ 90 minutes

1. Distribute Annex 9: Brain Development Sketches

2. **ASK:**

- a. "When you look at this picture and see the brain in the middle, what do you see happening around the brain?"
- b. "What helps our children's brains develop? Do boys' and girls' brains develop in the same ways? Why or why not?"

3. Have parents share their responses to the questions with the whole group.

4. Have parents look at the handout and describe each image.

Example answers include:

- Top left corner – a father comforting and hugging his daughter
- Top right corner – a father playing football with his son
- Top center – a father walking and holding the hand of his son
- Bottom right corner – a mother talking to her daughter
- Bottom left corner – a mother encouraging her daughter to do her homework

5. **SAY:**

- a. "Children's brains are built over time and much of their brain development depends on the care they receive from their parents."
- b. "Child development refers to the biological, social, and psychological changes that happen in children from conception through adulthood. These changes influence children's physical, social, emotional and intellectual capacities."
- c. "We are born with more than 80 billion brain cells called neurons. These neurons make us human as they work to communicate between one another via small electrical impulses that travel via cell junctions called synapses."
- d. "So, even though all children's brains develop in roughly the same way at the same time, there are differences among individual children. Not all children learn at the same pace. Some children have mild temperaments, while some children are very active!"
- e. "Brains of both boys and girls have the capacity to learn, to be smart, kind, and gentle, depending on the ways their development is encouraged by their caregivers and communities."

6. To explain brain development, draw a picture on a flip chart as shown below:

Image 1: The Brain with Neurons

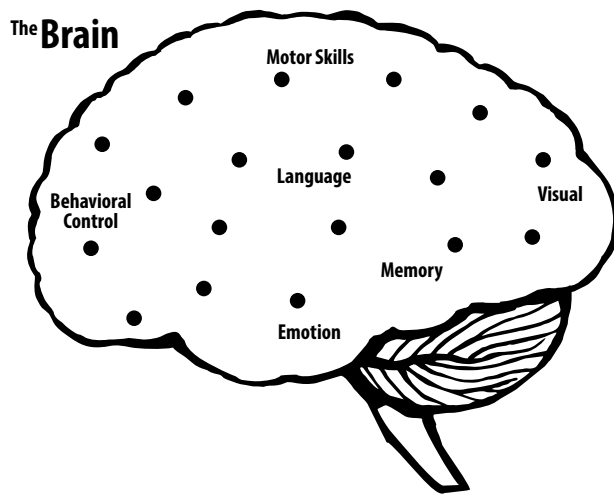


Image 2: The Brain with "Electrical Connections" Via Synapses

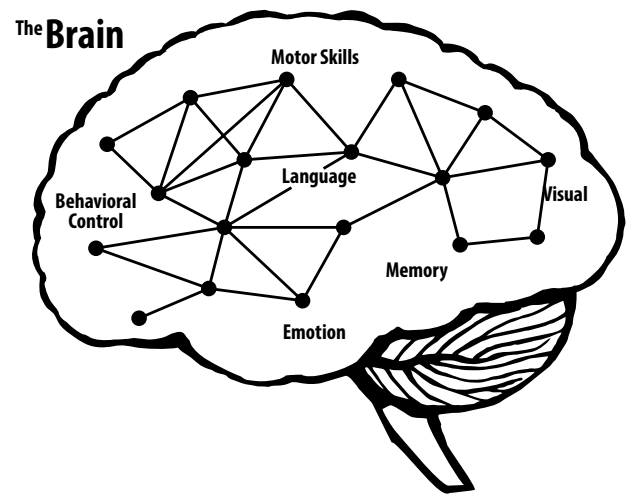


Image 3: The Brain with Stronger "Electrical Connections" Thanks to Love and Encouragement

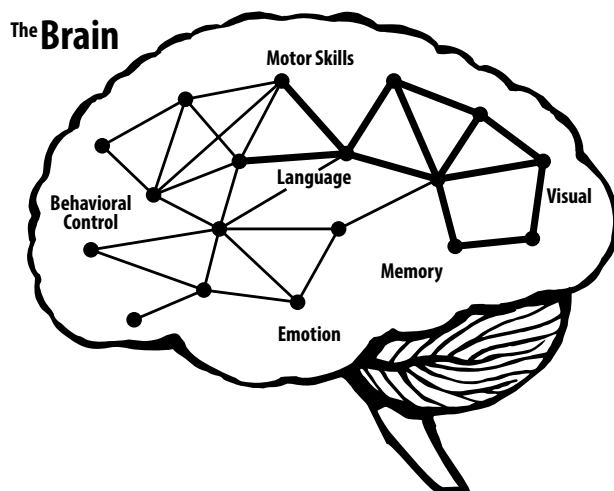
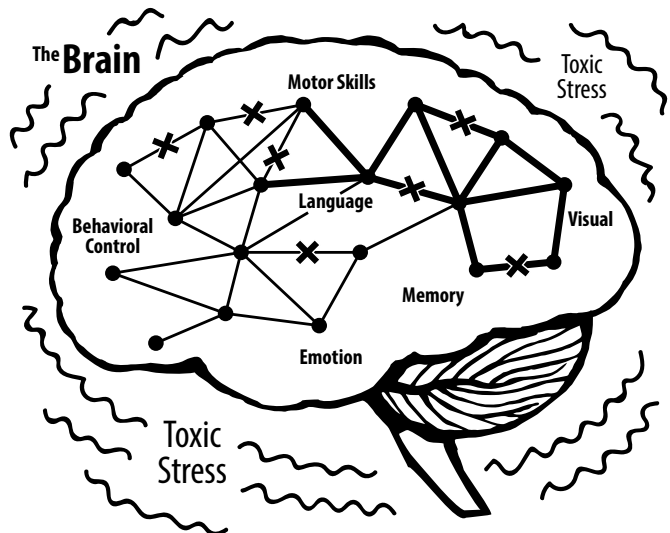


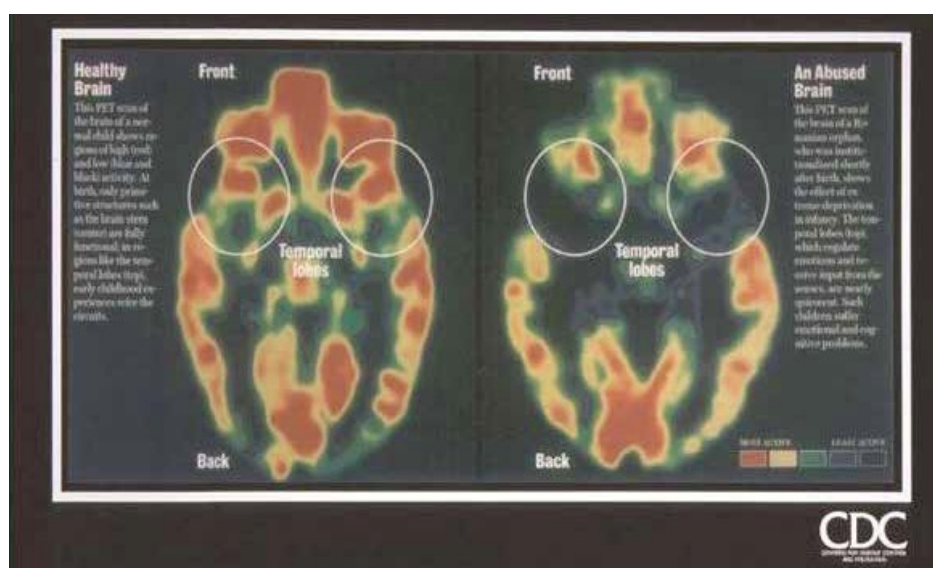
Image 4: The "Electrical Connections" Are Destroyed Due to Toxic Stress and Violence



7. SAY:

- a. "Love, support, and encouragement build strong, healthy brains. These synapses, or circuits, enable humans to learn language, think, walk, catch a ball, trust others, and manage emotions.
- b. "They are like electrical wires that, when connected, enable the lights to turn on. If the synapses between neurons are used repeatedly, they become permanent and strong, like exercising a muscle!"

8. Explain how the brain develops. **SAY:**
- "Unused connections in the thinking and processing parts of your children's brains (called the grey matter) are 'pruned' away. At the same time, other connections are strengthened."
 - "This is the brain's way of becoming more efficient, based on the 'use it or lose it' principle. Repeated stress, exposure to traumatic events, and violence (toxic stress) can destroy connections and interfere with children's ability to make safe and healthy decisions."
 - "Love, guidance, problem-solving, and emotional support reinforce positive connections between neurons. This provides the foundation that children need to make healthy choices and become responsible family and community members."
 - "This pruning process begins in the back of the brain. The front part of the brain, the prefrontal cortex, is wired or connected last. The prefrontal cortex is the decision-making part of the brain, responsible for older children's ability to plan and think about the consequences of actions, solve problems, and control impulses. Changes in this part of the brain continue into early adulthood."
 - "The amygdala is a part of the brain that is associated with emotions, impulses, aggression, and instinctive behavior. Because the prefrontal cortex is still developing, children will often rely more on the amygdala to make decisions and solve problems than adults do."¹¹
9. Play the video of 'toxic stress' or use the visual aid Annex 8: Handout: Brain Development and the Impact of Toxic Stress to explain these concepts.
10. **SAY:**
- "Think about a path that is created and used for going to get water or going to the market. At first, the path may be a little bumpy and hard to stay on. It does not actually become a path until lots and lots of people have walked that same path over and over again. The path becomes smoother, and it is easier to see where you are going. Our brains are built in the same way. The more time you spend teaching and showing children kindness and respect, the stronger the connections between the cells (neurons) in their brains become! It is these strong connections that enable your children to be healthy, happy, and responsible family and community members."
11. Show them the color print of the two brains (Annex 10: Brain Scans Showing Impact of Toxic Stress).



¹¹ Photo by Stevens, J.E. & Well Commons (Publisher). As found in International Rescue Committee (2016). *Parenting Skills Intervention: Curriculum for Caregivers of Children*, pp 50-46. Accessible from <http://shls.rescue.org/shls-toolkit/parenting-skills/>.

12. SAY:

- a. "These pictures of brains were taken using scanners that produce detailed images using magnetic fields and radio waves"¹²

13. Discuss the image with participants; ASK:

- a. "What do you notice about these images? What are the differences?"

14. SAY:

- a. "Notice how the nurtured child's brain has much more activity, while the brain of the child who was subjected to abusive corporal punishment and neglect is less active and frequently smaller."

15. Explain basic concepts of brain development to the parents, based on the following information:

- The image of the abused child's brain is of a child who suffered severe abuse and violence.
- Our brains are not fully formed until we are in our early to mid-20s!
- Different parts of our brain form and mature at different rates. For example, the parts of our brain that control our senses and reflexes form when we are infants.
- The part of our brain that helps us control our impulses and use good judgment is the last to mature. This part of the brain is called the prefrontal cortex and it controls our 'executive function.' Executive function skills are mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.¹³
- Our brain also has the unique ability to change or re-create itself. This is called 'plasticity.' Brains start out in life with a lot of plasticity, but as we age, it gets harder to change our brains.
- Scientists have learned that, in adolescence, like early childhood, if the brain is exercised with positive experiences, children can learn to control impulses, order their thoughts, and use good judgment – skills and abilities that will help them to become happy, healthy adults.

16. ASK:

- a. "What questions do you have about brain development?"

17. SAY:

- a. "Let's summarize what we've discussed about the brain. Let's think about the brain as our human motor. It controls our emotions, memory, language, behaviors and more. Like any motor, it requires fuel to function and we need a means to deliver that fuel, such as pipes. For the human brain to function at its best, the fuel it needs is loving and supportive care, especially in childhood. That loving and supportive care is received by the brain through synapses. Our synapses are our pipes. So, think of our brains as the motor, the loving and supportive care as the fuel and our synapses as the pipes to deliver the fuel that all children need."
- b. "When we are born, our brain is not fully developed, and it won't be until we are in our mid-20s, so from childhood through to early adulthood, the development of the brain is ongoing."
- c. "As parents, the best thing we can do to fuel the brain is to help it grow in a healthy way by providing loving and supportive care."

¹² Ibid.

¹³ Harvard University: The Center on the Developing Child. (2018, October 24). Executive function & self-regulation. Retrieved from <https://bit.ly/2Aale4k>.

18. ASK:

- a. "What kinds of skills do you think your children will need to be happy, healthy adults?"

Example answers:

- The ability to be kind
- The skills to be a hard worker
- The responsibility needed to be a community member
- The ability to learn

19. Make a list of their responses on the flip chart.**20. ASK:**

- a. "How can we help our sons and daughters develop these skills?"

21. SAY:

- a. "We will spend the next several sessions talking about how to help our children learn the skills needed to live safe, healthy, and happy lives. We will talk about how to support their continued healthy brain development through predictable, stimulating, and nurturing parenting practices such as:
- Showing affection for your child and recognizing their accomplishments.
 - Helping your child develop a sense of responsibility by asking them to help with household tasks, such as sweeping or preparing food.
 - Talking to your child about school, friends, and things they look forward to in the future.
 - Talking with your child about respecting others and helping others.
 - Helping your child learn patience by letting others go first or by finishing a task before going out to play. Encouraging them to think about possible consequences before acting.
 - Making clear rules and sticking to them, such as following a rule about how long they can stay out and when they need to be home. Being clear about what behavior is okay and what is not okay.
 - Doing fun things together as a family, such as playing games, reading or storytelling, and going to events in your community."

ACTIVITY 3:**HOME ASSIGNMENT**

 5 minutes

- 1. SAY:** "For this week's home assignment, I will ask you to do two things: (1) continue to practice relaxation exercises at home; and (2) find at least one opportunity to show affection and interest in your children's lives."
- 2.** Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 4:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. What did you like best about the session?
 - b. What questions would you have liked to ask but did not have the opportunity to ask?
 - c. How was this session helpful?
 - d. Do you have any other comments or suggestions for improving this session?
5. Note down the women's responses. You will need to record them in the post-session monitoring sheet.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Toxic stress impacts our child's brains and has a life-long impact on their health and well-being throughout adulthood.
- Parents play a key role in supporting their child's brain development and minimizing stress by providing loving and nurturing care.
- Science has shown us that, when they reach adulthood, children who are loved and nurtured succeed more than children who are not.

SESSION 10:

VIOLENCE AGAINST CHILDREN IN THE FAMILY

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Articulate what child maltreatment is.
- ☒ Reflect on the consequences of child maltreatment.
- ☒ Articulate child maltreatment as a choice.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment and Safety Check	⌚ 30 m
❷ Understanding Violence Against Children in the Family	⌚ 60 m
❸ Consequences of Violence Against Children in the Family	⌚ 60 m
❹ Power and Violence Against Children	⌚ 30 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 🕒 Flip chart
- 🕒 Markers

PREPARATION REQUIRED:

- 📌 Make sure to review the referral pathway in advance for any follow-up on child protection cases that may need to be identified.

POSSIBLE SESSION MODIFICATIONS:

- ➔ No session length modifications should be needed for this session.

ACTIVITY 1:

WELCOME, REVIEW OF THE HOME ASSIGNMENT, AND SAFETY CHECK

🕒 30 minutes

1. Welcome participants to the tenth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 9. **ASK:**
 - a. "Was anyone able to practice relaxation exercises?"
 - b. "Was anyone able to practice showing affection to their children?"
3. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"



DISCLOSURES OF VIOLENCE

The activity below may illicit disclosure of violence perpetrated against children in the community.

Disclosures of Violence: Explain that during this session, some women may talk about violence against children that they've seen in the community. Other women may choose not to, and either way is fine. Explain that there are services available to children and IRC staff can assist in that referral. Make sure to have contact information ready for participants and to practice non-judgement and active listening in the case of any disclosure.

ACTIVITY 2:

UNDERSTANDING VIOLENCE AGAINST CHILDREN IN THE FAMILY

🕒 60 minutes

1. Explain that we've already discussed child brain development and the impact of toxic stress on a child's brain. However, because we are talking about how to create healthy families, it is also important to clarify what violence against children in the home is.
2. Divide participants into four groups. Explain that each group will receive a story and they should reflect together on the following points:
 - a) The type of violence happening in the story
 - b) If the type of violence is common in the community

If you're working with lower literacy participants, you may read the stories to participants.

Stories:**JOHN'S STORY**

John is a 9-year-old boy living with his father. John has difficulty walking, and has difficulty completing routine tasks such as dressing himself. John's father and mother are divorced. He never sees his mother, she says she is ashamed of him. John's father, who has a new wife, often ignores him at home, refusing to look for a wheelchair or get help for John. John's new wife doesn't like John. In the absence of his father, she often tells John he is "good for nothing." She frequently yells at him and insults him.

**CLEMENT'S STORY**

Clement is a 14 year old boy living with his mother and father. He goes to school, but his grades are not good and he has a hard time concentrating. When he comes home from school, he is always trying to find fun activities to do. Often, his parents think that he does not listen to their directions and instead decides on the things he wants to do after school. His parents feel that he does not help with chores and often talks back. Clement's parents say they are fed up with his behavior. His father believes the only way to correct this behavior is through physical punishment. He often uses his belt on Clement and sometimes he goes to school limping. When his dad isn't home, Clement's mother will also try to correct his behavior, often slapping him across the face or pushing him to the ground.

**LISA'S STORY**

Lisa is a 10-year-old girl. She lives with her older half-sister after her mother and father sent her to the city so that she could earn a little money. Lisa's half-sister struggles to provide for her family, with her husband gone. Often, there is little food on the table. When there is food, Lisa's sister always says, "My children need to eat first." Lisa often goes to bed hungry. She has only a couple of dresses, and often has to beg at the neighbor's house for soap.

**NORA'S STORY**

Nora is a 12-year-old girl living at home with her mother and stepfather. Her father died before she was born. Nora goes to school and is a happy child with many friends. Her body has started to change, and she is beginning to look more like a woman. Nora's stepfather has noticed these changes in Nora, and he thinks she looks nice. One night he goes into the room where Nora sleeps and removes her clothes. He touches her all over, including her private parts. He starts to do this on a regular basis.

Ask each group to present their story to others and explain what type of violence they think is happening and if this violence is common in the community. If the type of violence is common in the community, ask why that may be.

4. After the groups have shared their feedback, explain that there are four main types of violence that can happen between parents/caregivers and their children.
5. If working with a literate group of parents/caregivers you may wish to write the types of violence below up on a flip chart. If not, you can also just explain the four types of violence.

6. Ask participants to give examples of each of the types of violence.

Type of Violence	Examples
Physical Violence	Hitting, kicking, shaking, burning, slapping, pulling ears or body parts
Emotional Violence	Yelling, constant criticism, threats, rejection
Sexual Abuse (any situation in which a child is used for sexual gratification)	Indecent exposure, fondling, rape, prostitution, production of pornography
Neglect (failure to provide for a child's basic needs)	Failure to provide food, housing, access to medical services, and so on

7. Remind participants of the brain development session, **ASK:**
- "What do you think is the impact of these forms of violence on the brain?"
8. Explain again that when violence happens over and over again, or multiple forms of violence are happening at once, a child can begin to experience toxic stress which will impact her/his brain development and the connections they make.
9. Remind participants that violence and neglect is always a choice. Sometimes we may feel like we don't have other options to discipline our children, but we will see some of those other options soon.
10. Explain that there are specific examples of types of effects we might see, and we will talk about these in the next activity where we will think about consequences of violence against children in the home.

ACTIVITY 3:

CONSEQUENCES OF VIOLENCE AGAINST CHILDREN IN THE FAMILY

🕒 60 minutes

1. Remind participants of the activity they did in the session where they learned about the consequences of violence against women. Remind participants that they took some time to think about the effects of the violence on a woman's mind, body, and heart. Explain to participants that they will do the same thing now.
2. Ask participants to get back into their same groups that they had when they listened to the stories of violence against children.
3. Participants should take 20 minutes to think about the consequences of the violence the child is experiencing on his/her mind, body, heart.
4. After participants have reflected together and come up with a list, ask each group to share back their responses. Capture each group's responses on a flip chart or draw symbols to represent their feedback.

