

Touch base: 'A curriculum for growing up well'



MEDAIR

each life matters

 **ARQ**

National
Psychotrauma
Centre

Colophon

Medair

Medair is a humanitarian organisation which seeks to relieve human suffering in some of the world's most remote and devastated places. Medair brings relief and recovery to people in crisis, regardless of race, creed or nationality.

Medair provides a range of emergency relief and recovery services, including increasing the quality of and access to healthcare, nutrition and MHPSS services; water, sanitation and hygiene infrastructure and support; as well as projects designed to increase access to safe and sustainable shelter solutions for the most vulnerable.

Medair is operational in 13 countries and responds to the multi-sectoral needs of refugees, IDPs, and vulnerable host communities. With over 30 years of experience in delivering humanitarian relief and recovery, Medair pursues the highest professional standards of quality, accountability and sustainability across all interventions.

ARQ National Psychotrauma Centre

ARQ International is the international department of ARQ National Psychotrauma Centre in the Netherlands. ARQ International works to strengthen mental health and psychosocial support for communities in low-resource settings affected by war, conflict or (natural) disaster.

ARQ International has a small core team with access to a wider ring of experts (± 30) at ARQ National Psychotrauma Centre with expertise in clinical support, research, policy & guidelines, staff support, MHPSS interventions and capacity strengthening.

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Introduction

Welcome to Touch Base: 'a curriculum for growing up well'.

Touch Base has been designed for adolescents from 14 to 18 years old. It can possibly also be used for adolescents up to 21, as long as the age differences within the group are not more than three years. It is based on 27 focus group discussions conducted with Syrian, Yamni, Iraqi refugees and vulnerable Jordanians in 2019, in which young people expressed that the need for wellbeing and psychosocial health is often overlooked. This issue was also first mentioned by parents who participated in Medair psychosocial peer support groups in urban Jordan.

The goal and themes of this curriculum

To promote wellbeing and healthy psychosocial development of adolescents, in addition to creating room for improved communication between adolescents and their parents/caregivers.

More specifically, the overall objectives of the curriculum are:

- Adolescents feel supported in their self-development (i.e., development of social, emotional and self-management skills).
- Adolescents feel better able to communicate with their parents/caregivers about issues they care about.
- Adolescents feel more connected to each other, their family and the community they live in.
- Caregivers feel supported in parenting/communicating with their adolescent children.

This curriculum revolves around four themes: 1. ME, 2. ME & my family, 3. ME & my community, 4. ME & my future. It consists of a total of nine sessions, of which six are for adolescents, two are for parents and caregivers, and there is one joint – final – session for both. The sessions are conducted on a weekly basis, e.g., no more than one session a week, and not overlapping with national holidays, school exams, and other context-related events. For a one-glance overview of the overall objectives, themes and goals per session, please see [Annex 1](#).

Who is this manual meant for?

This manual is meant for facilitators to facilitate sessions with adolescents and caregivers and for non-profit organisations to train facilitators. The facilitators are the community workers or other professionals, para-professionals or volunteers who are trained and then lead the sessions in this curriculum with participants. Goals, background information, key messages, and activities are described for each session to help facilitators deliver the sessions and reach the aims of each session.

Composition/selection of the group(s)

Below are the criteria to help you in the selection of adolescent and caregivers' groups:

- **Age group:** when you select adolescents to participate in the same group, make sure that the differences in their age group are not extensive (not more than three years' age range). For example, the age range within one group could be 15-18, 16-19 or 17-20.
- **Group size:** 10-15 participants. Number of participants shouldn't be more than 15 adolescents per group considering the available space for the session and number of co-facilitators in the group.
- It is preferred to select participants from the neighbourhood, community centre or school near the session place to be able to join (save time and cost of transportation).
- You can choose the groups to be mixed gender or separate gender according to culture, norms and participants' choice.

Recommendations upfront

- Consider the importance of having available (mental health) awareness sessions before Touch Base.
- Ensure all facilitators have followed training on group management principles, before facilitating Touch Base.
- This manual can be used in a flexible way, depending on the context and needs.
- It is recommended that staff has facilitating skills and experience in working with groups.

Leading and facilitating group sessions

Facilitators should read and practice the activities in the sessions until they feel comfortable facilitating them. They should have minimum facilitation skills such as demonstrating basic group facilitation skills, including leading a group discussion, following a curriculum design (steps) with fidelity, managing time, dealing with challenging situations, etc. They should be able to engage participants in open, honest and non-judgmental discussions, be aware of their society's norms, values and major issues in terms of mental health in the context in which they are working, and be aware of resources available for any person who might come forward needing support.

The below guidelines will help you successfully facilitate sessions. They don't provide all the answers; it is normal to have questions throughout implementing the sessions. Please note your questions down for the evaluation. We will be looking for feedback.

Guidelines for facilitators

1.1 My position and role as a facilitator of group sessions

Core task

A facilitator is someone who guides a process, helps people reflect and find their own meaning, and helps the participants find and express their personal skills and motivation in dealing with the situation they are in.

Not a therapist

A support group provides an opportunity to connect with people who experience similar problems, stages, and life events. It is not the same as group therapy, where participants take part in curing something. A support group is there to find and strengthen existing inner and social resources. You are a facilitator, not a therapist.

Safeguarding personal boundaries in sharing sensitive information

Explain to participants that they don't have to go over their personal boundaries and comfort level in sharing their own experiences. Encourage them to respect the boundaries of other participants if they choose not to share personal experiences.

Work from participants' own experience, not external expertise

The facilitator is (usually) not an expert; participants are in regard to their own shared condition, experiences or life events. Therefore, the role of the facilitator is to guide and moderate those experiences and connect them to the topics being discussed.

You don't have to know it all

This role of guiding and mediating rather than teaching also means you don't have to know all the answers to every question. It is fine to say, 'I don't know' or 'Let me check this, I will get back to you in the next session'. You can also redirect questions to the group. Another important notice: Not every question can be answered, or every problem is your responsibility to solve as a facilitator. So, recognising the boundaries of what you have to know and not know, and what you can and cannot do is important.

Sit on your hands

As a facilitator, try to limit your participation in talking or getting involved in discussions. Ask questions and listen more than speak.

Positive and open attitude

Provide feedback in a positive and encouraging way. Be empathic, real and genuine. Especially adolescents recognize if you are authentic, and genuinely interested in what they have to say.

Encourage and include

Include all in the conversation, but don't force anyone to speak or put them in their spotlight. You can work in subgroups to increase active participation.

Use open-ended questions

'Can you tell us something about this?' or 'Who has a different view?' or 'Can you explain how you see this?'. You can also ask for example: 'Could you give me an example?'. Paraphrase, summarise and check your summary: 'So you are basically saying that [...], am I right?' and acknowledge contributions: 'Thanks for your view [name], that is really helpful/courageous/interesting/etc.'

Manage group energy

When you sense that there is not an adequate arousal level in the group, you may use an energizer or game (if arousal level is too low) or relaxation exercise (if arousal level is too high) to keep going at the right pace. You can ask the group members to lead an activity or game if you have the impression they need more responsibility.

Practice and prepare ahead of time

Some people think they can just read the session plan while facilitating, but this is not enough to own the session and the topics you are facilitating.

Testimonies/painful stories

If a participant shares a difficult or painful story in the middle of a session, it is important to provide a sense of containment for the participant and the group. Thank the participant for sharing something so difficult and praise her/his braveness to talk. Explain to the participant that we are going to continue with the session now but invite him/her to come speak to you after the session - only if he/she wants to. In case of two facilitators, the co-facilitator can take her/him outside the session for a moment for fresh air if needed. In that case, make sure to bring him/her back into the session before the end of the session, to have a joint closure.

1.2 Leading and facilitating sessions for and with adolescents

Balance between self-reliance and guidance

The adolescents should do the activities by themselves. Still, the facilitator can intervene if she/he feels that an important point is missed, if the group seems stuck and needs some help getting the discussion going, and/or to add to the discussion.

Be flexible in timing of activities

Sometimes, adolescents may get more excited about one activity than another. If a very important discussion has started that is relevant to all, do not cut it off. You can give a few minutes over time and compensate for that later in the activity. Another strategy is also to 'park' a discussion and do it at the end, but at times, you may lose a moment when participants are engaged to talk about something. If you finish a step or section quicker than the timing, then move ahead to the next step.

Timing your instructions

In most cases, it is preferable to divide a large group into smaller working groups first and then give instructions on how to complete the activity. Conducting these tasks in this order sets the stage for participants to be less distracted when you are giving small group assignment instructions. Participants will also see who they will be working with during the small group work as you are giving instructions.