5. After each group has shared, explain that children who have been abused or neglected have a higher risk of the following:¹⁴
 - a. Mental health problems, including depression and suicide attempts
 - b. Physical injury and self-blaming behavior
 - c. Substance abuse issues
 - d. Delays in development (for example, child does not reach milestones such as talking or not getting along with others) and learning problems
 - e. Social problems with other children and adults
 - f. Teen pregnancy
 - g. Failure in school
 - h. Domestic violence (perpetrators and survivors)
 - i. Chronic illness, including heart disease, cancer, and chronic lung disease, etc.

ACTIVITY 4:

POWER AND VIOLENCE AGAINST CHILDREN

🕒 30 minutes

1. Ask participants if they remember the definition of power and the types of power we talked about in the previous sessions about our role as husbands.
2. Note participants' responses and remind them of the following:
 - Power is the ability to influence or control people, opportunities, or resources.
 - There are three types of power:
 - a. **Power To:** This can be used to help others, bring about change, or expand opportunities.
 - b. **Power With:** This can be used to help others and to work together on common goals.
 - c. **Power Over:** This is a bad use of power, when people use power OVER others – either by threatening them, denying them opportunities, or hurting them.
3. **ASK:**
 - a. "When children experience violence, is there a particular type of power that parents are using?"
4. Explain that there is a natural power dynamic in parents' relationship with children because they are adults with full decision-making power and have the responsibility to make sure children are safe, happy, and healthy.
5. Explain that when children experience violence by their caregiver, the caregiver is using "power over" because they are using their power to hurt their child.
6. Explain that we should be thinking about how we apply power in our relationships with our children.

¹⁴ Found in Save the Children (2013). *Preventing Child Maltreatment and Promoting Well-being: A Network for Action*. Retrieved from <https://bit.ly/324m5lt>

ACTIVITY 5:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** "For your home assignment, over the course of the next week, talk with one of your children and ask them what adults can do to make children in the community safer from violence in the home."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the women's responses. You will need to record them in the post-session monitoring sheet.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Violence against children within the home, perpetrated by parents/caregivers, comes in four main forms.
- In addition to effects on the brain and overall child development, violence against children in the home can have long-term effects.
- Using violence against our children is always a choice.

SESSION 11:

VALUING GIRLS IN OUR LIVES

Duration:

Approximately 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☑ Reflect on how gender inequality negatively affects girls' experiences/lives.
- ☑ Reflect on the differences in their attitudes to boy and girl children and identify their gender bias against girl children.
- ☑ Understand how boys and girls are socialized differently and how this socialization limits girls' well-being and opportunities.
- ☑ Reflect on if/how they parent boy and girl children differently.
- ☑ Know how to apply techniques to actively love and encourage their girl children.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment, and Safety Check	⌚ 30 m
❷ The Race for Equality	⌚ 45 m
❸ Girls' and Boys' Experiences of the Family Environment	⌚ 30 m
❹ The Secret Messages We Tell Our Daughters	⌚ 45 m
❺ Nurturing Our Daughters	⌚ 30 m
❻ Home Assignment	⌚ 5 m
❼ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 🕒 Household objects: Broom, pots and pans for cooking, an item for hoeing the fields, local cloth or method for carrying babies, local items used to transport water
- 🕒 An item to represent a baby, such as a water bottle or stuffed animal
- 🕒 Flipchart
- 🕒 Markers
- 🕒 Tape

PREPARATION REQUIRED:

- ☑ No special preparation is required.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should only be made if participants have expressed they are not available beyond 2 hours.
- ➔ If participants are not available beyond a 2-hour time frame, you may choose to reduce the session length in the following ways:
 - With proper preparation – by having all the items set up and the space fully prepared with lines marked – you may be able to cut “The Race for Equality” activity by 15 minutes (reduction of 15 minutes).
 - You may cut the number of scenarios in the session “The Secret Messages We Tell our Daughters” activity (reduction of 15 minutes).
 - The activity “Nurturing Our Daughters” may be cut to 5 minutes and done in plenary (reduction of 25 minutes).

ACTIVITY 1:

WELCOME, REVIEW OF THE HOME ASSIGNMENT, AND SAFETY CHECK

🕒 30 minutes

1. Welcome participants to the 11th group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 10. **ASK:**
 - a. "Were you able to talk to one of your children about the things you do as parent and what may be difficult for them? How did it go?"
3. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"



HELPFUL TIPS!

For a variety of reasons, it may make sense to do the below activity indoors instead of outdoors. If that is the case, you can move all the benches/chairs to one side of the room and set up the race to simply happen from one side of the room to the other. You may ask participants to help you move chairs/benches as appropriate.

ACTIVITY 2:

THE RACE FOR EQUALITY

🕒 45 minutes

1. Explain to participants that we are now going to go a physical activity that requires participants to be active and even walk fast/run. If participants are not comfortable completing a physical activity, they can observe.
2. Ask for 10 volunteers who would like to participate in a relay race. Explain that a relay race is a team race that requires members to take turns.
3. Invite participants to go outside the room and divide the volunteers into two teams. Ask the volunteers to create a name for their teams.
4. Ask for another volunteer to find a rock and make a line in the ground denoting the start of the race, team members should be next to each other. The volunteer should also draw a line in the ground indicating where team members must turn-around and come back to the start for the handoff. This should be no more than 10 meters away but can be shorter if you would like.

5. Explain to participants that this is a special race and not just a question of running and walking; participants must also carry objects that they then hand off to their team member to complete the race.
6. Explain that one team will represent girls in the community and one team will represent boys in the community. As the facilitator, you should decide which group should represent boys and which should represent girls.
7. One by one, show the participants each of the household objects you have brought, **ASK:**
 - a. "Generally speaking, in this community, who completes the task associated with this household item? Boys or girls?"
8. Ask this question for each item. Items that are generally used by boys should go to the girls' team and items generally used by girls should go to the boys' team. Explain that you are doing a switch and giving items typically used by boys to the team representing girls, and vice versa.
9. Save the item representing the baby for last. **ASK:**
 - a. "This item represents a baby. When parents are not home or busy, is it generally boys or girls who are responsible for taking care of the baby?"
10. Give the item representing the baby to the appropriate team (boys' team).
11. Explain that each member of the team must run to the end point and back carrying all their items, including the baby. They must carry the baby in the way he/she would be safely carried in the community, for example on their back. When each race member gets back to where they started, they must hand off all items to the next person, until the team has completed the race. They must treat the baby like a real baby and as such, not drop it, mishandle it, etc.



HELPFUL TIPS!

The boys' team should have significantly more objects, if this is not the case, re-distribute the objects.

12. Allow each team a moment to get ready, line-up, etc. Ask for 2-3 volunteers who can serve as judges.
13. When teams are ready, start the race. It may be a bit chaotic while the race goes on.
14. Allow the judges to declare a winner and thank the volunteers who ran the race. Invite participants to return inside to debrief the race.
15. **ASK:**
 - a. "Which team had the most objects? What do those objects represent?"
16. Explain that the boys' team had the most objects and the objects represented daily tasks associated with girls around the household.
17. **ASK:**
 - a. "Do you think one team had a disadvantage from the beginning? If so, why?"
 - b. "What does this game tell us about the way our community treats girls and boys in the home?"
 - c. "Do you feel this is a fair distribution of tasks? Why or why not?"

18. Explain to participants that the game was meant to show an unequal division of labor between boy children and girl children in the household.

19. **SAY:**

- a. "When girl children are given more tasks than boys, they are unable to complete very important activities like developing friendships and exploring their surroundings (if it is safe to do so), and they are unable to excel in school because they have less time for homework than their brothers."

20. **SAY:**

- a. "This distribution of tasks is built from the system of gender inequality."

21. **SAY:**

- a. "Luckily, our children are still young, and we have the power to affect their futures. Let us think about how we can better support our girl children"

ACTIVITY 3:

GIRLS' AND BOYS' EXPERIENCES OF THE FAMILY ENVIRONMENT¹⁵

🕒 20 minutes



HELPFUL TIPS!

Facilitators do not need to read all the statements below. Instead, facilitators should choose several statements that are most relevant to the gender norms in their contexts, and specifically the gender norms that hurt women and girls. For mothers that demonstrate negative attitudes and beliefs about the roles of girls, women, boys, and men, ask them why they agree or disagree with a statement. Ask someone who opposes their standpoint to share why they agree or disagree with the statement, to provide a different perspective.

1. Place tape or string on the length of the room.

2. **SAY:**

- a. "I will read a number of statements and you will say whether you agree or disagree."
- b. "Those who agree will stand at one end of the line, those who disagree stand on the other end of the line. Those who are not sure can stand along the line, according to how much they agree or disagree with the statement."

¹⁵ International Rescue Committee (2018). *Girl Shine Caregiver Curriculum*. Retrieved from <https://gbvresponders.org/adolescent-girls/girl-shine/#GirlShineCaregiverCurriculum>

3. Read the following statements, or a sub-set of the statements, to participants:

- Girls are just as smart as boys.
- Girls, not boys, are responsible for taking care of younger siblings.
- Girls should do as their brothers tells them (no matter if they are younger or older).
- It is the responsibility of women, not men, to take care of the children.
- It is not the role of men to support their children emotionally.
- Boys should have more freedom than girls.
- Girls are responsible for the honor of the family.
- Girls and boys should be treated equally.
- Boys are less emotional than girls.
- It is more important for boys to go to school than girls.
- A girl's role is to stay in the home.
- Girls and boys deserve equal opportunities.
- Women should be able to have equal decision-making opportunities as men.
- Boys are more naturally confident and dominant than girls.
- Boys can date and have girlfriends, but girls should protect their honor.

4. ASK:

- a. "What difference did you notice about how we perceive or treat girls and boys?"
- b. "How do you think this influences girls and boys?"
- c. "What did you notice about how we perceive the role of men and women in the lives of our children?"

5. SAY:

- a. "Girls usually have fewer opportunities and are expected to take on more responsibilities in the home (leaving them less time for studying, for example)."
- b. "Because girls are expected to be nurturing and not demanding, they are sometimes not allowed to express what is important to them."
- c. "Sometimes caregivers express their frustrations more towards girls than boys because girls are expected to be forgiving and accepting."
- d. "Caregivers may also expect girls to take on more responsibilities and help more within the home due to the belief that this is the role of a girl."
- e. "This could also be due to the amount of responsibilities we expect women to take on, and women may in turn direct this towards girls, as they hold 'power over' girls."

ACTIVITY 4:**THE SECRET MESSAGES WE TELL OUR DAUGHTERS**

🕒 45 minutes

1. Explain to the participants that sometimes we send messages to our children that reinforce how they are supposed to act in a society according to whether they are a girl or a boy. Explain that some of these messages can be damaging to both sexes, but we are going to focus our discussion today only on girl children.
2. Explain that you have four scenarios and you will ask for two volunteers for each scenario to complete a 1-minute role play.
3. Gather your group of volunteers into pairs and quietly explain the role play to each pair:

PAIR 1

You are playing the roles of a husband and wife with four children. One night, the husband and wife are discussing their limited financial resources. The father proclaims that there are not resources for all the children to stay in school. He tells his wife that their eldest daughter Ama, who has just begun secondary school, can drop out of school to help her out at home. Their eldest son George, by contrast, who is just a year behind Ama, will stay in school. The wife protests, but the father says the decision has been made.

PAIR 2

You are playing the roles of a mother and daughter of 11 years old. You are on the way to an important event in your community. The mother notices that her daughter does not have her hair done and is looking messy. The mother asks her daughter why she is so poorly dressed, and she explains she does not have anything else to wear or money to have her hair done. The mother says, "You're already 11 now, soon you will find a boyfriend who can help you with these things." You then add, "Well I guess no man would like you when you look like that."

PAIR 3

You are playing the roles of a mother and daughter of seven years old. The mother is listening to the radio one night after dinner. Her daughter is also listening silently near her. At a break in the radio show, the daughter gets up and comes over to her mother, she asks, "What were they saying in the show?" The mother responds, "Why are you asking me these questions? It is not your place to speak up. All you have to do is sit there, be polite, and do as you're told. Is that so hard? Why do you always interrupt me?"

PAIR 4

You are playing the role of a mother and daughter of four years old. The mother is outside one day, and she notices her daughter playing with the ball that she purchased for her son. The mother says, "Why are you playing with that ball? You'll never be strong enough to play soccer or any sports. Your place is in the home."

PAIR 5

You are playing the role of mother and a daughter of nine years old. The mother notices that her daughter is very good at school. She is always getting the top place in math or science. The mother tells her daughter, "It is good that you are getting good grades in math and science now, but these subjects are not for girls. Girls are not smart enough. Why don't you focus on another subject that will serve you better later?"

4. Give each pair 1 minute to act out their role play. Debrief after each role play with the following questions. **ASK:**
 - a. "Is this scene something you have seen or heard of happening before in this community or other communities nearby?"
 - b. "What is the underlying message the mother is telling his daughter?"
 - c. "How might this message be harmful to your daughter now and in her future?"
 - d. "Would similar messages be given to boys?"
 - e. "Why do you think we send girls these messages?"
5. After you have debriefed each of the role plays, **SAY:**
 - a. "We often send girls messages that they are not important to us or that they have a specific role in society that they must fulfill."
 - b. "When we send these messages to our girls through our words and actions, we are telling them that they do not have value. They are not important."
 - c. "We need to treat our boys and girls equally."
6. **ASK:**
 - a. "What are some things we can do to treat our boys and girls equally?"
7. Write a list or draw symbols on a flip chart as participants share their responses. You may also add the following examples below.

Examples

 - Sending both boys and girls to school
 - Distributing household tasks evenly between boys and girls
 - Giving both boys and girls time to do homework
 - Encouraging both boys and girls to express themselves and to ask questions
 - Showing equal attention and love to boy and girl children
 - Sharing your experiences with both boys and girls
8. **SAY:**
 - a. "We now have some concrete examples of things we can do to make things more equal between our sons and daughters; let's see if we can practice these at home this week."

ACTIVITY 5:**NURTURING OUR DAUGHTERS**

 30 minutes

1. Explain to the participants that in this session we will divide into four groups and each group should think of 3 to 5 things they can do uniquely as mothers to nurture and support their daughters.
2. Explain to participants that this is a brainstorming session; they can feel free to be creative. If working with a high-literacy group, you may distribute flip chart paper to each group to write down their strategies.

3. After each group has taken 10 minutes to come up with 3 to 5 strategies for nurturing their daughters, ask a representative of each group to present to the group.
4. Record groups' answers on a flip chart if they are not on one already.

Example Answers:

- Ask her questions, and listen to what she says.
- Tell your daughter you love her and encourage her to love herself.
- Give her hugs or kisses.
- Be physically active with her; play games, jump rope, play soccer with her, etc.
- Show interest in her schoolwork and any other activities she likes.
- Ask her if she feels unsafe, and help her develop strategies to feel safer.
- Tell her about your life: what you do to make money, what you like to do to have fun, etc.
- Praise her in public.

5. If the above answers were not suggested by participants, add them to the flip chart.
6. Thank participants for providing their ideas. **SAY:**
 - a. "We now have some concrete examples of things we can do to even the playing field between our sons and daughters, let's see if we can practice these at home this week."

ACTIVITY 6:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** "This week's home assignment is to go home and spend quality time with your daughters and female family members. Do an activity with your daughter or practice one nurturing strategy."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 7:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.

4. ASK:

- a. "What did you like best about the session?"
- b. "What questions would you have liked to ask but did not have the opportunity to ask?"
- c. "How was this session helpful?"
- d. "Do you have any other comments or suggestions for improving this session?"

5. Note down the women's responses. You will need to record them in the post-session monitoring sheet.

**KEY MESSAGES**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- While we might love both our boy and girl children, the reality is that they are rarely treated equally within the household.
- Girls are routinely disadvantaged as compared to their brothers, and much of this can have to do with the ideas we have from society that tell us the way girls should behave.
- Girls deserve love, care, and opportunity in equal measure as boys.
- There are some simple things we can do as mothers to encourage our girls and help them shine!

SESSION 12:

COMMUNICATING WITH MY CHILDREN

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Articulate the key principles of effective communication.
- ☒ List and use the 4 steps of empathetic communication.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment, and Safety Check	⌚ 30 m
❷ Effective Communication Takes Time and Respect	⌚ 15 m
❸ The Concept of Empathy	⌚ 30 m
❹ Showing Empathy to Our Children: The Steps Technique	⌚ 30 m
❺ Practicing the Steps of Empathetic Communication	⌚ 30 m
❻ Home Assignment	⌚ 5 m
❼ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 📎 Annex 11: Sketches: Empathy
- 📎 Annex 12: Handout: The Four Steps of Empathy
- 📎 Flip chart
- 📎 Markers
- 📎 Paper/pens
- 📎 Tape

PREPARATION REQUIRED:

- 📋 Make copies of the annexes for each father before the session and make sure to give handouts out at the end of the session.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should only be made if participants have expressed they are not available beyond 2 hours.
- ➔ If participants are not available beyond a 2-hour time frame, you may choose to reduce the session length in the following ways:
 - You may remove the “Effective Communication Takes Time and Respect” activity (reduction of 15 minutes).
 - You may shorten “Practicing the Steps of Empathetic Communication” by having facilitators do the role play as opposed to participants. You may do a good example of empathetic communication and a bad example in order to make the point (reduction of 15 minutes).

ACTIVITY 1:**WELCOME, REVIEW OF THE HOME ASSIGNMENT, AND SAFETY CHECK**

⌚ 30 minutes

1. Welcome participants to the twelfth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 11.
3. **ASK:**
 - a. "Was anyone able to spend time with their daughter(s) over the course of last week? What did that feel like?" Ask for volunteers to share their experiences.
 - b. "Was anyone able to practice nurturing techniques with their daughters. How did that go?"
4. Praise participants for any attempts they made to spend time with or support their daughters.
5. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"

ACTIVITY 2:**EFFECTIVE COMMUNICATION TAKES TIME AND RESPECT**

⌚ 10 minutes

1. **SAY:**
 - a. "Today we are going to talk more about the importance of communication between parents and children, as well as the use of empathy when communicating with your children."
2. **ASK:**
 - a. "What do you think is important when communicating with your children?"
3. After parents have responded, share the following answers as needed:
 - Finding the right time. When children are very upset or if you are very angry at their behavior, it's better to find the right time to talk, once the parent and child have calmed down.
 - Asking about any problems they may be facing.
 - Recognizing our own mistakes, taking responsibility, and apologizing if needed. This lets your children know that you respect them enough to apologize. This promotes respect towards parents and encourages the children to do the same. Remember, you are a role model.
 - Noticing and talking about any changes in behavior that you might be observing.
 - Respecting the need for privacy, especially for older children around the age of 11 and up.
 - Listening to their opinions and ideas.
 - Guiding children to find solutions to their problems when needed.



HELPFUL TIPS!

It is important to know the difference between empathy and sympathy. **Sympathy** is to feel pity or sorrow for someone else's misfortune. Empathy goes one level deeper than sympathy and joins us more to the person we are sharing with because we are feeling the same, rather than looking at what they are feeling. **Empathy** is being able to step into another person's shoes, experiencing their feelings with them, and then helping them with those feelings. We all know what it feels like to be sad when someone hurts our feelings. Empathy is about letting the other person know that you understand their feelings. All children in the family, boys and girls, need their caregivers to show empathy.

4. SAY:

- a. "Now we are going to talk about a communication skill that involves empathy."

ACTIVITY 3:

THE CONCEPT OF EMPATHY

🕒 30 minutes

1. Distribute Annex 11: Empathy

2. ASK:

- a. "In this picture you see a mother hugging her child. What do you think happened to this child? What do you think the mother might be saying to her child?"

3. Explain friends are making fun of the girl but her mother comforts her.

4. ASK:

- a. "What would your reaction be if it was a boy? Would it be different?"

5. Explain that girls as well as boys also need to be comforted when they face challenging situations.

6. Write the word "Empathy" on your flipchart or paper so parents can see the word or draw a symbol to represent it.

7. ASK:

- a. "What does the word 'empathy' mean?"

8. After parents have responded, share the following answers, if needed:

- Empathy is the ability for one person to perceive the emotions, needs, and desires of another person. It is the ability of one person to walk in the shoes of another person and feel what that is like.
- As it relates to parenting, empathy is the ability to perceive the emotions, needs, and desires of a child, and to be able to respond in a nurturing and loving way, keeping the positive welfare of the child at the forefront.
- Empathy is the ability to understand and act with care.
- Both boys and girls need their parents to show empathy.
- Empathy is also important in our interactions with other adults, including our wives/girlfriends.