Low literacy participants

You might find some participants with limited or no reading writing skills. There are several things that the facilitator can do to accommodate low literacy participants in these circumstances, such as:

- Read clearly.
- When using a poster/handout, be sure to read these out loud for participants who do not read well.
- Also, seek to be brief in the wording on posters and handouts.
- Do your best to include one person who can read/write in during small group work. This person can serve as the reader and/or writer for the group. Read the instructions and other information on small group worksheets to each small group if needed.
- Use drawings, symbols or colours when possible. For example, you could put a smiley face on an 'Agree' sign and a sad face on a 'Disagree' sign. Or make the 'Agree' sign green and the 'Disagree' sign red.
- When possible, use the simplest words possible to communicate ideas and concepts.
- Check-in frequently with the group to see if you are going too fast, if they need help reading something, need something repeated, etc.

Own words

Explain things to participants in 'your own words' without changing the meaning. Think about this and practice in advance how you would word or explain certain topics or activities. Exchange with colleagues.

1.3 Leading and facilitating sessions for and with caregivers

Acknowledgement

Always acknowledge parents' experience raising children, dealing with adolescents and communicating skills. Also, acknowledge and value everyone's intention to be a good parent/caregiver and do what is best for their children/family. Still, sometimes when confronted with difficult times and changes, it can be harder to raise our children and know what to do.

A safe place for exchange

Remind participants that this is the place for them to share experiences and learn from each other. Keep in mind that it is important for parents and caregivers to share and reflect on their roles in times of difficulty and change and listen to them.

1.4 Sessions checklist

Use this checklist before each session to make sure all the required materials are available for each session.

- Reserve the room/space: facilitate with your line manager to make sure the room/space for facilitating the sessions is booked for the same date and time every week.
- Sessions' curriculum
- Stationary: make sure you have requested all needed stationery and resources for each session (e.g., flipchart, pens, Envelopes, markers, sticky notes, etc.)
- Tablet: make sure you have your tablet with the most updated forms (downloaded), for example: pre-test, post-test, attendance form and the bar-codes. This might be different from one country to another. Ask your line manager about your session forms (most probably will be handed in after training).
- Transportation sheets
- Refreshment
- Consent forms

1.5 Some hints on the use of this manual

Each session consists of the same sections:

Theme and title: you can share the theme and title with the participants to give them an idea of what the session is about.

Duration: 1,5–2 hours – this means you can be flexible within the boundaries of this time frame.

Goals: the goals are meant for you as a facilitator to keep in mind; this is what you try to achieve with the participants through this session. It is not something you have to read to or share with the participants – apart from explaining and discussing the overall goals of the curriculum in the first session – at activity 1. Introduction.

Background information: this is some very basic background information for you as a facilitator. It is not something to literally read to or share with the group of participants. Sometimes, more information is provided in an annex/handout for you as facilitator.

Key messages for the participants: These are some ideas for key takeaways for the participants. It's meant as a guidance for you to discuss what the participants have gained from the session. You can sometimes share them literally, or better, ask the participants what they learned or gained from the session. Then you can connect this to the Key messages to see if they match, or if some messages could be added. See if you can add them in your own words – without changing the meaning too much.

Activities: these are the step-by-step instructions for each activity. Follow them, but keep the above hints in mind on flexibility, timing, and context-specific changes. In other words: feel free, and even responsible, to tune the activities to your context and group – so that it works!

Annexes and handouts: some also to print for the participants are provided at the end.

ME

Session 1: What has changed for me and how am I dealing with this?

⌚ Approx. 2 hours

RESOURCES

Ball, (old) newspaper, pens, small cards/pieces of paper (for name tags), tape, markers, flipchart, print of [handout 1](#) for each participant, a stack of A4 papers, coloured pens/pencils.

GOALS

- ➔ Participants have been introduced to the group.
- ➔ Participants have reflected on (recent) changes in their lives and how this affects them .
- ➔ Participants have been introduced to ways of coping.

KEY MESSAGES FOR PARTICIPANTS

- ➔ This group is a safe and fun place to get to know each other and ourselves.
- ➔ We can learn and grow from reflecting on and sharing about our feelings, thoughts and things happening in our lives.

BACKGROUND INFORMATION

In order to do any successful work with groups of adolescents, building a relationship and trust is a necessity. Without this, the participants will not commit to the group. For them to open up to you and each other, a basic feeling of safety and trust within the group is needed. They need to trust and respect you as a facilitator, and they need to respect and trust each other enough to play games together and do activities in which they explore and reflect on themselves and each other.