9. ASK:

- a. "Why is empathy necessary for being a mother?"
- b. "Why is empathy helpful in how we interact with our spouses and children?"

10. After parents have responded, share the following answers, if needed:

- If we show children empathy, they will be more likely to talk with us when they have a problem.
- If we show empathy to other adults, such as our spouses, siblings, and parents, we may be in a better position to resolve conflicts.
- Empathy creates positive feelings and relationships.
- When you are empathetic with your child, you are modeling how they can be empathetic with others.
- Everyone experiences problems and hard feelings, and we all need help dealing with those feelings!

ACTIVITY 4:**SHOWING EMPATHY TO OUR CHILDREN: THE STEPS TECHNIQUE**

⌚ 30 minutes

1. SAY:

- a. "Being empathetic and understanding the feelings and needs of others will help us understand why children behave in a certain way. It will help parents and caregivers react in a more healthy and constructive manner. Empathetic communication is a loving and nurturing parenting practice. Here is a simple technique to help you to better understand your child's feelings and be able to respond sensitively:
 - i. Step 1: Identify the feeling.
 - ii. Step 2: Determine the reason.
 - iii. Step 3: Validate the feeling (honor the feeling).
 - iv. Step 4: Help your child with the feeling. Take an action and find a solution if appropriate."

2. Share the following as an example, to explain to parents the four steps. **SAY:**

- a. **"The first step is to try to identify or label what someone is feeling.** When parents validate a feeling, they should first identify it or label it. Naming the child's feeling helps them identify their own emotions. For example, saying, "Sarah, you look like you are sad right now. Are you?"
- b. "What are some emotions that your children feel?"

After parents have responded, share the following answers, if needed:

- | | |
|---------------|---------------|
| → Frustration | → Indignation |
| → Sadness | → Joy |
| → Anger | → Disgust |
| → Fear | → Trust |
| → Shame | → Surprise |

3. Continue the explanation. **SAY:**



HELPFUL TIPS!

You can use this example to present a roleplay to parents or facilitate a role-play activity for parents. All children, boys and girls, in the family need their caregivers to show empathy.

- a. **"The second step is to understand why Sarah is feeling sad.** For example, you could say, 'Why are you sad? I would really like to help if I can.' Sarah can tell you or she may choose not to right away. You can say to Sarah, 'Feel free to come and talk to me when you are ready.'"
- b. **"The third step is to validate the child's feelings.** Sarah might have had a disagreement with a friend or felt rejected by her peers at school. Do not dismiss that reason. Acknowledge and respect the 'why.' If you belittle your daughter or son they might not talk to you about their feelings anymore."
- c. **"The fourth step is to help your child with those feelings.** You can brainstorm with your child what, if anything, needs to be done. Sometimes the situation may require the parent and the child to come up with possible actions that may help remedy the situation. Help the child find an appropriate solution but refrain from giving options right away. This will help the child develop problem-solving skills. Sometimes the situation does not need an action other than just comforting your child or sharing in their joy."

4. **ASK:**

- a. "What are situations that would require adult help and situations that might just require listening?"

5. After parents have responded, share the following answers, if needed:

Situations Requiring Adult Help:

- Problems at school
- Being harassed by older children
- Having been in a physical fight resulting in someone being hurt

Situations That May Require Help or Just Listening and Supporting:

- An argument with a friend
- Problems at school with peers
- Sadness about missing home or being in a camp

6. **ASK:**

- a. "What about children experiencing a mental or physical disability?"

7. **SAY:**

- a. "Children with disabilities need care and support just like any other girl or boy. There are different kinds of barriers in families and communities that can get in the way of providing adequate educational, social, and physical opportunities for disabled children. Can you think of some of these barriers?"

8. After parents have responded, share the following answers, if needed:
 - Walking to school for a blind child
 - The inability to play games with other children for a child who cannot walk
 - Attitudes of other children towards boys and girls with disabilities

9. **SAY:**

- a. "Children with disabilities need their caregivers to be empathetic in order to understand and help overcome barriers to participating in important family and community activities. This will help them feel more connected to the people and world around them."

10. Distribute Annex 12: The 4 Steps of Empathy

ACTIVITY 5:

PRACTICING THE STEPS OF EMPATHETIC COMMUNICATION

 30 minutes

1. Pick 2 participants for the role play. One will be the "Parent/Caregiver" and the other will play the "10-Year-Old Girl."
2. Present the scenario; your daughter is sad because she is missing home.
3. Coach the "Parent" and the "Girl" on the role play. You can adapt the sample script provided or create your own.



SAMPLE SCRIPT

Please adapt to your context or create your own.

Please change the names to ones that are familiar in your context.

- **Parent:** [Notices that the daughter looks sad.]
Oh, Sarah you look so sad, [Step 1] do you want to tell me what is making you sad? [Step 2]
- **Child:** I am just really missing our home and I hate living in this camp.
- **Parent:** I am so sorry that this is happening to you and our family. I miss our home too. [Step 3] What can I do to help? [Step 4]
- **Child:** When can we go back home?
- **Parent:** Sarah, I am not sure when we will be able to go back home, and I know that is really hard for you. Let us try to think of some ways that we can feel better when we are sad. [Step 4]

4. Have the participants present the role play in front of the group.
5. Debrief on the role play: **ASK** the person playing the 10-year-old girl:
 - a. "How did it feel to have your feelings acknowledged and validated? How did it feel to know that your parent was going to help them?"
6. **ASK** the person playing the parent:
 - a. "How did it feel to respond to your daughter in this way?"

7. Have parents get into pairs and practice the 4 steps. They can use this same scenario or create a new one.
8. Walk around and observe/coach parents while they are doing this. This will be a new skill for many of them. Do not hesitate to make them practice as much as needed. This is a very important session.
9. **ASK:**
 - a. "How would you use the 4 steps of empathy with a boy who is disabled?"
10. Brainstorm some ideas about using the 4 steps in a scenario with a child with disabilities, and then have them practice a role play in the same way as above.



SAMPLE SCRIPT

Please adapt to your context or create your own.

Please change the names to ones that are familiar in your context.

- **8-year-old boy in wheelchair:** Dad, some of the kids at school are playing football and having a lot of fun. I wish I could play football.
- **Father:** Oh, son, I am sorry, and I know this must make you feel sad. I know it must be really hard to be in that wheelchair some days.
- **Boy:** I wish there was someone who would play with me.
- **Father:** I will play with you right now. We can go outside and play catch. How about I talk with your older brother about playing with you more often, too?

11. Debrief the role-play:
 - a. **ASK** the person playing the father: "How did you feel as a parent responding to your child this way?"
 - b. **ASK** the person playing the boy: "How did it feel to have the father respond in this way?"
 - c. **ASK** the participants: "Do you think the concept of empathy can be applied to other relationships besides the relationships with your child? For example, with your husband or siblings. How would the practice of empathy look different?"

ACTIVITY 6:

HOME ASSIGNMENT

5 minutes

1. **SAY:** "For your home assignment, we ask you to use the 4 steps of empathy with your children between now and the next session. Remember that Step 1 is to identify the feeling. Step 2 is determine the reason. Step 3 is validate and honor the feeling. And finally, Step 4 is to help your child with the feeling; take action and find a solution if appropriate. You can also follow the 4-step process to understand your own feelings, by doing the following; ask, 'What do I feel and why?'; say 'The way I feel is okay. I can accept the way I feel, no matter how illogical or inappropriate it is'; and 'I will honor my feelings. I will deal with those feelings safely and constructively.'"
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 7:**CLOSING AND EVALUATION**

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the women's responses. You will need to record them in the post-session monitoring sheet.

**KEY MESSAGES**

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Communicating with empathy with our children promotes their positive development and helps to mitigate or solve problems within the home.
- Empathy is the ability for one person to perceive the emotions, needs and desires of another person. It is the ability of one person to walk in the shoes of another person and feel what that is like.
- Empathy helps us keep the well-being of our child and other loved ones at the center of our actions.
- Empathy is also an effective approach to communicating with other people, besides our children, such as our spouse or other people in the community.

SESSION 13:

ENCOURAGING RESPONSIBILITY, FAMILY RULES, AND ROUTINE

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ✓ Articulate how to support their children in making good decisions and being responsible family members.
- ✓ Name positive parenting techniques such as praising the children, establishing consequences, and making family agreements and rules.
- ✓ List and use the steps suggested for family meetings and agreements.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment, and Safety Check	⌚ 30 m
❷ Family Rules and Agreements	⌚ 35 m
❸ Practicing Family Meetings	⌚ 45 m
❹ Family Rules: Praise and Consequences	⌚ 30 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Annex 14: Family Meetings
- ⌚ Annex 15: Steps of Family Meetings
- ⌚ Flip chart
- ⌚ Markers
- ⌚ Paper/pens
- ⌚ Tape

PREPARATION REQUIRED:

- 📄 Make copies of the annexes for each participant before the session and make sure to give handouts out at the end of the session.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should only be made if participants have expressed they are not available beyond 2 hours.
- ➔ If participants are not available beyond a 2-hour time frame, you may choose to reduce the session length in the following ways:
 - You may cut the “Practicing Family Meetings” activity (reduction of 45 minutes).

ACTIVITY 1:**WELCOME, REVIEW OF THE HOME ASSIGNMENT, AND SAFETY CHECK**

⌚ 30 minutes

1. Welcome participants to the thirteenth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 12.
3. **ASK:**
 - a. "Was anyone able to practice using empathy at home with their children? How did it go?" Ask for volunteers to share their experiences.
4. Praise participants for any attempts they made to practice empathy at home.
5. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"

ACTIVITY 2:**FAMILY RULES AND AGREEMENTS**

⌚ 35 minutes

1. Distribute Annex 15: Sketches: Family Meetings
2. **ASK:**
 - a. "What is happening in this picture?"
 - b. "What do you think this family is discussing?"
 - c. "Why is it important to include all family members in important discussions?"
3. **SAY:**
 - a. "Regular family meetings are a great way to keep the lines of communication open between you and your children."
 - b. "A decision to have a family meeting is one that should be made and planned together with your partner. It is important that you and your partner model shared decision-making and leadership for your children during the meeting, for example, by making sure that both you and your partner do equal shares of the talking and by asking each other's opinions about your children's ideas. This is an opportunity to show that a mother and father's support and direction matter equally."
 - c. "During family meetings you can get updates on how your children are doing in school, divide up the household work, and have fun together as a family. You might even consider doing a fun game together or singing a song. Creating family rules and agreements will promote a predictable and secure environment for children."

- d. "Children have a sense of control and security when they know what is expected from them."
- e. "Ensure that all family members attend the family meeting."
- f. "The idea behind family meetings is to give children space to voice their changing developmental needs as they get older, discuss household responsibilities, and find solutions to improve family life."

4. SAY:

- a. "It can be hard to find time to meet and talk as a whole family. Why is it important to create time to meet as a family?"

5. After parents have responded, share the following answers, if needed:

- Strengthens the sense of belonging to a family
- Makes children feel valued and loved
- Creates and maintains positive parent-child relationships
- Encourages children to express their points of view, frustrations, and concerns in a positive way, which makes them feel listened to
- Promotes equality among family members and reduces power struggles

6. ASK:

- a. "When are some good times to meet together as a family?"

7. After parents have responded, share the following answers, if needed:

- At a regular day and time in the week
- When everyone is calm and peaceful
- Right after having dinner together
- Friday after mosque or Sunday after church
- On a weekend when everyone is home

8. Explain that family meetings are more effective when:

- They are regular and not only set up to manage a family crisis.
- Parents discuss the meeting in advance and decide jointly what should be included.
- You keep an open discussion until family consensus is found, even if it takes more than one meeting to find a solution.
- All concerns and questions are welcomed, as common or extraordinary as they may be.
- The meetings are not too long; 30 minutes is a good average time, but one hour is too long.
- Older children are genuinely able to talk and be listened to. It is important that they get a chance to speak and express their thoughts and ideas.

9. Explain the 4 steps of organizing a family meeting. **SAY:**

- a. "Now let's talk about the four steps of organizing a family meeting."
- b. "**Step 1** is to start with the positive. Family meetings always start best with a round of positive feedback on family life. Ideally, each family member has a chance to say something positive about every other family member. This encourages children to appreciate good times they spend together, to express gratitude, and appreciate other family members. For example, you can say, 'Esther, thank you for preparing dinner yesterday. John, I appreciated how you looked after your younger brothers while I was at the market.'"

- c. "In **Step 2**, the family follows up on the solutions adopted during the last meeting. For example, you can say, 'We agreed during our last meeting that everybody should be home by 6 o'clock. How did it work this week? Did everybody arrive home on time?'"
- d. "**Step 3** is that all agenda items are identified. In this step, everyone gets a chance to say what they would like to talk about. All conflicts and issues may not be solved but this is to provide an opportunity and give space to anybody to share their thoughts and to listen. Listening does not mean that we agree, but is an opportunity to better understand each other's perspectives. Items on the agenda are not necessarily issues; they can also be family projects. For example, you can say, 'Gertrude, you expressed your frustration about not being able to come to the market with me. As you know, for security reasons, we cannot let you go. Is there something else that you would like to do that would be safer? Would you like to attend weekly classes at the Safe Healing and Learning Space?'"
- e. "Finally, we come to the last step. **Step 4** is to enjoy family time together. Have fun and plan family events together. For example, you can say, 'Who has an idea for something fun we can do together? What about taking a walk and having a picnic together next Saturday?' And after you've spent some quality time together, you can conclude the meeting."

10. Distribute Annex 15: Steps of Family Meetings

11. SAY:

- a. "To live in harmony as a family, we need clear rules. For discipline to work, parents must be consistent, yet flexible. Do not threaten children. You do not need to; if you have clear rules with predictable consequences, children agree to the rules and consequences beforehand."
- b. "Clear rules in the home promote predictability and a sense of security for children. Just talk to your child, explain what has to be done or how you expect them to behave, in a language they can understand."
- c. "When rules are set up and agreed on, you do not need to threaten, because the children know the consequences. Just follow the pre-determined consequences."
- d. "Rules in the house should be fair and equal between all family members, including boys and girls."
- e. "For example, you agree with your children that, after dinner at 8 o'clock, they will go to bed. If they do not follow this rule, the next day they will not be allowed to play outside."
- f. "So, when the child does not listen, they know that they will not be allowed to play outside. The consequences should also be equal for all family members."

12. Give parents guidelines on setting rules, **SAY:**

- a. "Let's talk about setting rules and how to do this."
- b. "Do your children know what you want from them? Many times, we assume that children know the rules of the house and the community, but they have never been told."
- c. "If you want a certain behavior from your child, ensure that your child knows what is expected. Remember that expectations need to be age appropriate and be communicated effectively."
- d. "If the child obeys, give them specific praise for listening to you. If the child does not listen, follow through with a consequence. We will talk more about consequences a little later."
- e. "Only use rules when you really need them! Some rules might be unfair or unnecessary. A small number of important rules means it will be easier for your children to follow them, and easier for you to follow through with them."

13. SAY:

- a. "Let's summarize why we should have family rules and set-up family meetings."
- b. "Family meetings are a way to set-up family rules. If we have family rules, everyone has the same expectations about what to do and how to act."
- c. "Family meetings are important not just for setting up family rules but also for creating a space to be together, to love, and to encourage each other."

14. Divide parents into groups of 4.

15. Have parents think of 3 agreements or rules for their children and family. Encourage parents to be clear and concise with their rules.

16. After parents have shared their agreement/rules with the whole group, share the following examples, if needed:

- All homework must be done before dinner. If you do not complete your homework, you will not be allowed to go outside and play after school.
- Everyone will be treated with respect in our house. We will use kind words with each other.
- Everyone is expected to do their chores. If you choose not to complete your chores, then you will have to do an extra chore the next day.

ACTIVITY 3:

PRACTICING FAMILY MEETINGS

 45 minutes

- 1.** Explain that now that you've talked about family meetings you will have an opportunity to practice.
- 2.** Divide participants into groups of four to five people. One person should play the role of "Mother," one person should play the role of "Father," and the remaining persons should play the role of "Children," including one child between the ages of 6 and 12 years old.
- 3.** Ask participants to prepare a role play of a successful family meeting. Remind participants of the aspects that make a family meeting successful:
 - Father and Mother participate equally, defer to each other, and make decisions together.
 - Children are given the opportunity to share their opinions and are listened to without judgement.
 - The Family follows the steps to a family meeting, which include:
 - Starting with a round of positive feedback on family life
 - Discussing solutions to problems and following-up on solutions discussed last time
 - Setting up agenda items and letting children inform the agenda
 - Creating time to be together and do something fun as a family.
- 4.** Give participants 15 minutes to prepare their role play.
- 5.** After role plays are prepared, each group can perform their role play.

6. Debrief each role play with questions to the group. **ASK:**
 - a. "What do you think went well in the family meeting?"
 - b. "What could be improved/changed in the family meeting?"
 - c. "Did the family meeting follow all the steps?"
7. After all groups have performed, debrief briefly with participants. **ASK:**
 - a. "How did it feel to participate in a family meeting?"
 - b. "Do you feel this is something you can do at home?"
8. Remind participants again about the different types of power we have discussed throughout the meetings. Explain that when we have family meetings and set family rules, this is a good example of how we can use "power with" with our children. Emphasize that we are not advocating that children replace parents as decision-makers, rather that children have a voice related to what happens in the family.

ACTIVITY 4:**FAMILY RULES: PRAISE AND CONSEQUENCES**

 30 minutes

1. Explain that it is important to let children know that you are happy and proud of them when they follow rules at home! This will let children know that it is important to follow rules and that you appreciate the effort they are making.
2. **SAY:**
 - a. "I'm going to read you a list of behaviors. I would like to ask for 3 to 4 volunteers who can give me an example of a praise statement for each behavior."
 - b. "Let's start with our first behavior, **doing well in school.**"
(An example of a praise statement for this behavior is, "I am so proud that you are working hard and doing well in school.")
 - c. "Our second behavior is **being kind to siblings.**"
(An example of a praise statement for this behavior is, "It makes me so happy to see you spending time with your younger sister.")
 - d. "Our third behavior is **completing homework.**"
(An example of a praise statement for this behavior is, "Good job for completing your homework. You are so smart!")
 - e. "Our fourth behavior is **completing chores or housework.**"
(An example of a praise statement for this behavior is, "Thank you for completing your chore. It really helps our family when you help out.")

3. SAY:

- a. "When family rules are set up and agreed on, you do not need to threaten, yell, or use corporal punishment when your child breaks the rules or makes a mistake. This is a normal part of being a child. This is part of the learning process!"
- b. "Mistakes are opportunities for learning, so it is important that you stay calm and help your children learn from their mistakes."
- c. "For example, suppose you agree with your children that they need to come home before dark on the weekends. It is Friday night and they come home after dark. How should you react?"
 - You do not need to yell at or hit them.
 - You can talk to them about what happened; maybe there is a good reason for being late.
 - You can tell them that you were worried about them. Then you can problem-solve with them so that next time they are out with friends, they can make it home on time.
 - Remember your empathetic communication from the last session.
 - You can also let them know that, if it happens again, they will not be allowed to go out and play with friends the following weekend.
 - It is important that you give your children a chance to learn from their mistakes, and then if they make the same mistake again, you can give them a logical consequence such as the one above."



SAMPLE SCRIPT

Please adapt to your context or create your own.

Please change the names to ones that are familiar in your context.

- **Parent:** Ahmed, when I came down to fix breakfast this morning, I noticed that you had not completed your family chore.
- **Boy:** I know. I was really busy yesterday with my homework, and I forgot about it.
- **Parent:** I know you are working very hard in school Ahmed, and I am really proud of you for that, but it is important for our household that everyone does their part. How can you remember to do your chores?
- **Boy:** Well, I suppose I can do it as soon as I come home from school and then do my homework.
- **Parent:** Okay, Ahmed that sounds good. Should we give that a try for the rest of this week and see how it goes?
- **Boy:** Yes, I think that will be okay.

4. SAY:

- a. "Let us brainstorm a few ideas for some logical consequences for the following rule violations: (1) not completing homework, (2) not finishing chores, and (3) being unkind or violent to other family members."