Making a group agreement together, brainstorming on and establishing ground rules is one of the ways to install safety within the group. But also getting to

know each other through games and activities that are fun, and 'uplifting' helps to create a positive and trusting environment in the group. Your attitude as a facilitator is another factor; being well prepared, knowing what you are doing in guiding the group through the session will help reinforce a feeling of trust and safety. Also taking the participants seriously, asking them questions without judgement, and actively guiding the participants to respect each other's opinion will also help to build the trust.

See also [Leading and facilitating group sessions](#) in the introduction of this manual.

ACTIVITY 1 Introduction

🕒 ± 15 MIN

Make sure everyone feels welcome to this group, establish basic group rules for safety and maximum participation. Discuss the purpose and topics of this group and what to expect. Keep it short and simple to move into action/activities sooner rather than later.

Make sure to include the following points:

- Welcome
- Introduce yourself, introduce the organisation you work for. **📌 Example** 'I work for X, a community-based organisation that works with young people to help them with school and work' or: 'I work for Y, a big organisation that is active in different countries to help people with health and building houses or shelters'

Basic information

Introduce this group:

- The main purpose
- the topics + the number of sessions
- the frequency/time

📌 Example 'Why are we in this group? We want to create a space for you to get to know yourself and each other better. To speak your mind, and to show your heart. So, what are we going to do? We will come together as a group for 2 times. Each time we'll have a session on a topic. We will do activities, games and discussions together and hopefully have a good time and share about what is important to us. We have the following topics: we'll first have one session on ME, about what has changed for me and how am I dealing with this? Then we'll have a second session on ME & my family, about identity and family relationships, norms and values and understanding each other. In this same period, your adolescents/ children will have six sessions. In the end, after the two sessions, we will close off with one joint session – you and the adolescents all together.'

Group Rules

Together with the participants, gather basic rules and principles for this group to work well.

- Ask the participants what we need to agree on together to make this a safe and positive group for everyone.
- Write the suggestions down on a flipchart – formulating them as do's and don'ts. Wrap this up as a group rules/group agreement that will be kept throughout the sessions, so that we can all remind each other of the agreement.

📌 Note Make sure the following issues are included in the agreement:

- Show respect for each other; not laughing at each other,
- Keeping sensitive/personal info of other persons inside this group,
- No phones (gather them in a basket),
- Respecting (and appreciating) each other's differences.
- And/or other house rules relevant to your context.
- Also say something about not sharing specific or sensitive information about the adolescents with the parent/caregivers, and vice versa, if this should be an issue.

Purpose/expectations management

Ask the group what they hope for or expect to learn or gain from taking part in this group? List the answers/expectations on a flipchart. If expectations mentioned clearly exceed the offering of the group (for example – I hope my children can go to university after school – I hope me or my brother will get a job) – then address this – manage the expectations on what this group can and cannot bring.

ACTIVITY 2 Opening game: my family comes from...

🕒 ± 15 MIN

Goal of the game: to get to know each other more and to show that our families have a history in different places that has contributed to the composition and norms and values of the family.

- Take 4 papers and write on each one of them either North, East, South or West.
- Create some space in the room and place the signs North, East, South, West on the floor.



- Participants spread through the space, and everyone pictures the region where we are and the countries where we come from, for example: Jordan, Syria, Iraq and Palestine.
- Ask one of the participants: 'What is the name of your family and where do you live now?'
- After the participant explained this, you can ask: 'Where are you originally from? Could you please stand at this place on our map on the floor, write the name on the paper and put it next to you on the floor?'
- Following, you can ask: 'Where is your father/mother coming from, and where is your grandfather/grandmother coming from?'
- After the participant has explained this, he/she can invite another participant to share his/her family name, where he/she is living now, where he/she is originally coming from, to invite him/her to go to the location on the map, write the name of the place on a paper and to ask him/her about the origin of father/mother and grandfather/grandmother.