5. After parents have responded, share the following examples, if needed:

- All homework must be done before dinner. If you do not complete your homework, you will not be allowed to go outside and play after school.
- Everyone will be treated with respect in our house. We will use kind words with each other.
- Everyone is expected to do their chores. If you choose not to complete your chores, then you will have to do an extra chore the next day.

6. SAY:

- a. "Let us practice helping children learn from their mistakes."

7. Pick 2 parents for the role play. One will be the "Parent" and the other will be the "11-year-old Boy."**8.** Present the scenario; a parent tells the child that they noticed that the boy had broken an agreement. The boy explains why he broke the agreement. The parent reminds the boy why it is important to fulfill his agreement. The boy explains how he will fulfill the agreement. The parent praises the boy and says that they will see how the boy fulfills his agreement the following week.**9.** Coach the "Parent" and the "Boy" on the role play. You can adapt the sample script provided or create your own.**10.** Have the volunteers present the role play in front of the group.**11.** Debrief on the role play:

- Ask the person playing the "Boy" how they felt about the conversation.
- Ask the person playing the "Parent" how they felt about the conversation.

ACTIVITY 5:**HOME ASSIGNMENT**

⌚ 5 minutes

1. SAY: "You have to do 4 things between now and when we next meet:

- "First, praise your sons and daughters for who they are and the ways they contribute to your family and their own futures."
- "Next, discuss with your spouse what you learned about family meetings. Explain the idea to him and ask if he thinks it would be a good idea to hold a family meeting. If he agrees, make sure you discuss, and decide together what you would like to achieve through the family meeting."
- "Then, if your spouse agrees, hold a family meeting to create some family rules."
- "Finally, remember that you are a powerful role model for your children."

2. Check to see if the participants have questions before moving to the closing and evaluation.**ACTIVITY 6:****CLOSING AND EVALUATION**

⌚ 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.**2.** Thank each group and summarize the discussion using the key points below.**3.** Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.

4. ASK:

- a. "What did you like best about the session?"
- b. "What questions would you have liked to ask but did not have the opportunity to ask?"
- c. "How was this session helpful?"
- d. "Do you have any other comments or suggestions for improving this session?"

5. Note down the women's responses. You will need to record them in the post-session monitoring sheet.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Setting up family meetings is a great way to encourage communication among all members of the family.
- Setting rules and agreements for the family should be done in partnership between mothers and fathers; mothers need to be an equal partner in family organizing.
- Praising children for positive behavior reinforces that behavior so they will continue to repeat it in the home.
- It is important that we treat boy and girl children equally in terms of how we discipline them, the opportunities they have access to, and the love and care we provide as parents.

SESSION 14:

DISCIPLINING CHILDREN WITH DIGNITY

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Name and use non-violent discipline approaches with their children, such as ignoring or time-out.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment, and Safety Check	⌚ 30 m
❷ Remembering Toxic Stress	⌚ 5 m
❸ Taking Personal Time to Calm Down	⌚ 30 m
❹ Using the Ignore Technique for Minor Misbehavior	⌚ 30 m
❺ Using Time-out to Help Children Calm Down	⌚ 30 m
❻ Making Decisions About Discipline Together	⌚ 10 m
❼ Home Assignment	⌚ 5 m
❽ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Annex 15: Time Out
- ⌚ Flip chart
- ⌚ Markers
- ⌚ Paper/pens
- ⌚ Tape

PREPARATION REQUIRED:

- ☒ Make copies of the handouts for each participant before the session and make sure to give handouts out at the end of the session

POSSIBLE SESSION MODIFICATIONS:

- ➔ No session modifications are recommended for this session given the importance of the content.

ACTIVITY 1:

WELCOME, REVIEW OF THE HOME ASSIGNMENT, AND SAFETY CHECK

🕒 30 minutes

1. Welcome participants to the fourteenth group meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 13.
3. **ASK:**
 - a. "Was anyone any one able to have a family meeting?" Ask for volunteers to share their experiences.
4. Praise participants for any attempts they made to organize the family meeting; reiterate that the family meeting is a joint activity with their spouse and should be discussed with them in advance.
5. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"

ACTIVITY 2:

REMEMBER TOXIC STRESS

🕒 5 minutes

1. **SAY:**
 - a. "Let's remember back to our discussion about toxic stress. When children experience harsh physical discipline or are exposed to violence, when they are neglected or mocked, when their parents drink too much alcohol, they can suffer toxic stress."
 - b. "Toxic stress can disrupt the development of a child's brain, increase the risk of illness and interfere with the child's ability to think and solve problems, even into their adult years."
 - c. "Children learn that violence is an acceptable way of reacting when angry, and so will be more likely to use violence when they are angry."

ACTIVITY 3:**TAKING PERSONAL TIME TO CALM DOWN**

⌚ 30 minutes

1. SAY:

- a. "It is important for parents to take care of themselves in order to respond to their children's needs in a calm, nurturing way."
- b. "You are not the only parents in the world who get angry at your kids. We all do."
- c. "But we learn to stay in control, not only to spare our children the anguish of having an angry parent who yells at them, but also because screaming at and hitting your child only teaches them to do the same to others when our children are upset."
- d. "When parents control their tempers, they are showing and teaching appropriate skills to their children."

2. Remind parents about their breathing exercises.**3. ASK:**

- a. "Have you used these relaxation strategies or your coping and healing toolkit?"
- b. "Have you praised your children for their efforts?"
- c. "What are your physical reactions to anger?"

Example answers:

- Clenched fists
- Tight jaws
- Tense muscles

4. SAY:

- a. "Now let us practice deep breathing in pairs."
- b. "One person should play the 'Parent' and another a 'Misbehaving Child' who did not complete his/her chore."
- c. "The parent should get angry, walk away, take deep breaths, and respond calmly to the child with a consequence – assigning an extra chore for their misbehavior."

5. After participants have completed the activity in pairs, take time to debrief. **ASK:**

- a. "How was it to use a relaxation technique when you felt angry?"
- b. "Is this something you think you could do at home?"

ACTIVITY 4:

USING THE IGNORE TECHNIQUE FOR MINOR MISBEHAVIOR

🕒 30 minutes

1. SAY:

- a. "Have you ever ignored your child's behavior when he was doing something you didn't like? By ignore, we mean not acknowledging it."
- b. You might be surprised to learn that this is actually a non-violent discipline technique, and one of two we will teach you today. Of course, we know that children love their parent's attention, whether it is positive or negative. There are important rules to ignoring your child's behavior.
 - Ignore the negative behavior that is not harmful for the child or others and is typically a tantrum.
 - If your child starts crying because they want a sweet and you do not have money for a sweet, do not pay any attention to the crying.
 - Do not say anything to them, do not look at them, do not even smile.
 - You might even turn your back and start walking.
 - You do not need to hit or shout at them; ignoring them will send the message that their crying will not work and, eventually, they will stop.
 - Ignore the behavior all the way through! Ignoring might sound easy, but it can actually be very difficult. Children do not like being ignored, and sometimes when you start ignoring them, they will act up even more! They will try different things to see if they can get your attention. For example, they might start to cry or yell even louder.
 - Make sure you keep ignoring those negative behaviors. You do not want to start ignoring and then give your attention when they start yelling louder. That will teach them to get your attention through the more negative behavior.
 - The most important part of ignoring is to praise your child once the negative behavior stops. So, if they are yelling, as soon as they stop, tell them, 'I really like it when you are calm' or 'Thank you for calming down.' This will teach your child that negative behavior gets no attention, but positive behavior gets a lot of attention.
 - Some behaviors cannot be ignored, such as when the child is hurting someone else or themselves. Such behavior can require other techniques like a time-out, losing a privilege, and so on."

2. Ask parents to brainstorm a list of behaviors they think they can ignore.

Example answers include:

- Yelling
- Screaming
- Crying when they are not hurt or tired

3. Have two parents volunteer for the next role play. One person will play the role of an 8-year-old "Child," and the other will play the role of the "Parent." Share the script of the role play and give them 5 minutes to prepare.

**SAMPLE SCRIPT**

Please adapt to your context or create your own

- **Child:** Mom, I really want a biscuit from the shop.
- **Parent:** I am sorry, you cannot have a biscuit now, but you can have a banana.
- **Child:** But, Mom, I really want a biscuit. You are so mean.
- **[Parent ignores the comment, begins to sweep or do other housework]**
- **Child:** [Louder] Mom! I really want a biscuit! [Begins yelling]
- **[Parent continues to ignore, keeping busy with something]**
- **[Child stops yelling]**
- **Parent:** [Walks over to the child] I see you are calm now. Would you like to help me make dinner?
- **Child:** Yes. [They go to make dinner together]

4. ASK:

- a. "What did the parent do well in ignoring?"
- b. "What was the message for the child?"

5. Repeat the role play a few times with different parents.**ACTIVITY 5:****USING TIMEOUT TO HELP CHILDREN CALM DOWN**

30 minutes

**HELPFUL TIPS!**

This activity should be fun. Be sure parents understand how both the ignoring and praising techniques work. This is not only an exercise; they need to practice at home. It is one of the most effective ways to help your children achieve behaviors that will help them socially and in life.

1. Distribute Annex 15: Time Out**2. ASK:**

- a. "What do you think is happening in this picture?"
- b. Have you ever asked your child to sit in a special place to calm down or put her/him in a separate room after their has been a dispute with their sibling?
- c. This is also a positive discipline technique that we call "Time-Out."
- d. Time-out cannot be used in combination with harsh discipline and requires the parent to be calm while giving time out.

3. Explain the following:

- "Time-out" is a positive discipline technique, an alternative to corporal punishment.
- It is related to the concept of ignoring. When a child exhibits negative behavior, parents should place them in a "time-out space" – a separate area with no contact or communication with adults or other children.
- Parents should keep the child in time-out until he/she has calmed down.
- Remember that young children love attention, and, in a time-out, parents remove all attention.
- Time-outs are best used when children behave aggressively.
- Time-out will only work if "time-in" is quality time. Parents and children need to enjoy quality time together if they are to develop loving and nurturing relationships.
- Time-outs work best when parents observe the following guidelines:
 - Time-out will not work for children younger than 3 years, because younger children need their parents to help them calm down. It is best to use distraction and redirection for children under 3 years of age.
 - Time-out works best for children between the ages of 3 and 10 years.
 - For children around 11 or 12 years old, it is best to ignore or use a consequence.
 - Be sure to explain clearly the reason for a time-out, e.g., "You hit your brother and that is not acceptable, so you have to go to time-out."
 - Make sure you have an appropriate area to use for time-out – a place that is quiet and away from other people engaging in fun activities.
 - Everyone in the home needs to understand and respect the rules of time-out. No one should talk to or interact with the child until time-out is over and the child has calmed down.
 - Establish (if possible) the duration of a time-out. It usually takes 3 minutes for a child to calm down. A child is ready to come out of time-out when he or she:
 - No longer yells and screams
 - Sits quietly
 - Breathes slowly and peacefully
- It is critical that parents re-engage the child soon after he or she has calmed down. Parents should give positive attention to any positive behavior they observe after time-out ends.
- Time-out works best for aggressive behavior. Parents have learned other strategies for other misbehaviors.
- Remember to first explain time-out to your child and then practice it. Tell children, "From now on, when you hit or hurt another person, you will need to take a time-out to calm down."
- Once you tell the child that he or she is going to time-out, they must go, no matter what they do or say. They may say, "I promise to be good now," or "But I love you!" You should ignore such statements and lead the child to the time-out place peacefully (or with minimum force, such as calmly taking the child by the arm).
- After time-out, praise the child for any good or appropriate behavior.

4. Explain to participants that we will now do a demonstration of a time-out.

5. Explain that one facilitator will play the "Parent," the second facilitator will be "Child 1" and a parent volunteer will play "Child 2."

**SAMPLE SCRIPT**

Please adapt to your context or create your own

- **Child 2:** [Crying] He took my ball and then he hit me!
- **Parent:** You hit your sister; you need to go to time-out.
- **Child 1:** [Walking towards the time-out corner] This is not fair!
[Sits in the time-out corner, then screams] This is not fair! It was my ball!
- **Parent:** [Ignores the child's complaining and asks Child 2]
Are you okay?
[Waits for 3 to 5 minutes and goes to get Child 1].
Thank you for completing your time-out. You can go back and play with your sister.
- **Child 1:** [Begins to play cooperatively with a ball]
- **Parent:** You two are playing so well together as friends. Thanks for sharing your toy!

6. ASK:

- a. "What would you do if two siblings were hitting each other?"

7. Have parents share their ideas with the whole group.**8.** Suggest that, if both children are hitting and fighting, the parent or caregiver can send both of them to time-out, but in different places. Maybe one child can sit under the tree and the other can sit next to the hut, house, or tent.**ACTIVITY 6:****MAKING DECISIONS ABOUT DISCIPLINE TOGETHER**

10 minutes

1. SAY:

- a. "Today we have learned several positive discipline techniques. Positive discipline is very important to the healthy development of our children. It is also important that decisions are made together between partners about discipline. When this isn't done, then one parent may effectively counteract the effects of the other parent's positive discipline techniques."
- b. "Break into pairs and take 5 minutes to discuss together how you can approach your husband about this topic and how you can make decisions together about what discipline techniques to use."

2. Allow pairs to present some examples of their discussions and then give the following example of how this can be approached with the women's husbands. Make sure to emphasize that the discussion should be seen as an opportunity to discuss and decide together as husband and wife on some parental strategies for the healthy development of their children. **SAY:**

- a. "Find some quiet time with your spouse after the kids have gone to dinner and tell her what you learned today/last week. Ask him if he likes any of the ideas and if he thinks as parents you can apply any of the discipline techniques together."

ACTIVITY 7:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** "Before the next session, parents should sit with their children at home and explain the concept of time-out. You should practice time-out with your children so that they understand the concept and the goal of the strategy, which is to help them calm down. You should take personal time when you find yourselves becoming angry. You should remember that the most effective way to respond when a child behaves aggressively is to stay calm because children learn from watching their parents."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 8:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the women's responses. You will need to record them in the post-session monitoring sheet.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Discipline is essential to teach children appropriate behavior.
- There are many different ways to discipline children, but when we use positive discipline with children instead of harsh discipline, we are promoting their healthy development and well-being.
- Children observe and model their parents' behavior, so the use of positive discipline with our children will impact how they interact with other children not only during their childhood but also as adults.
- It is important that decisions about discipline be made together as a couple.

SKILLS FOR BUILDING A SAFE, HAPPY, AND HEALTHY FAMILY

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SESSION 15:

MY FAMILY'S PSYCHOSOCIAL NEEDS

Duration:

Approximately 2-3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Articulate the psychosocial impact of a crisis on all members of the family.
- ☒ List psychological symptoms of family members affected by a crisis.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment, and Safety Check	⌚ 30 m
❷ Understanding the Psychosocial Impact of a Crisis on Husband and Wife	⌚ 30 m
❸ Understanding the Psychosocial Impact of a Crisis on Children	⌚ 60 m
❹ Relaxation Exercise	⌚ 15 m
❺ Education and Learning to Support Children's Psychosocial Needs	⌚ 15 m
❻ Home Assignment	⌚ 5 m
❼ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Annex 16: Impact and Symptoms Answer Key
- ⌚ Annex 17: Impact and Symptoms
- ⌚ Annex 18: Ignoring Symptoms of Stress: A Vicious Cycle
- ⌚ Flip chart
- ⌚ Markers
- ⌚ Paper/pens
- ⌚ Tape

PREPARATION REQUIRED:

- 📄 Make copies of the handouts for each participant before the session and make sure to give handouts out at the end of the session.
- 📄 Arrange for a space that is conducive to learning and free of interruptions. For the relaxation exercise, it would be good if there is space for everyone to lie down.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Session length modifications should only be made if participants have expressed they are not available beyond 2 hours.
- ➔ If participants are not available beyond a 2-hour time frame, you may choose to reduce the session length in the following ways:
 - The session "Understanding the Psychosocial Impact of a Crisis on Husband and Wife" may be cut (reduction of 30 minutes).

ACTIVITY 1:

WELCOME, REVIEW OF THE HOME ASSIGNMENT, AND SAFETY CHECK

🕒 30 minutes

1. Welcome participants to the fifteenth meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 14.
3. **ASK:**
 - a. "Did you practice time-out? How did it go?" Ask for volunteers to share their experiences.
4. Praise participants for any attempts they made to practice time-out and explain that it is not easy but will get better with time; like everything, we have to practice it!
5. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"

ACTIVITY 2:

UNDERSTANDING THE PSYCHOSOCIAL IMPACT OF A CRISIS ON HUSBAND AND WIFE¹⁶

🕒 30 minutes

1. Explain that during a crisis or during times of stress, men, women and children may feel uncomfortable, compromised, at risk, and so many other feelings. Explain that this is normal and understandable because it is a very difficult time.
2. Explain that when there is a crisis our "well-being" is affected.
3. Ask for a couple of volunteers to define the concept of "well-being."
4. Explain that well-being is complex but can generally be divided in the following ways. Draw an image on a flip chart that represents each of these main ways.
 - **Body aspects:** how we breathe, whether we drink enough water, the quality of the foods we eat, and the overall function of the body
 - **Material aspects:** whether we have working roads, vehicles, access to tools or equipment we need to live and work; for example, whether we can access our land because the road is flooded or whether we can buy tools we need for farming
 - **Social aspects:** whether we can participate in church groups, dance groups, or any other kind of social group; whether we can feel connected to other people
 - **Spiritual aspects:** such as belief in religion.

¹⁶ Adapted from ActAlliance. (n.d.). *Community-Based Psycho-Social Support Training Manual*, p 42. Retrieved from <https://bit.ly/2PfVeBe>.

- **Cultural aspects:** such as the things we think, believe, or do
- **Emotional aspects:** whether we are able to feel happy and connected to others
- **Mental aspects:** how we learn, how we acquire information, and how we can use the information and learning we have, etc.

5. Explain that well-being is all the different factors that come together in our lives that allow us to feel good, normal, and whole.

6. **ASK:**

- a. "Which aspects of well-being have you seen compromised during a crisis in your community?"
- b. "When well-being is compromised, how do you think that can affect your relationship with your spouse?"

7. Give participants a moment to respond to the above questions and then **SAY:**

- a. "There are many ways that a couple may feel strained during a crisis. For example, they may not have enough food to eat, a place to sleep, access to schools and services for children."
- b. "A couple may perform new work during a crisis, and one partner may not be able to do the same work s/he did before."
- c. "A couple may not have space or quiet time to themselves, and they may also see their children acting differently."
- d. "All of these things can cause strain on a couple."
- e. "Now that you know the different areas of men and women's well-being and we have discussed areas where well-being may suffer during a crisis, can you identify a couple of elements of well-being that are particularly important for you?"

8. Ask participants to reflect silently for a few minutes.

9. **SAY:**

- a. "It is important that we identify our needs as people, and that we support those we love. One of the best things we can do for ourselves and our partners is to identify the strains or challenges we are facing, ask our partner about their needs, and find a way to support them. For example, you can say to your husband/boyfriend, 'I know today was a difficult day. How are you feeling? Is there anything I can do to support you?'"

10. Ask participants to discuss with their husbands how they may be able to support them during a crisis.

ACTIVITY 3:

UNDERSTANDING THE PSYCHOSOCIAL IMPACT OF A CRISIS ON CHILDREN

🕒 60 minutes

1. Explain the impact of a crisis on children. **SAY:**

- a. "Crisis affects children in all the same ways as it affects adults, but also in different ways."
- b. "Children are dependent on the care, empathy, and attention of adults who love them. Their attachments are frequently disrupted in times of war/stress, due to the loss of parents, extreme preoccupation of parents in protecting and finding subsistence for the family, and emotional unavailability of depressed or distracted parents."
- c. "Children feel, as we saw before, what their parents' feel, including their stress and their emotions."
- d. "Children are often exposed to very traumatic events during war/crisis."
- e. "Loss of loved ones and disruptions in their lives and routines can lead to depression and anxiety for children."
- f. "Research has shown that the earlier we start helping children to cope with the stresses of war, the more likely we are to prevent serious psychosocial problems later in life."¹⁷
- g. "Remind the parents of the information in the session on brain development and how toxic stress can affect the brain and neuron connections."