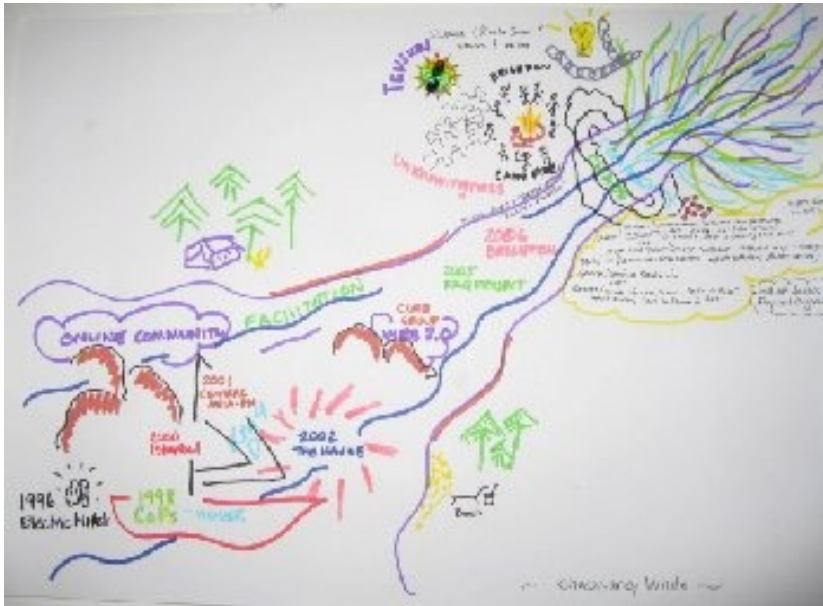
ACTIVITY 3 River of life: changes around me and coping

🕒 ± 45 MIN

In this creative activity participants are invited to reflect on changes in their lives, and how they deal with it.

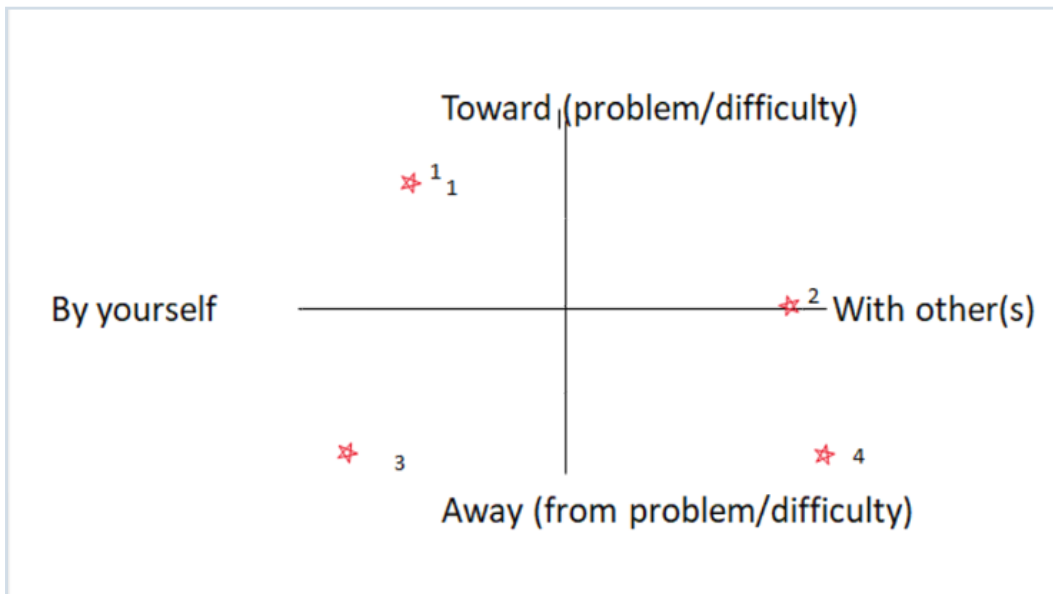
- On a flipchart, draw a flowing river. (Preferably you have prepared a drawing of a river, with streams, rapids, flowers, rocks, ponds).
- Explain that this is a 'river of life'. Where did the river spring from (small mountain stream), what different streams and other rivers helped or formed this river? (For example, a caring brother or sister.) Think about different times in your life and the challenges or rocks that you came across and moved through. Give some examples of rocks that may apply or speak to the group (examples: having to move or flee, changing school, not being close to family). Along the river there may also be quieter, peaceful or beautiful parts. Give some examples (that may speak or apply to your group: a talent you have or discover, a friendship, a hobby you love to do, family member that support you, an adventure). Those beautiful things in your life can be symbolised along the river too – by a pond (in the river) or flowers/other symbols – you can be creative.
- Handout papers and (coloured) pencils. Invite the participants to draw their own river that symbolises their life: Is it winding? Is it steady? Is it small or big? Flowing steady or full of rapids? What are some of the recent rocks or quiet/beautiful flowery parts? It does not have to be complete from their birth to now. It is enough to draw some main events, changes, challenges and positive factors that they want to share.
- Give people at least 10 minutes to draw – so a sketch is enough.
- After 10 – 15 minutes or when you see most people are finished, let them share in small groups (of 2, 3 or 4). **Note** What the participants want to share is up to them – make sure that this is clear to all before they start sharing.
- In plenary, reflect on this activity – how was it to look at your life in this way? What differences and similarities did they find upon sharing? What struck them?
- Make sure that you give a good summary of what you saw and heard in this activity: especially when participants have shared personal or sensitive topics, appreciate and encourage all. For example: 'Thank you for all the beautiful rivers I saw today. And for the sharing we did afterwards.'
- Now make the connection to the last part of this activity – on Coping (positive and negative ways of coping with difficulties we come across. 'We all have our own river, and partly we influence how it flows by our choices. But for another part we don't have influence, because of things that happen outside of us.'