2. **SAY:**

- a. "During this session, we are going to brainstorm about the psychosocial impacts of war/crisis on children."

3. Distribute the ANNEX 17: Impact and Symptoms to all the parents.

4. Divide the parents into 4 groups.

5. Ask them to brainstorm for 15 minutes to answer the following questions for the 6- to 12-year-old age-group. If working with a high-literacy group, you should write the questions on a flip chart:

- "What is the impact of war/crisis on children?"
- "What are the psychological symptoms that can be observed?" (Refer to the heart and mind.)



HELPFUL TIPS!

Parents will hear that they are not the only parents whose children have been affected. They will understand their children's reactions and begin to make the links between how adults and children's reactions are connected, and they can start internalizing the different ways they can help their children.

6. Have each group present key discussion points to the rest of the team.

7. **ASK:**

- a. "How have your children been affected by this crisis?"
- b. "How are boy children and girl children affected differently?"

¹⁷ Session inspired by Children and War Foundation (2010). *Teaching Recovery Techniques*. Bergen, Norway. As found in International Rescue Committee (2016). *Parenting Skills Intervention: Curriculum for Caregivers of Children*, pp 127-128. Accessible from <http://shls.rescue.org/shls-toolkit/parenting-skills/>.

8. SAY:

- a. "These are common reactions. They are normal in the sense that most children will experience some of them at some point, although most children will recover. Every child responds differently, according to their age, gender, background, or temperament, and there are no right or wrong reactions. It can sometimes be helpful for you to discuss positive changes in your children's behavior, as well."
- b. "These are understandable reactions. Adults are very good at noticing changes in behavior, but it is much harder for them to know about children's internal distress. In this case, it is helpful for you to make the links between adults' and children's distress."

9. ASK:

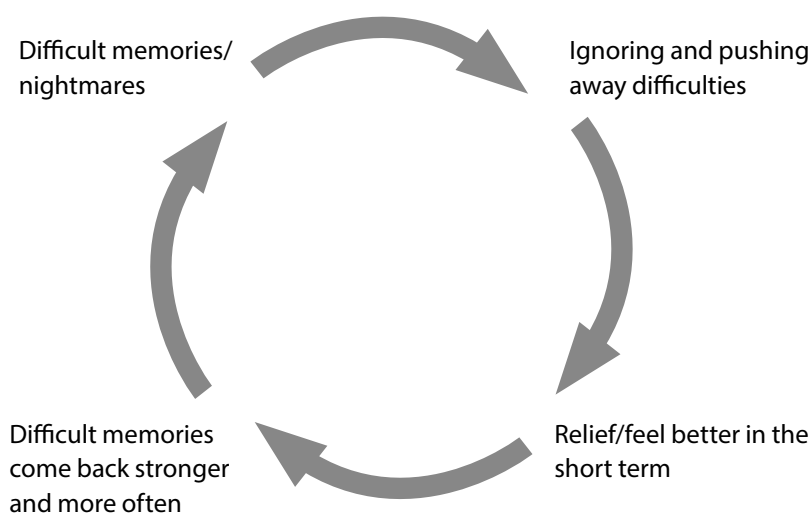
- a. "Have you seen adults with distressing memories? And do you think your children have some has well?"
- b. "Did your children tell you about distressing memories?"
- c. "Did you notice any behavior that would suggest that they have distressing memories?"

10. SAY:

- a. "Children commonly have distressing and intrusive memories after exposure to war-time stress."
- b. "These may be in the form of nightmares, intrusive pictures or thoughts during waking hours."
- c. "As with adults, the natural reaction of children is to try to push these thoughts away, or to avoid reminders of the event that can trigger them."

11. ASK:

- a. "Can you give me examples of ways you or your children push away or avoid difficult memories?"
- b. "Do you have ways to avoid repetitive thoughts about a specific event?"

12. Distribute Annex 18: Ignoring Symptoms of Stress: A Vicious Cycle

13. SAY:

- a. "Look at the 'Vicious Cycle' diagram. It explains how pushing away or avoiding difficult memories may provide temporary relief, but in the long term, it prevents recovery."
- b. "Let me explain the parts of the diagram:
 - **Difficult memories/nightmares:** These are some thoughts, difficult memories and nightmares of traumatic events that keep coming into your mind.
 - **Ignoring and pushing away difficulties:** The immediate reaction is to push away or ignore these difficult memories.
 - **Relief/feel better in the short term:** This means feeling better for a short period of time.
 - **Difficult memories come back stronger and more often:** Bad memories or nightmares coming back more frequently and with a greater intensity, thus continuing the vicious cycle."

14. Ask the participants to look at the handout of Annex 18: Ignoring Symptoms of Stress: A Vicious Cycle.
SAY:



HELPFUL TIPS!

Show the visual aid "Ignoring Stress Symptoms: A Vicious Cycle" or draw the cycle.

- a. "Look at the first image in this handout. Can you see the effect of ignoring the symptoms of stress?"
- b. "To break the cycle, talking about a traumatic event and finding comfort is the key!"
- c. "We will discuss in detail in the next session, ways to address symptoms of stress for children."

15. Explain the second image in the handout, **SAY:**

- a. "The first picture in the second image shows that you should not let your children watch violent images of the conflict on TV or listen to adult discussions about the conflict."
- b. "The second picture in the second image shows that you should answer children's questions about the current situation using appropriate and reassuring language."

ACTIVITY 4:

RELAXATION EXERCISE

🕒 15 minutes

1. SAY:

- a. "We are now going to do a relaxation exercise."
- b. "Remove your shoes, loosen your clothing, and find a comfortable position."
- c. "Take a few minutes to relax, breathing in and out in slow, deep breaths."
- d. "When you are relaxed and ready to start, shift your attention to your right foot. Take a moment to focus on the way it feels."
- e. "Slowly tense the muscles in your right foot, squeezing as tightly as you can. Hold for a count of 10."
- f. "Relax your right foot. Focus on the tension flowing away and the way your foot feels as it becomes limp and loose."

- g. "Stay in this relaxed state for a moment, breathing deeply and slowly."
- h. "When you are ready, shift your attention to your left foot. Take a moment to focus on the way it feels. Tense the muscles in your left foot, squeezing as tightly as you can. Hold for a count of 10."
- i. "Relax your left foot. Focus on the tension flowing away and the way your foot feels as it becomes limp and loose."
- j. "Stay in this relaxed state for a moment, breathing deeply and slowly."
- k. "When you are ready, shift your attention to your right leg. Take a moment to focus on the way it feels."
- l. "Slowly tense the muscles in your right leg, squeezing as tightly as you can. Hold for a count of 10."
- m. "Relax your right leg. Focus on the tension flowing away and the way your foot feels as it becomes limp and loose."
- n. "Stay in this relaxed state for a moment, breathing deeply and slowly."
- o. "When you are ready, shift your attention to your left leg. Take a moment to focus on the way it feels."
- p. "Slowly tense the muscles in your left leg, squeezing as tightly as you can. Hold for a count of 10."
- q. "Relax your right shoulder. Focus on the tension flowing away and the way your right shoulder feels as it becomes limp and loose."
- r. "Stay in this relaxed state for a moment, breathing deeply and slowly."
- s. "When you are ready, shift your attention to your left shoulder. Take a moment to focus on the way it feels."
- t. "Slowly tense the muscles in your left shoulder, squeezing as tightly as you can. Hold for a count of 10."
- u. "Relax your left shoulder. Focus on the tension flowing away and the way your shoulder feels as it becomes limp and loose."
- v. "Stay in this relaxed state for a moment, breathing deeply and slowly."
- w. "When you are ready, shift your attention to your back. Take a moment to focus on the way it feels."
- x. "Slowly tense the muscles in your back, squeezing as tightly as you can. Hold for a count of 10."
- y. "Relax your back. Focus on the tension flowing away and the way your back feels as it becomes limp and loose."
- z. "Stay in this relaxed state for a moment, breathing deeply and slowly."
- aa. "When you are ready, shift your attention to your neck. Take a moment to focus on the way it feels."
- bb. "Slowly tense the muscles in your neck, squeezing as tightly as you can. Hold for a count of 10."
- cc. "Relax your neck. Focus on the tension flowing away and the way your neck feels as it becomes limp and loose."
- dd. "Stay in this relaxed state for a moment, breathing deeply and slowly."
- ee. "When you are ready, you can sit up."

ACTIVITY 5:

EDUCATION AND LEARNING TO SUPPORT CHILDREN'S PSYCHOSOCIAL NEEDS

🕒 15 minutes

1. ASK:

- b. "Do you remember when we talked about education and brain development?"
- c. "Do you remember what we talked about?"

2. After parents have responded, share the following answers, if needed:

- It is important that children continue to have opportunities for learning in order to help their brains develop in a healthy way, in order to make good decisions, take appropriate risks and plan for their future.
- Children need an education to have opportunities for higher learning and employment in the future.

3. ASK:

- a. "Are your children attending school?"
- b. "Are both your boys and girls attending school?"
- c. "Why is it important for both boys and girls to have education opportunities?"

4. Praise parents for helping their children prepare for a successful life.

5. Explain the following principles of how children learn. **SAY:**

- a. "There are 5 principles parents can follow to keep their children's brains developing in healthy ways in order for them to succeed in school and life."
- b. "First, make time to talk about school and learning.
For example, say, 'David, tell me about what you learned in school today!' or, 'David, we are going to the market. Can you keep track of how much all of our items cost today?'"
- c. "Second, make time to talk about children's goals and dreams.
For example, say, 'Fatima, how are your studies going? Are you still thinking about being a teacher?'"
- d. "Third, take school attendance seriously. Children need to attend school in order to learn and have future opportunities."
- e. "Fourth, get involved. Visit your child's school, ask them about what they are learning, talk to their teacher, and so on."
- f. "Fifth, offer to help children with studying and playing learning games."



HELPFUL TIPS!

If cats are not relevant in your context or are seen as negative animals in your community, change the animal (and the name of the game).

6. Explain that we are now going to play a game to help kids learn called "Our Cat."
7. Have parents sit in a large semi-circle.
8. Draw a simple picture of a cat on the flipchart and tell the parents/caregivers that this is our cat. Tell them that we will find words to describe the cat.
9. Give the group instructions for the "Our Cat" activity:
11. Each parent has to think of a word to describe the cat and the word must begin with the first letter of the parent's name.
12. Pick a parent to start the game. He or she will say "Our cat is..." and complete the sentence with a word to describe the cat.
13. For example, if a parent's name is Nina, she will say "Our cat is...neat!"
14. The parent to the right will add a word describing the cat, by saying "Our cat is neat and [word to describe cat]."
15. For example, Ali will say, "Our cat is neat and angry!"
16. This will continue with each parent remembering and repeating all the words used to describe the cat and adding their own word at the end. The parent who started has to end the game by remembering all the words.
17. At the end, ask a few others in the group if they can also remember all the words.

ACTIVITY 6:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** "For our next session, please prepare by observing your children and identifying signs of stress. Show them that you love them. And practice your relaxation exercises."
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 7:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.

3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
5. Note down the women's responses. You will need to record them in the post-session monitoring sheet.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Similar to adults, children are also impacted by crises. However, children may express their negative feelings differently than adults.
- As a parent, we can facilitate support for our children by facilitating their needs such as time for relaxation, ability to go to school and have friendships.
- The support we provide to our children during crisis will help to build their resilience despite the difficult circumstances.

SESSION 16:

SUPPORTING CHILDREN WHO EXPERIENCE VIOLENCE

Duration:

Approximately 2 to 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Actively support children in accessing services.
- ☒ Identify the services available in their community and the point of entry.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment, and Safety Check	⌚ 30 m
❷ Myth or Fact: Children's Experience of Violence	⌚ 30 m
❸ Supporting a Child Who Has Experienced Violence	⌚ 60 m
❹ Referral Pathway	⌚ 30 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- ⌚ Flip chart
- ⌚ Markers
- ⌚ Paper/pens
- ⌚ Tape

PREPARATION REQUIRED:

- ☒ Review the referral pathway for children's access to services.
- ☒ Prepare names and contact numbers of service providers to distribute to women on an as-needed basis.

POSSIBLE SESSION MODIFICATIONS:

- ➔ Given the importance of this session, it is recommended to complete the full session without modifications.

ACTIVITY 1:

WELCOME, REVIEW OF THE HOME ASSIGNMENT, AND SAFETY CHECK

🕒 30 minutes

1. Welcome participants to the sixteenth meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 15.
3. **ASK:**
 - a. "Was anyone able to complete the homework last week? This included observing your children, identifying signs of stress, and showing them that you love them. You also practiced your relaxation exercises. How did it go?" Ask for volunteers to share their reflections.
4. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"

ACTIVITY 2:

MYTH OR FACT: CHILDREN'S EXPERIENCE OF VIOLENCE

🕒 30 minutes

1. Explain to participants that we are now going to do an activity that will help us uncover myths and realities related to accessing services for children who experience violence.
2. Invite participants to stand up, come to the front of the room, and form a circle.
3. Explain to participants that you will read several statements. Each person should listen to the statement. If they think it is a myth they should take one step forward. If they believe the statement to be a fact, they should stand not move.
4. After reading each statement, take a minute to ask participants who stepped forward to explain why they think the statement is a myth. You should also ask participants who stood in place why they think the statement is a fact. After each statement, clarify if it is a myth or fact.
5. Read the following statements:
 - "Children who report abuse by their parents should not be believed as they are likely making the abuse up."

MYTH: Children do not make up stories of abuse. Any child who comes forward to share they have been abused should be believed and appropriate services should be sought that are in the best interests of the child. If you are not the parent of the child, you should involve a loving and supportive caregiver who is not involved in perpetration of the abuse in accessing services. It is not your role to determine if the abuse has occurred or not.

- “It is not child maltreatment if no physical violence is involved.”

MYTH: Child maltreatment does not only include physical violence but includes psychological violence as well as neglect. Just because a child is not being beaten, doesn’t mean there isn’t something wrong in the home.

- “Children with disabilities are less likely to be victims of abuse than children without disabilities.”

MYTH: Children with disabilities are typically 3 to 4 times more likely to be abused than children without disabilities.

- “Children usually tell someone when they are being abused.”

MYTH: In many cases (studies have shown), many children do not disclose abuse during childhood. Abusers can be very good at making children feel fearful to talk about what is going on. We are more likely to identify children being abused through physical signs or their behavior.

- “If children don’t witness violence between their parents, they are not affected by it.”

MYTH: Children are intuitive and may sense what is happening, may hear fighting, or see how their mother is harmed (bruises, broken bones, etc.). Children are emotionally and psychologically affected by the behavior of their caregivers.

6. Thank participants for the discussion and invite them to sit down.

ACTIVITY 3:

SUPPORTING A CHILD WHO HAS EXPERIENCED VIOLENCE

 60 minutes

1. Explain to participants that you will divide them into groups and that each group will receive a story about a child who has been mistreated/abused by his parents. Each group should propose what they believe to be a good ending where the child is well and happy.
2. High-literacy groups may wish to actually write the end of the story, but for those groups with mixed literacy, participants can simply tell how the story ends to the group.
3. Distribute or read the following stories to each group:



NOOR'S STORY

Noor is your niece, the 11-year-old daughter of your youngest brother. Noor is a very smart child, and she often gets into mischief. Noor often comes over to your house to play with your daughter, her cousin, Aisha. You begin to notice that Noor is staying later and later at your house and has sometimes refused to go home, forcing you to call your brother or sister-in-law to say that Noor will be staying over. One night, you are sitting with Noor and you ask her why she doesn’t want to go home. She explains that every time she is home, her parents yell at her and tell her she is nothing but a terrible child who will grow up to be nothing. Noor tells you every time she goes home the mean things that her parents say get worse.



EMMANUEL'S STORY

Emmanuel is the 7-year-old son of your neighbor who shares a home with you, living in the adjacent rooms. Emmanuel is a quiet child but loves to play with his brothers and sisters. At times, Emmanuel breaks fragile items unintentionally (for example, breaking a glass when he helps to store dishes). Emmanuel's family is becoming increasingly frustrated with him, and when breaking dishes or other items happens, he is beaten violently by his mother. You notice that Emmanuel is often limping or has bruises.



LETICIA'S STORY

Leticia is 12 years old, and she is the daughter of your cousin who you do not see often. One day, you receive an invitation from your cousin to attend Leticia's wedding. She will be marrying some man 15 years older than her.



DANIEL'S STORY

Daniel is a 9-year-old boy with a mental and physical disability living in your community. He has a hard time speaking and cannot walk. You often visit Daniel's house as his father is a good friend of yours. Only rarely do you see Daniel when you visit. This last time you were at Daniel's house, you noticed that Daniel looked unusually thin. He did not eat with the rest of the family and was placed in the corner and ignored. You noticed he had some bruises on his arms and legs.

4. Allow each group to present their story endings.

5. Highlight the following key action points for each story:

- **Noor's Story:**

- a. **ASK:** "What are some reasons Noor likes to stay at her cousin's? Why do you think Noor may be afraid to go home?"
- b. **EXPLAIN:** "Noor likes to stay at her cousin's because it is a safe and stable environment, where she feels at ease and is motivated. Children feel naturally comfortable when they are in loving environment and with trusted adults. A good ending to Noor's story is one in which Noor feels safe and comfortable in her home and her parents don't say mean things. If situations like this are happening in your community, Noor should be referred to an organization that supports children."

- **Emmanuel's Story:**

- a. **ASK:** "What are some of the triggers that make Emmanuel's parents react the way they do? If they understood the impact of their reaction on Emmanuel, would it be different?"
- b. **EXPLAIN:** "A good ending to Emmanuel's story is one in which Emmanuel is no longer being beaten by his parents, and he communicates well and feels supported and cared for. If a situation like this is happening in your community, Emmanuel should be referred to an organization that supports children that can assess the manner to approach and provide support for Emmanuel. Emmanuel's mother may also be referred to parenting networks, where available."

- **Leticia's Story:**

- a. **EXPLAIN:** "A good ending to Leticia's story is one in which Leticia does not get married. Child marriage is against the law in most countries, but even if it is not against the law where you are, we know that the dangers of child marriage are many including complications related to pregnancy and childbirth (e.g. death and risk of sexually-transmitted diseases). Girls who are married early are less likely to get a good education and may be at risk of violence from their husband. If a situation like this is happening in your community, Leticia should be immediately referred to an organization/local structure that supports children that will assess the safest and best way to intervene."

- **Daniel's Story:**

- a. **ASK:** "Why do you think Daniel is treated this way? Is there stigma associated with having a disability? What are the dangers if Daniel isn't well-fed or stimulated with loving care by family and parents?"
- b. **EXPLAIN:** "A good ending to Daniel's story is one in which he can access services related to his disability, where he is safe and free from harm, and where he is loved and supported by his family. If a situation like this is happening in your community, Daniel should be referred to an organization that supports children."

ACTIVITY 4:**REFERRAL PATHWAY**

🕒 30 minutes

1. Explain that children who experience violence may need access to services, and a child protection worker can help identify that.
2. Explain the purpose of each service¹⁸, **SAY:**
 - a. "Psychosocial services help children with healing and recovering from emotional/psychological trauma and social effects, for example, by providing a child-friendly space."
 - b. "Medical services allow children to access immediate and long-term care that support their physical recovery. This can also include more specialized mental health care where needed and available."
 - c. "Legal services help children and their caregivers claim their legal rights and protections. This includes criminal investigation, legal aid services, and court support."
3. Explain where these services are available in your community.
4. Explain that you have a list of service providers and their contact information, which you would be happy to share individually after the session.

¹⁸ Definitions taken from Inter-Agency Standing Committee. (2017). *Inter-Agency Gender-Based Violence Case Management Guidelines*, p 24. Retrieved from <https://bit.ly/2MFhXon>.

ACTIVITY 5:

HOME ASSIGNMENT

🕒 5 minutes

1. **SAY:** “This next week, I want you to think about places that are safe in your home and community and where you may be able to go with children if you need help.”
2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:

CLOSING AND EVALUATION

🕒 10 minutes

1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
2. Thank each group and summarize the discussion using the key points below.
3. Remind them of the next meeting day and time and explain that we will now do a quick evaluation of the session.
4. **ASK:**
 - a. “What did you like best about the session?”
 - b. “What questions would you have liked to ask but did not have the opportunity to ask?”
 - c. “How was this session helpful?”
 - d. “Do you have any other comments or suggestions for improving this session?”
5. Note down the women’s responses. You will need to record them in the post-session monitoring sheet.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Listening to children and believing them about their experiences is very important.
- Parents should never judge a child who is the victim of abuse.
- Parents enrolled in the Safe at Home program can make a difference in the community by being good role models for other parents by demonstrating loving care to their children and utilizing positive discipline techniques.

SESSION 17:

SAFETY PLANNING FOR ME AND MY CHILDREN

Duration:

Approximately 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Decide on measures they are comfortable taking to reinforce their personal safety and the safety of their children.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Review of the Home Assignment, and Safety Check	⌚ 30 m
❷ Safety Mapping	⌚ 60 m
❸ Applied Safety Mapping for My Children	⌚ 30 m
❹ Taking Measures for Personal Safety	⌚ 60 m
❺ Home Assignment	⌚ 5 m
❻ Closing and Evaluation	⌚ 10 m

MATERIALS REQUIRED:

- 🕒 Flip chart
- 🕒 Markers
- 🕒 Paper/pens
- 🕒 Tape

PREPARATION REQUIRED:

 XXXXX

POSSIBLE SESSION MODIFICATIONS:

- ➔ Given the importance of the content, modifications to this session are not recommended.

ACTIVITY 1:

WELCOME, REVIEW OF THE HOME ASSIGNMENT, AND SAFETY CHECK

🕒 30 minutes

1. Welcome participants to the seventeenth meeting. Make sure you show a lot of enthusiasm for being there.
2. Review the key messages from Session 16.
3. **ASK:**
 - a. "Was anyone able to think about places in their home and community that are safe? What did you come up with?" Ask for volunteers to share safe places they identified.
4. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"

ACTIVITY 2:

SAFETY MAPPING

🕒 60 minutes

1. Ask the women what they think of when they hear the word "safety."
2. If working with a high-literacy group, write the word "safety" on the board.
3. Make sure to emphasize different kinds of safety: physical, emotional, and social, etc. Use the following questions as a guide. **ASK:**
 - a. "Does everyone feel equally safe in this community? Why or why not?"
 - b. "Does everyone feel equally safe in their households? Why or why not?"
 - c. "What are the consequences of not feeling safe?"
4. Let the women know that you now want them to think about safety in this community.
5. Break the participants into groups of 5-6.
6. Give each group a large piece of paper or flip chart paper and ask the groups to make a map of their village. They should include important landmarks like the village head, health facilities, places of worship, schools, the women's center, the bus station(s), tea shops/cafes, and sports fields, etc.
7. On the map, have the groups mark in one color which areas are considered friendly for men and boys. Use another color for places that are considered friendly for women and girls and a third color for areas that are friendly for all.

8. When the women are finished, discuss what the map indicates about mobility, safety, and access to public space in the community. Ask the following questions to guide the discussion:
 - a. "What were some of your observations about these maps?"
 - b. "Is safety in public the same for boys as for girls?"
 - c. "Do these conditions change when boys grow older? When girls grow older?"
 - d. "How does the limited access of girls and women to safe spaces affect their ability to participate in community life?"

ACTIVITY 3:

APPLIED SAFETY MAPPING FOR MY CHILDREN

 30 minutes

1. Explain that in the last activity we were able to see some differences in safety for boys and girls, men and women. In this activity, we will focus specifically on safety for our girl and boy children.
2. Ask participants to take 5 minutes to discuss the risks their children face in the community. Make sure to emphasize that participants should be thinking about different safety risks for boys and girls.

Example Answers

- Violence coming from or going to school
- Violence in public spaces like latrines
- Sexual harassment
- Bullying by gangs controlling camp supplies
- Physical violence or fighting



HELPFUL TIPS!

It is essential to emphasize that while it can be helpful to think about safety, violence is never the fault of the survivor. No matter how much we try and protect ourselves, violence may occur, and it is always the responsibility of the perpetrator. Safety strategies are ways to help minimize the chances of violence occurring, but they are not guaranteed. Ultimately, the only way for violence to be prevented is for perpetrators to not commit violence.

3. ASK:

- a. "What are some important safety rules for children?"

Example Answers

- Walking in pairs to the latrines or walking with a trusted adult at night.
- Walking in pairs, or groups of children, to and from school. If a parent is available, they could also accompany the children.
- Yelling for help if you are in danger of physical or sexual violence.
- Asking an adult for help if you see someone being bullied or hurt.

4. SAY:

- a. "It is important that we talk to our children about safety. Find opportunities to practice 'what if' scenarios."
- b. "We should make sure we explain to children that violence is never their fault, but there are some measures we can take to try to be safer."
- c. "Teach your children that it is more important to get out of a threatening situation than it is to be polite. They also need to know that it is okay to tell you what happened."

5. ASK:

- a. "What are some safety measures you can discuss with your children?"

ACTIVITY 4:

TAKING MEASURES FOR PERSONAL SAFETY

🕒 60 minutes

1. Explain that now that we have talked about safety for our children, it is equally important that we talk about safety for ourselves. Let the women know that while we can't prevent violence from happening to us, we can think about how to be the safest that we can be. Ultimately, violence will only end when those who commit it change, and this is why we are working with men in the community. However, it is important to share information with each other and think about our safety so we can hopefully minimize the risk of violence.
2. Ask the participants to look at the map that we made at the beginning of the session, **ASK:**
 - a. "What areas are safer for women?"
 - b. "What areas are dangerous?"
3. Explain that the home might be the most dangerous place for many women, as violence in the home is unfortunately very common. Ask women to think about where they can go and who they can talk to if there is violence happening in their home.
4. Ask the women to get in a comfortable position and (if culturally appropriate) to close their eyes.
5. Have them think of a place where they do not always feel safe. It may be at home, at the market, or a certain place on the road, etc. They do not need to say anything aloud but just know it in their minds.
6. Have them answer the following questions in their minds. **SAY:**
 - a. "Please complete the following ideas and answer the following questions silently, in your minds."
 - b. "If violence happens to me in this place, the safest thing for me to do is..." **[Pause for 30 seconds.]**
 - c. "If I need to leave this place, I will..." **[Pause for 30 seconds.]**
Have the women picture how they will leave (through a window, down which road, etc.). **[Pause for 30 seconds.]**
 - d. "If I cannot leave this place, the safest thing for me to do is..."

- e. "Who can I ask beforehand to call the police or who is someone that can help if something happens?" **[Pause for 30 seconds.]**
For example, this can be someone who lives nearby this location who can call someone for help if they hear suspicious noises. **[Pause for 30 seconds.]**
- f. "Who can I trust to hold my personal items if I need to leave my home quickly?" **[Pause for 30 seconds.]**
- g. "Can I tell my children to call this person for help if something happens?" **[Pause for 30 seconds.]**
- h. "What are the triggers to violence in my home?" **[Pause for 30 seconds.]**



HELPFUL TIPS!

As violence in the homes is often the most prevalent form of violence in the community, it is essential to emphasize that women may not always be able to leave or call the police safely.

- 7. Ask the women to take three deep breaths. Have them slowly stretch up their arms and open their eyes.

ACTIVITY 5:

HOME ASSIGNMENT

🕒 5 minutes

- 1. **SAY:** "During the week, think about the ways that you can support other people in the group and support your children, and think about the ways that you would like to be supported. Try to answer these questions:
 - a. What are two actions that you could take to support others?
 - b. What are two others you can to support the safety of your children?
 - c. What are two actions that you would like others to take to support you?"
- 2. Check to see if the participants have questions before moving to the closing and evaluation.

ACTIVITY 6:

CLOSING AND EVALUATION

🕒 10 minutes

- 1. Tell participants that you have now come to the end of your time together. Ask participants if they have any questions.
- 2. Thank each group and summarize the discussion using the key points below.
- 3. Remind them of the next meeting day and time, and explain that at the next session, there will be a public celebration with their families. Explain that we will now do a quick evaluation of the session.

4. ASK:

- a. "What did you like best about the session?"
- b. "What questions would you have liked to ask but did not have the opportunity to ask?"
- c. "How was this session helpful?"
- d. "Do you have any other comments or suggestions for improving this session?"

5. Note down the women's responses. You will need to record them in the post-session monitoring sheet.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- Safety can be physical, emotional, social, and spiritual.
- It is important to think about safety in your community in order to minimize your risk of violence; however, there is nothing that we can do to guarantee that we will be safe, and if we do experience violence, it is never our fault nor our children's fault.
- Safety looks different for women, men, boys, and girls. The time of day it is, the group you are with, or the neighborhood you are all factors when assessing how safe you might feel in a situation.
- Safety planning is an ongoing process that should be reassessed often; what might be helpful in one situation may be potentially harmful in another situation. Be creative with the resources you have. Perhaps you and your neighbor or friend can create a safe word or plan on how to be accessible if the other is in need.
- Now thinking about the neighborhood map of safety, there might be changes to your daily routine that you can make to increase your feeling of empowerment and safety.

CLOSING

MY COMMITMENT TO BUILDING A SAFE, HAPPY, AND HEALTHY FAMILY

SESSION 18: REFLECTION AND CLOSING 139

SESSION 18:

REFLECTION AND CLOSING

Duration:

Approximately 2.5 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☒ Reflect on key knowledge, attitudes and behaviors learned
- ☒ Identify personal actions they would like to take to make children safer in the home

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome, Introduction to the Session, and Safety Check	⌚ 30 m
❷ My Dreams for My Family Re-visited	⌚ 45 m
❸ Reflection	⌚ 15 m
❹ Recognition Ceremony and Women's Presentations of Their Dreams for Their Families and Personal Action Plans	⌚ 60 m
❺ Thank You and Closure	⌚ 5 m

MATERIALS REQUIRED:

- ⌚ Flip chart
- ⌚ Markers
- ⌚ Paper/pens
- ⌚ Tape
- ⌚ "Dreams for My Family" documents (created by each participant in Session 1)

PREPARATION REQUIRED:

- ☒ This session includes 1.5 hours of work with women in the group, followed by a 1 hour public ceremony with women's families and other members of the community.
- ☒ Make sure you have prepared for the public ceremony adequately prior to the start of the session including:
 - Preparation and delivery of invitations to key persons and families of female participants
 - Preparation of certificates, as appropriate
 - Preparation of food and beverage as appropriate
- ☒ Make sure to bring participants' "Dreams for My Family" documents to re-distribute to the women.

ACTIVITY 1:

WELCOME, INTRODUCTION TO THE SESSION, AND SAFETY CHECK

🕒 30 minutes

1. Welcome participants to the last session and thank them for their participation throughout the program. Explain that this session will be slightly different than others as work will first be done as a group and the last hour will be dedicated to a public ceremony.
2. Explain who will be present at the public ceremony and how you expect the ceremony to go.
3. Explain that each participant will be expected to briefly describe her dreams for her family during the ceremony and state 3 to 4 personal actions she commits to for those dreams to become a reality. Those actions should directly reference her role as a parent.
4. Ask participants if they have any questions about today's session.
5. **ASK:**
 - a. "Were you able to identify any actions from the last session for you to support others, your children, or to be supported?" Ask for volunteers to share their ideas.
6. Safety check, **ASK:**
 - a. "How are you feeling about being part of the group?"
 - b. "Are there new concerns that have come up for you since our last meeting?"
 - c. "What kinds of responses have you been getting from others about your involvement in the group?"

ACTIVITY 2:

MY DREAMS FOR MY FAMILY REVISITED

🕒 45 minutes

1. Explain to participants that you will re-distribute the document "My Dreams for My Family" that was created in the first session and that we have been working on throughout the meetings.
2. Explain to participants that they will be guided through a visioning activity similar to what was done in the first session.
3. Pass out the family vision documents that each participant made in the first session of the discussion series. Ask each participant and ask them to take 5 minutes to silently look at their vision and reflect on it as it is currently drawn or stated.
4. Explain that, like in the first session, you will use relaxation techniques to complete this activity. Explain that participants will need to close their eyes, so ask participants to get comfortable; they can lie down or sit in a position they feel good in.

5. Once everyone is comfortable, **SAY:**

- a. "Please close your eyes or look downward for the next few minutes."

6. Ask participants to nod their heads or raise their hands, while keeping their eyes closed, if they have understood the instructions. If participants have not understood the instructions, repeat the description above.

7. **SAY:**

- a. "Now, I want you to think about your family. Take a moment to think about the things you appreciate about your family. Think first about your husband, what do you like and appreciate about him? Let's pause for 15 seconds to think about him." **[Pause for 15 seconds.]**
- b. "Now let's think about your children. Stop and think about each child. What do you like and appreciate about each child? Let's pause for a minute to think about each child." **[Pause for 1 minute.]**
- c. "Now let's think about you as a wife and mother. How are you a good wife and good mother? Let's think about this for 15 seconds." **[Pause for 15 seconds.]**
- d. "How would you like your family to be different? Let's think about this for 30 seconds." **[Pause for 30 seconds.]**
- e. "Looking down the road, five years from now, how would you like to describe your relationship with your husband? Has anything changed?" **[Pause for 15 seconds.]**
- f. "Looking down the road, five years from now, how would you like to describe your relationship with each of your children? Has anything changed?" **[Pause for 15 seconds.]**
- g. "Now, take 1 minute and think about your dream for your family five years from now. What do you see? What will be different for you as a wife? What will be different for you as a mother? How will the lives of each of your children be different? Let's take 30 seconds to think about that." **[Pause for 30 seconds.]**
- h. "To reach this vision, what are the concrete actions that you need to take as a mother? Try to think of 3 to 4 concrete actions." **[Pause for 30 seconds.]**
- i. "How do you think your life will be better because of these actions? How do you think your children's lives will be better because of these actions?" **[Pause for 30 seconds.]**
- j. "Slowly and when you're comfortable, you can begin to open your eyes and stretch. Come out of your dream as slow or fast as you want, it's up to you. Thank you for taking this quiet moment to re-imagine your dream for your family."

8. Explain to participants that they will now have 20 minutes to modify the dream that they made last time. Distribute pens, pencils, and/or markers as needed.

9. After participants have finished modifying their document, **ASK:**

- a. "Did this exercise feel different than when we did it in the first session? Why?"
- b. "How are your dreams different now?"
- c. "Can you share some examples of the concrete actions you are going to take as a wife/girlfriend and mother to make your dreams for your family become a reality?"

ACTIVITY 3:

REFLECTION

🕒 15 minutes

1. Remind the women that this is the final weekly group. Let them know that you would like to go around in a circle and talk about something they have learned during the group.
2. Begin with yourself and then ask each of the women to share.
3. Thank the women for their contributions and discuss the next steps below.
4. Remind them of the existing support services in community.

ACTIVITY 4:

RECOGNITION CEREMONY AND WOMEN'S PRESENTATIONS OF THEIR DREAMS FOR THEIR FAMILIES

🕒 60 minutes

1. Each program team implementing *Safe at Home* may choose to structure their closing ceremony a bit differently. It should include the following elements:
 - Presentation of certificates
 - Each women should have 1 minute to present her dream for her family.
 - Consider having songs and dancing or other appropriate entertainment.
 - Consider providing refreshments as is feasible with the budget.

ACTIVITY 5:

THANK YOU AND CLOSURE

🕒 5 minutes

1. Take a moment to thank all participants in the recognition ceremony. If community leaders are participating, make sure to acknowledge them specifically.
2. In addition, make sure to specifically acknowledge the *Safe at Home* discussion group participants and the time and effort they've contributed to improving their family life.
3. You might wish to close the session with a key phrase or proverb that represents the time spent together and the objectives achieved.



KEY MESSAGES

It is the responsibility of the facilitator to summarize the ideas shared throughout the session and to pull out some key messages. However, below are additional key messages you can share with the group.

- It is very important that the men hear about what is important to the women in this community so they can know what changes they can make that will be helpful.
- We all need support in order to change and grow. There are specific actions we can take to support each other, our children, and get the support we need.
- The women have worked hard during the group sessions and have gained new skills and positive characteristics. They can continue building these qualities after the group and with the support of one another.

ANNEXES

WOMEN'S CURRICULUM

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AN IDEAL COMMUNITY

WHAT WOULD IT LOOK LIKE TO LIVE IN A COMMUNITY WHERE THERE WAS NO VIOLENCE AGAINST WOMEN AND GIRLS?

FACILITATOR SCRIPT:

Please close your eyes or look downward. For the next few minutes, I'm going to describe a community to you that may be very different from the one that we are in now. I'm going to ask you questions about what your life would be like if you lived in that community. Please reflect on the questions silently and notice what you feel when you imagine your life in this community. After reflecting on life in this community, we will share what we envisioned and felt with each other.

When you wake up tomorrow, you are living in a community in which there is no violence against women and girls. This is a community where women and girls are safe and respected. They have no worries about violence happening to them or to their mothers, sisters, or daughters. Violence against women and girls – in their homes, in their bedrooms, and in the community – has ended.

(Pause for 10 – 15 seconds)

What activities are you, as women, doing in this community? Where do you go? What do you wear?

(Pause for 10 – 15 seconds)

How are you treated in this community? What is your relationship with your husband like? Your children?

(Pause for 10 – 15 seconds)

How do men act in this community? What kinds of qualities do they have? How do they treat you?

(Pause for 10 – 15 seconds)

What does the life of your daughter or another little girl look like in this community? What opportunities does she have? What kind of job will she have when she grows up? How do you feel in this community?

Embrace that feeling – breathe it in.

Ask participants to slowly open their eyes or look up. Proceed to the discussion questions.

FACILITATOR NOTE:

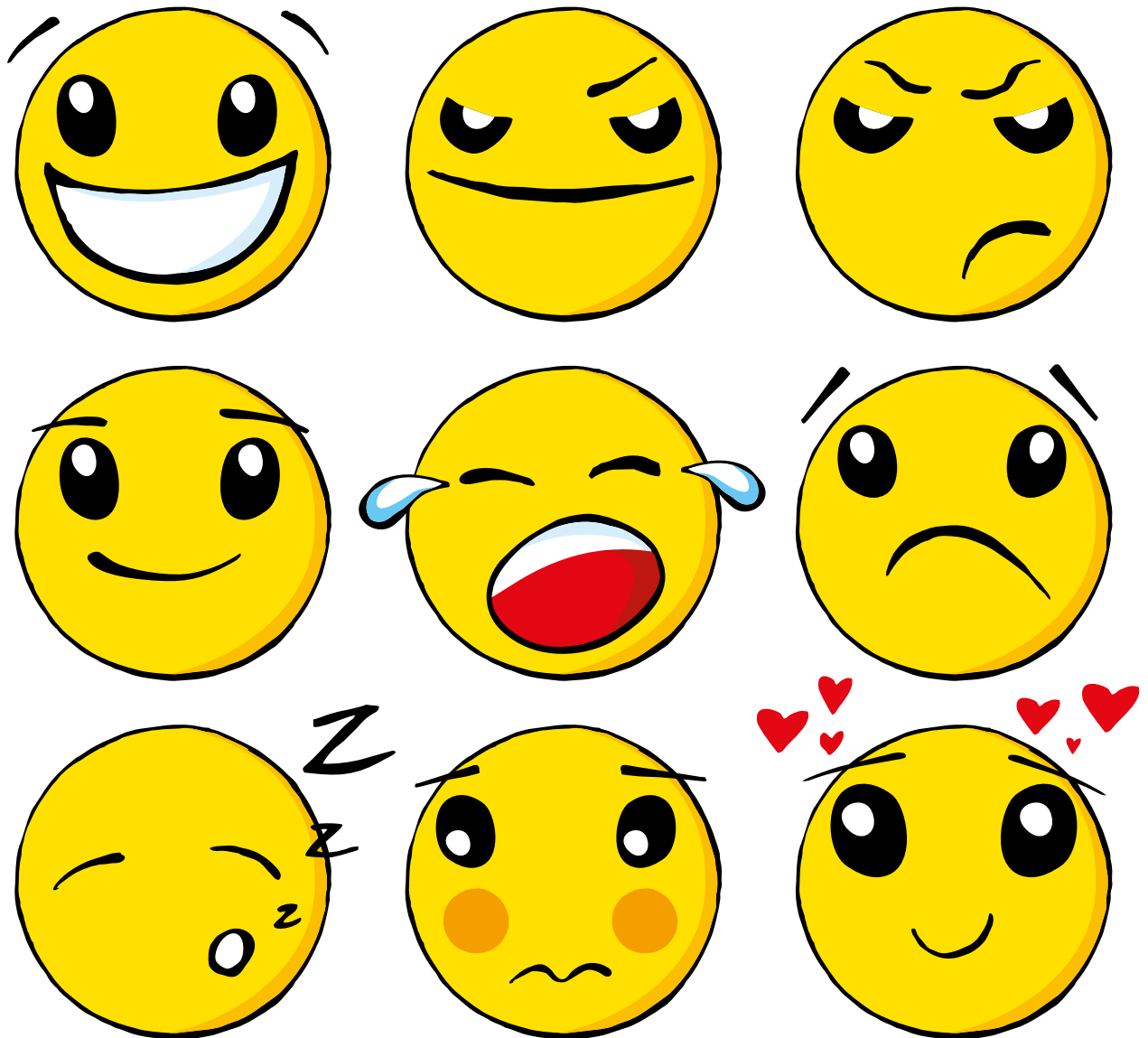
It is very important that this activity is done slowly so women can have time to relax and envision their life in this community. Make sure to pause for at least 10-15 seconds between each set of questions.

AN IDEAL COMMUNITY PART 2

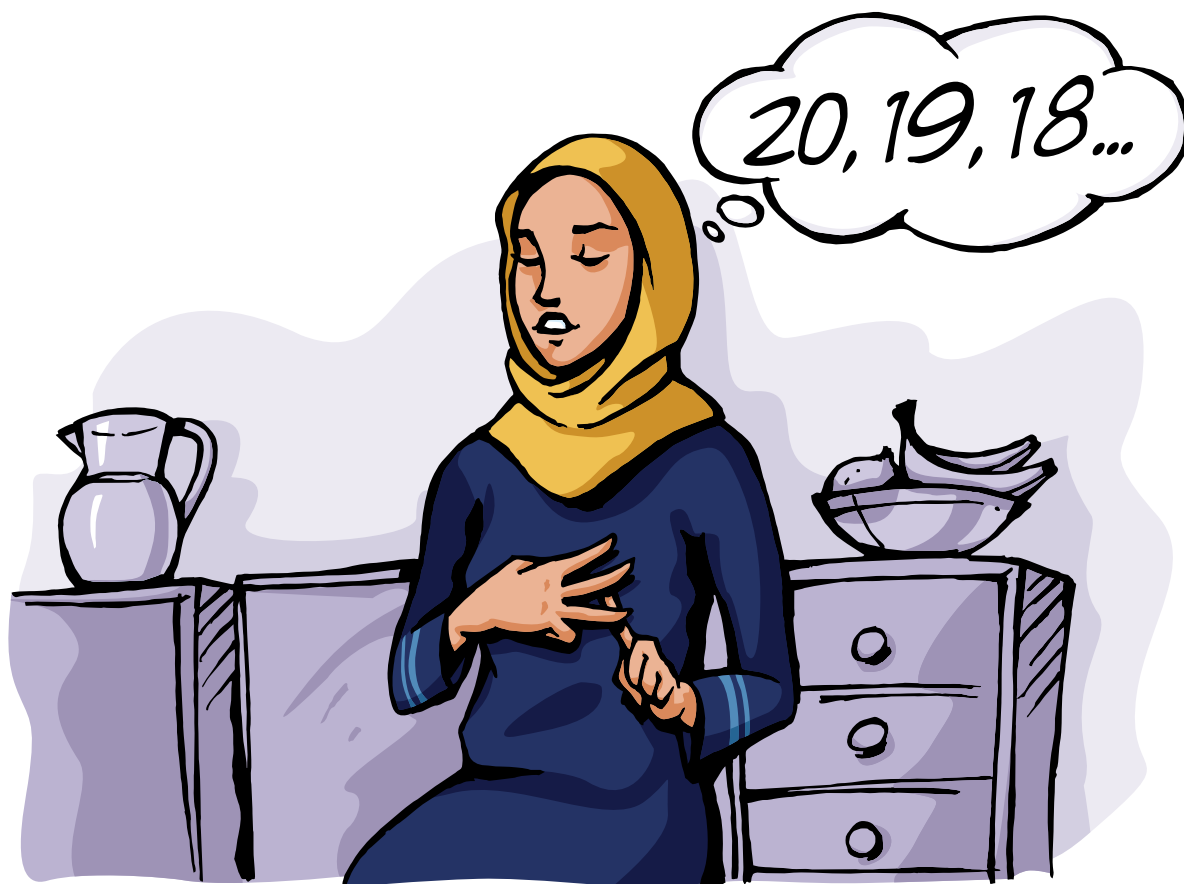
STEPS TO DEVELOPING THE NARRATIVE:

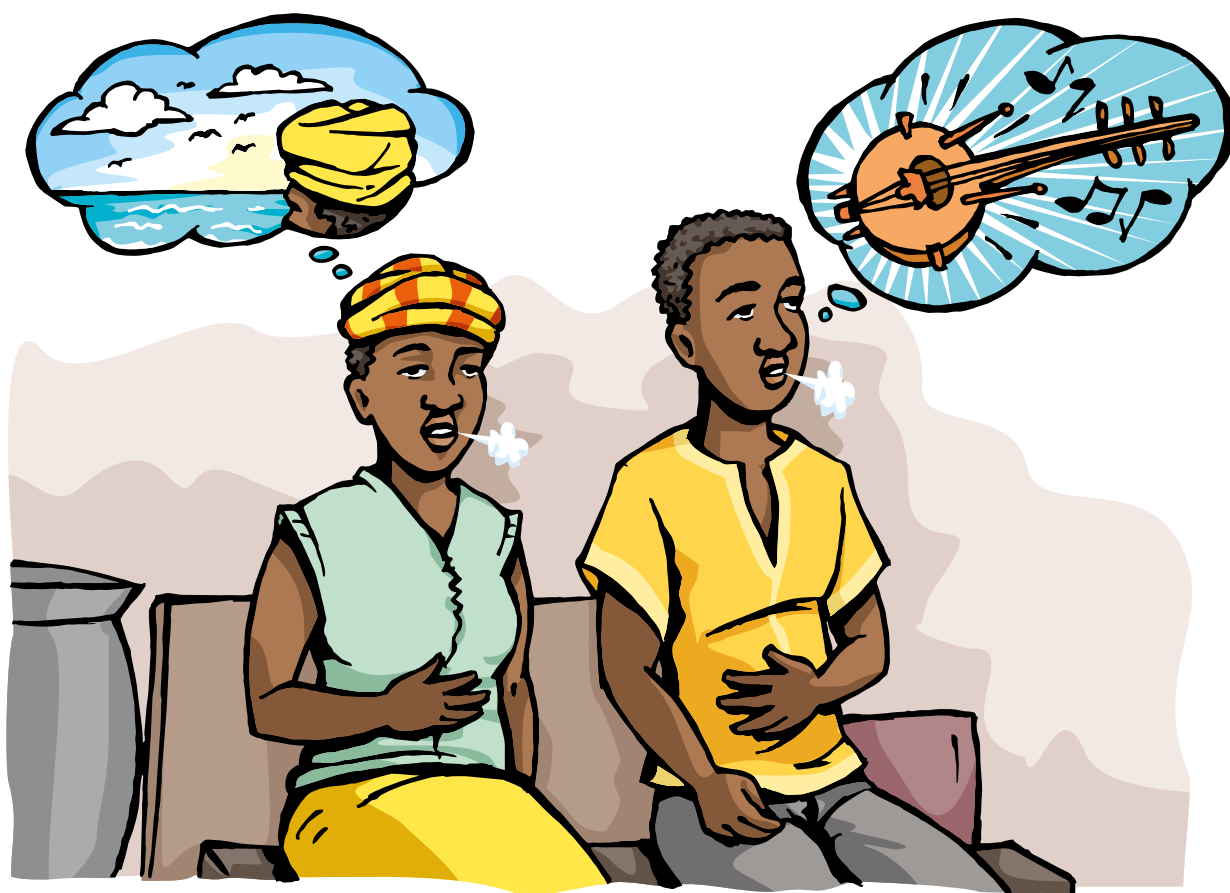
1. At the end of this activity, the facilitator should note the main themes that the women described about how their lives would look in “An Ideal Community”. Specific details that they shared about the questions asked throughout this exercise should be noted as much as possible.
2. This information should then be used to develop a narrative/story of what a day in the life of a woman in this world without violence would look like. The details of the woman’s life should respond to the questions asked during the exercise.
3. This summary should be presented to the women during the following session to ensure that it represents their collective vision. Any changes should be made and the women should be informed that this narrative will be read to the men’s group so they can understand what the violence-free world that they will be trying to help create would look like.
4. After the women provide additional feedback and edits to the narrative, the EMAP facilitators should finalize the narrative and the male facilitator should present the information to the men in Session 2 and 6 of the Men’s Curriculum.

FEELING AND ACTION DRAWINGS



ANNEX 5: RELAXATION EXERCISE





RELAXATION TECHNIQUES

ADAPTATION >

Adapt to your context. Replace “*the Universe*” by relevant religious representation. In case of multiple religions in one caregivers group, keep the Universe or equivalent in local language as a generic term.

1. Settle yourself in a quiet place, in a comfortable position. Imagine yourself to be in the most relaxing, secure, peaceful place you have ever known. Breathe deeply in and out, breathing into your stomach. Recite the following to yourself, with a quiet voice, very slowly, but imagine it is being spoken to you by a voice outside yourself, by a voice of love. If you do this with your spouse, let one read and the other close his/her eyes and listen:

Your breath is warm and soothing. As it spreads through your body it makes you warm. It brings peace and tranquility to every cell in your body.

2. Let every cell in your body know and feel that you are loved. ***The Universe*** loves you. Many people love you. You are surrounded by love and caring. The love is all around you like warm light, comforting you, taking away all your pain.

The air that you are breathing in is warm and soothing. That warmth is spreading all through your body. As it spreads through your body, it causes your muscles to relax.

Now the warmth spreads to your head. Relax the top of your head. Relax your mind. There is nothing to think about right now, nothing to worry about. Release the burdens that you carry in your mind. As you breathe deeply, the warmth spreads to your face.

Let your face relax. Relax your eyes. Whatever your eyes have seen that is unhappy or that causes you pain, let it go. Release it with your breath. Relax your cheeks and your mouth. Whatever you have spoken that you regret, let it go, release it with your breath. It's in the past and is gone now with your breath.

Relax your ears. There is nothing for you to listen to right now except the peacefulness of your own breath. Whatever you have heard that has hurt you, at any time in your life, let it go now. You don't need it anymore. Release it with your breath.

Relax your jaw. Any tension that you are holding in your jaw, let it go, release it. Feel the warmth spread through your mind, your face, your neck. Relax your neck.

3. Know that you are safe. You are protected. You are in a place of shelter. You are in ***the Universe's*** care. You are in a safe place, a good place. You have nothing to fear, nothing to regret. The past is gone, and the future has not arrived. All that exists is this peaceful moment, this safe place where you are protected and warm.

Continue to breathe deeply and softly. Your breath warms you. The warmth spreads now into your shoulders and relaxes your shoulders. Whatever burden you have been carrying on your shoulders, let it go. Give it to the Universe, and He will hold it for you until you are ready to take it back. For now, let it go with your breath. Relax your shoulders.

4. Let go of your fear and your worry. You are following **the Universe's** guidance and that is peaceful. You are at harmony with the entire universe and that is peaceful.

Breathe deeply and softly. The breath spreads now into your back and warms

your back. Relax your shoulder blades, and the middle of your back. Relax your lower back. As you breathe out, release the burdens that you have borne on your back. All the troubles, all the weight on your back, release them with your breath, and let them disappear. You don't need them anymore.

5. **The Universe** is on your side and He will always be with you. You have the strength of Imaan. Know that whatever challenges you face in life, you are strong and capable.

As you breathe, warmth continues to spread through your body, now moving into your chest and your stomach. Relax your chest. Whatever fears you have for the future, let them go. Release them with your breath. Trust in the Universe; He is with you right now, at this moment, and He will protect you. Relax your stomach. Whatever tightness you have in your stomach, whatever tension you carry there, release it, let it go with your breath.

6. Know that **the Universe** created you pure. That purity is always inside you, like a light. Allow yourself to feel it, to be in touch with it; let that purity come out, and with it comes peace.

Your breath is warm and soothing. As it spreads through your body it makes you warm. It brings peace and tranquility to your mind, to your soul, and to your heart. Feel it now spreading into your arms. Relax your upper arms, and your forearms. Relax your hands and your fingers. Relax your thumbs. Your hands work hard for you every day, but right now let them relax. Whatever burdens you carry in your hands, release them. Whatever private pain or shame your hands have witnessed, release it. You don't need it anymore. Let it escape with your breath, let it go.

7. Know that **the Universe** created you beautiful with the best of forms.

That beauty is inside you. Let yourself feel it and believe it. Breathe deeply now and let it flow into your legs. Relax your thighs. Relax your knees. Relax your calves. Relax your feet. Relax your toes. Your legs work hard for you every day, they have earned a rest. Relax your legs and let the tension flow out of them; release the tension with your breath. Now all of your body is relaxed and warm. Every cell in your body, every part of you inside and out is soothed and peaceful. All of your body is pure and light and warm.

COPING AND HEALING CARDS

My support network (a list of people you can visit or call and who always lift your spirits):

My favorite places – a picture or description of a place (past, present or imagined) where you feel or felt a great sense of peace and safety:

My favorite books (especially books that lift my mood):

Comfort foods (foods such as snacks or pastries that you could put in your kit or something you can easily obtain or make – nothing that will make you feel bad because you ate it!):

Gratitude list (things for which I am grateful):

Reminders of other stress-busters (such as cooking or doing a craft project):

Childhood favorite toys (things you loved playing with – if you no longer have the toy, a picture or a description will do):

Ways to write down my thoughts (a notebook or journal and pen):

Non-alcoholic drinks that I enjoy:

Best moments from the past (write down a brief reminder of a wonderful memory):

Relaxation exercise (deep breathing, praying, muscle relaxation, center yourself):

VISUALIZATION EXERCISE-THE SAFE SPACE

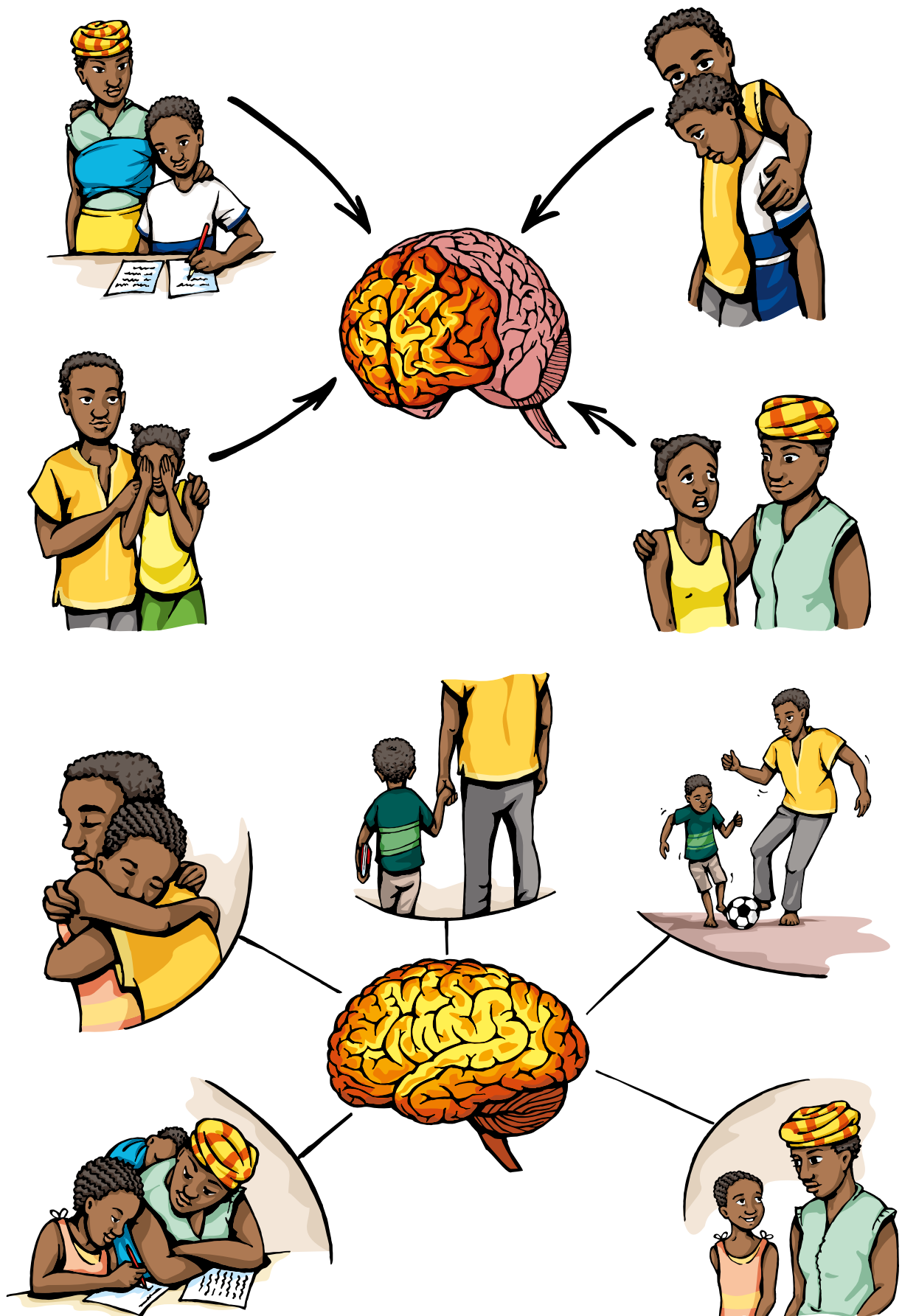
1. Take a few deep steady breaths. Close your eyes and carry on breathing normally. Bring up a picture of your safe place and imagine that you are standing or sitting there. Can you see yourself there? In your imagination, take a look around. What do you see? What can you see close to you?

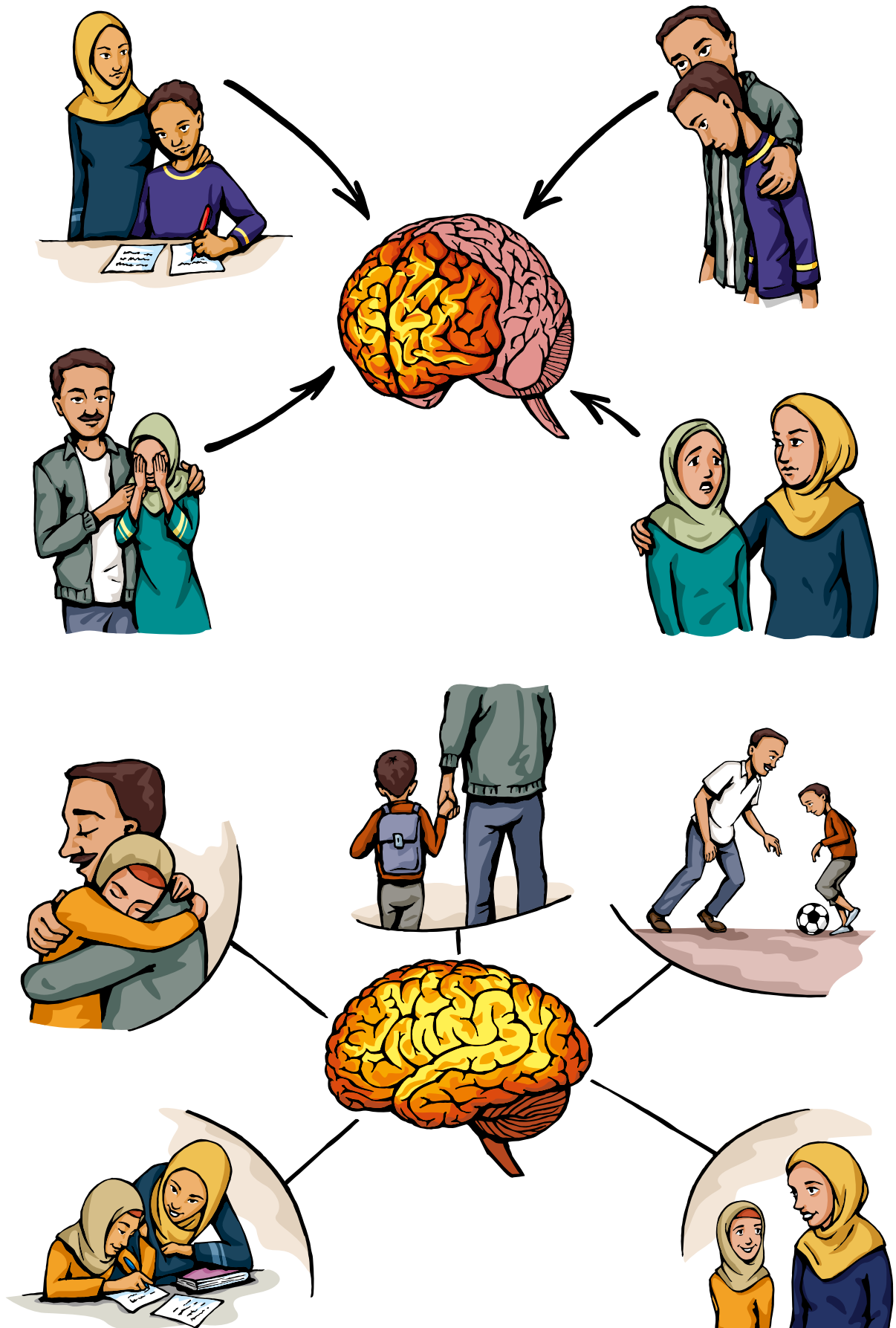
Look at the details of it and see what it is made of. See the different colors. Imagine reaching out and touching it. How does it feel? Now take a look further away. What can you see around you? See what's in the distance. See the different colors and shapes and shadows. This is your special place and you can imagine whatever you want to be there. When you are there, you feel calm and peaceful. Imagine your bare feet on the ground. What does the ground feel like? Walk around slowly, noticing the things there. See what they look like and how they feel. What can you hear? Maybe the gentle sounds of the wind, or birds, or the sea. Can you feel the warm sun on your face? What can you smell? Maybe it's the sea air, or flowers, or your favourite food cooking? In your special place, you can see the things you want, and imagine touching and smelling them, and hearing pleasant sounds. You feel calm and happy.

2. Now imagine that someone special is with you in your place. This is someone who is there to be a good friend and to help you, someone strong and kind. They are there just to help you and they'll look after you. Imagine walking around and exploring your special place slowly with them. You feel happy to be with them. This person is your helper and they're good at sorting out problems.

3. Just look around in your imagination once more. Have a good look. Remember that this is your special place. It will always be there. You can always imagine being here when you want to feel calm and secure and happy. Your helper will always be there whenever you want them to be. Now get ready to open your eyes and leave your special place for now. You can come back when you want. As you open your eyes, you feel more calm and ...

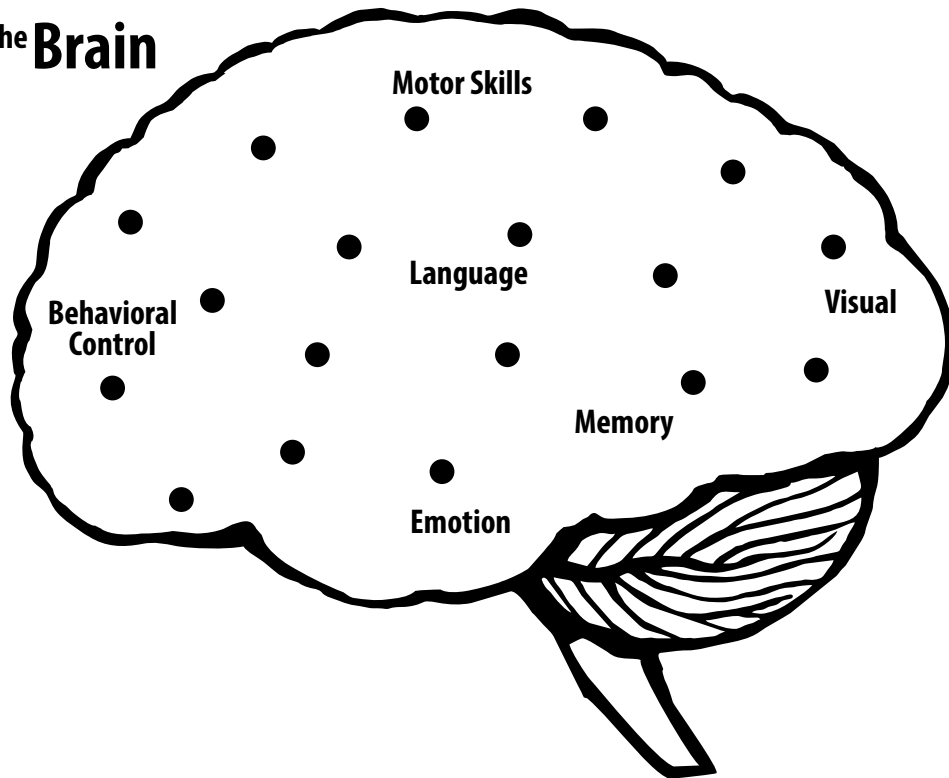
BRAIN DEVELOPMENT AND THE IMPACT OF TOXIC STRESS



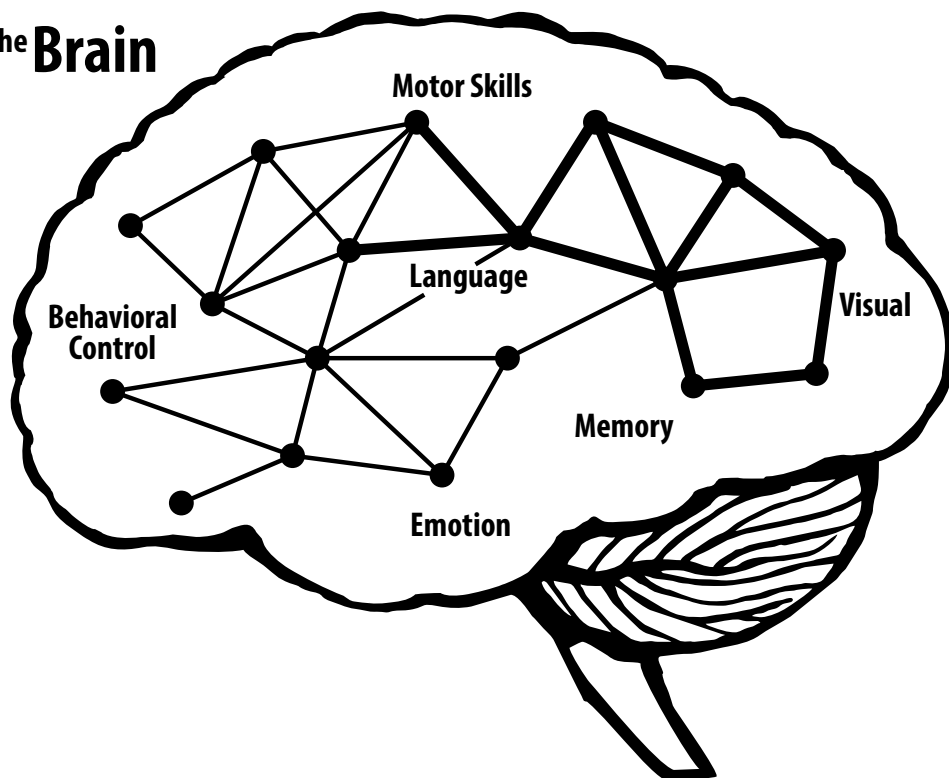


BRAIN DEVELOPMENT SKETCHES

Brain images taken using scanners that use magnetic fields and radio waves to produce detailed images

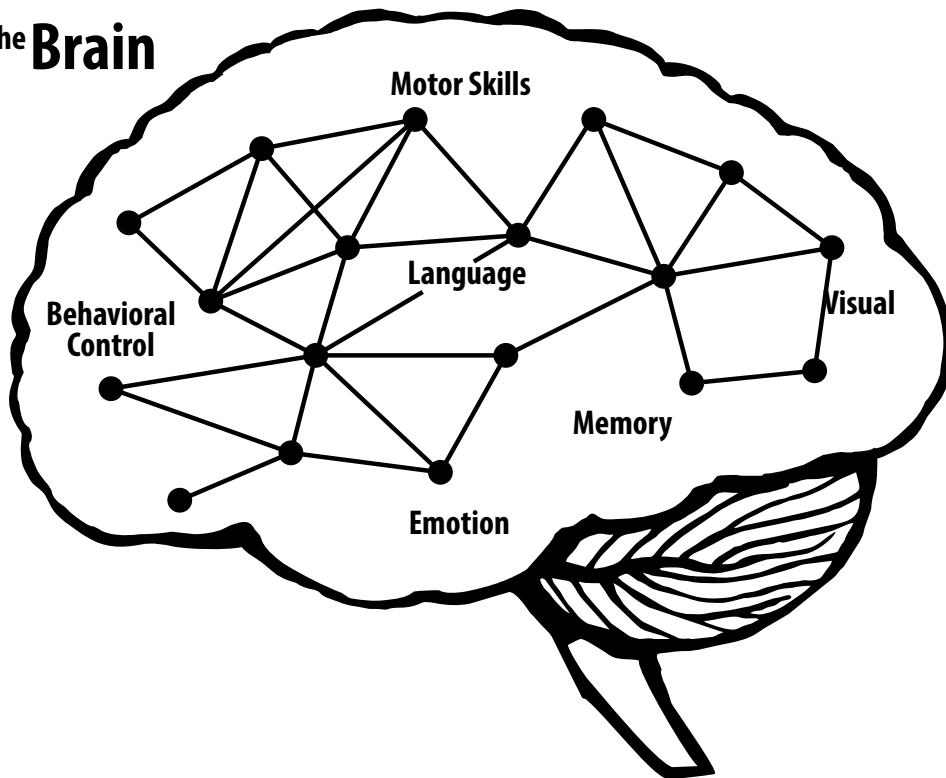
The Brain

In the areas of the brain dedicated to learning and reasoning, the neuron connections that comprise brain architecture are weaker and fewer in number.

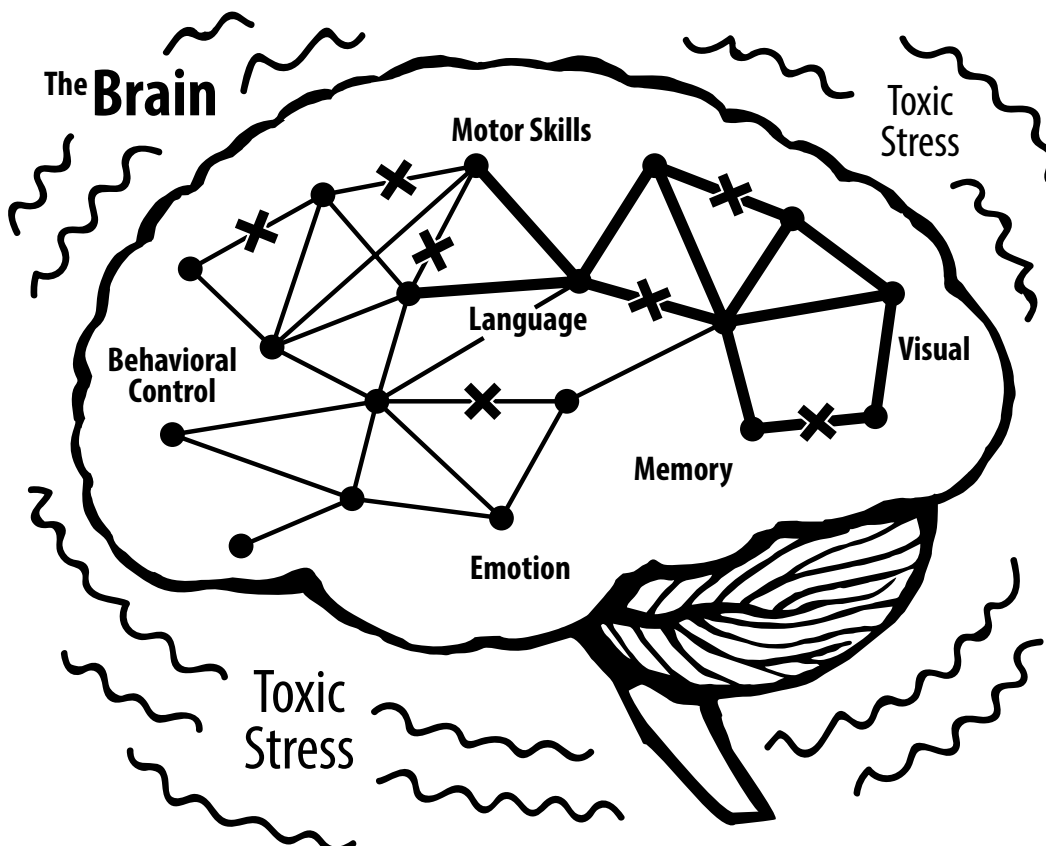
The Brain

Science shows that the prolonged activation of stress hormone in earl childhood can actually reduce neuron connections in these important areas in the brain – at the time they should be growing new ones.

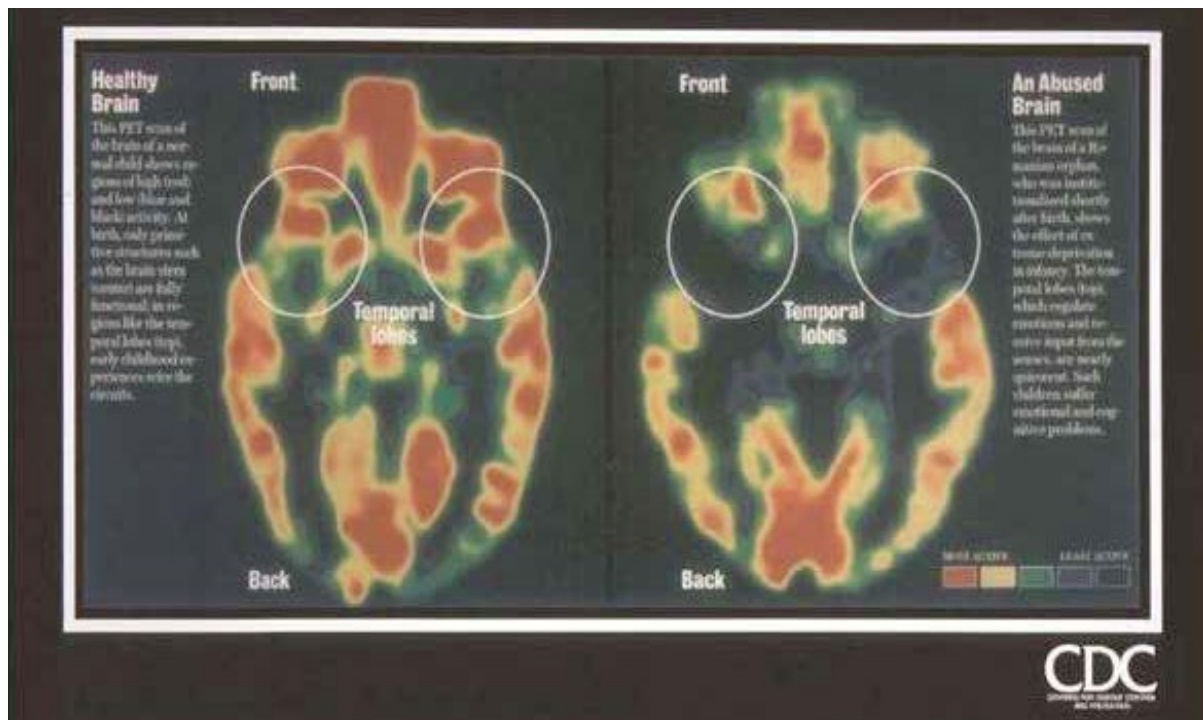
The Brain



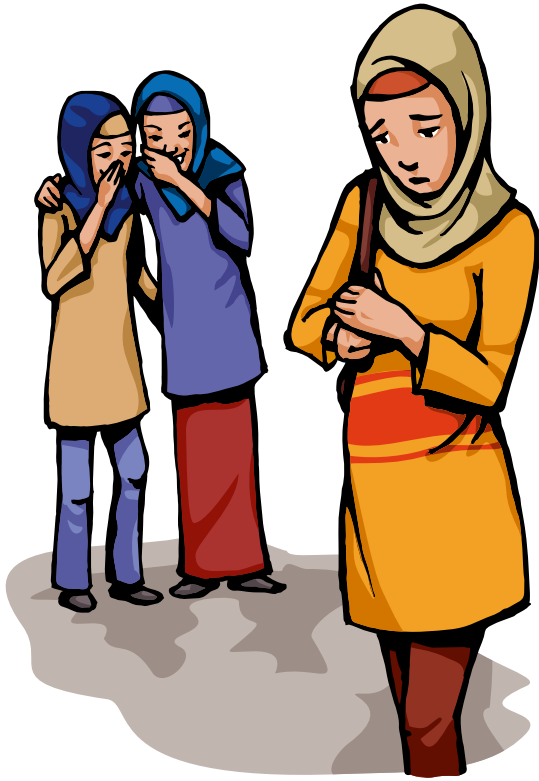
Toxic stress can be avoided if we ensure that the environment in which children are growing and developing is nurturing, stable and engaging.



BRAIN SCANS SHOWING IMPACT OF TOXIC STRESS







THE FOUR STEPS OF EMPATHY

Step 1

Identify the feeling

Step 2

Determine the reason

Step 3

Validate the feeling (honor the feeling)

Step 4

Help your child with their feelings. Take action and find a solution if appropriate.

FAMILY MEETINGS



STEPS OF A FAMILY MEETING

Step 1

Family meetings always start best with a round of positive feedback on family life. Ideally, each family member has a chance to say something positive about each family member. This encourages children to appreciate the good times they spend with each other, to express gratitude and identify what they appreciated in other family members behaviors.

E.g. Sara, I thank you for preparing dinner yesterday and Ahmed, I appreciated how you looked after your younger brothers while I was at the market.

Step 2

The family follow up on the solutions adopted during the last meeting.

E.g. We agreed during our last meeting that everybody should be home by 6 o'clock. How did it work this week? Did everybody come home on time?

Step 3

All agenda items are identified. Everyone gets a chance to say what they would like to talk about. All conflicts and issues won't be solved but this is to give an opportunity to give space to anybody to share their thoughts and to listen. Listening does not mean that we agree but this is to give a chance to better understand somebody else's perspective. Items on the agenda are not necessarily issues; it can be also family projects.

E.g. Jamila you expressed your frustration at not being able to come to the market with me. As you know, for security reasons we cannot let you go. Is there something else that you would like to do that would be safer? Would you like to attend ... activity at the youth/women center?

Step 4

Enjoy family time together. Have fun, plan family events together.

E.g. Who has an idea? What about going to the park for a picnic together next Saturday?

TIME OUT



IMPACT AND SYMPTOMS ANSWER KEY

Age	What are the impacts of war on children?	What are the psychosocial symptoms that can be observed?
9 years old	• Loss of friend, education opportunities, toys, clothes • Loss of marks of identity, change of food, of environment, loss of routine. • Less attention from their parents, less interaction, less stimulation. • Loss of hobbies, pastimes (TV, books, games, etc.) • Memories of the war, exposed to a violent environment.	• Crying • Depressed • Jumpiness, especially at loud noises • Difficulty falling asleep • Nightmares • Refusing to eat • Eating too much • Isolation • Refusing to leave the tent • Scared of everything • Eczema • Stomach aches • Feeling sick • Starts smoking • Playing war games • Loss of empathy • Moodiness or rapid mood changes • Problems concentrating

HANDOUT: IMPACT AND SYMPTOMS

Age	What are the impacts of a war on children?	What are the psychosocial symptoms that can be observed
9 years old		

IGNORING SYMPTOMS OF STRESS- A VISCIOUS CYCL