EXAMPLE OF A 'RIVER OF LIFE' DRAWING



OPTIONAL EXTRA PART

Explain something short about the coping model, drawing the below model on a flipchart:



Explain the model: in their way of dealing with a problem or difficult or negative feeling, people tend to choose different strategies. We can place these strategies in this drawing:

Toward – Away from: they either focus on the problem or difficult feeling, moving towards it, paying attention to it. Or they move away from the problem or difficult feeling. Try to avoid it. Or look for distraction because they cannot change it.

By yourself – with others: Some people tend to withdraw when they have problems or deal with negative or difficult things in their lives. Or they want or need to be by themselves in finding a solution or dealing with the difficult feeling. Others tend to look for support from others, or just for company.

Examples of different coping strategies and where to place them (see the stars in the model)

1. Taking a walk by myself to really think the problem/situation through. Then deciding on how I will respond. I really need time alone to clear my head.
2. When I have a problem or I have to deal with something difficult, I look for the company of others. Sometimes to talk about the problem, but sometimes just to be around someone, or play sports together.
3. Often, I really withdraw; I don't want to be around people. I will not speak about my problems, and try not to think about them – I just look for distraction on my phone or in work/study.
4. I will look for distraction by seeking company – not to deal with the feeling or problem but to stay away from it. I rather stay up late with my friends and have some fun.

Note that there is not one good or bad way to deal with difficulties and problems. It can just be helpful to think for yourself about some of the ways you deal with difficulties: do you tend to do it alone, or with others? What type of problems do you deal with alone, for what problems do you look for support? And do you tend to move away from the difficulty, or move towards it?

Both can have pros and cons': moving away can mean not finding a solution. It can also mean finding distraction when there is no quick solution available. Moving towards it can be positive, as it may mean paying attention to it, finding solutions, or confronting it. But it can also mean overfocussing on it, worrying. Same for 'By yourself' and 'with others': it can be helpful to reach out for support, but it can sometimes also be helpful to deal with something internally.

All in all

It can be good to reflect on the different ways you can cope with difficulties in your life. And if you tend to always or only use one way, then it can be helpful to expand your ways of coping – so to start looking for support if you tend to deal with it alone. Or to sometimes look for distraction if you tend to worry. Or to start paying attention to it or focus on it, when you always try to stay away from it.

- Ask the participants to go back into their small groups to discuss examples and ways to deal with 'rocks in the river'-difficulties they come across in their lives. What are some of the practical ways in which people deal with them? They can use the coping model to see where to put the examples.
- Close in plenary – asking for different examples that came from the small groups.

ACTIVITY 4 Self-care: the body scan

Explain that in challenging times, it is extra important to give your body and mind time to relax and restore energy. The following exercise is meant to bring some attention to the body.

Have all participants sit on a chair in an active (up straight) but relaxed way – preferably not in a circle – but scattered through the space with as much personal space as possible. If possible, have them lie down on their backs (on mats). Invite them to close their eyes if they want to- but keeping open is also fine. Invite them for this moment to focus on themselves, not looking at others, really take some time for themselves.

Now in a very calm tempo, guide them through the body scan activity

- Begin by bringing your attention inwards, into your body.
- You can close your eyes if that's okay for you. (If you don't want to close your eyes, lower your eyelids to stare at a point on the ground.)
- You can notice your body seated wherever you're seated. Check if you're feeling the weight of your body on the chair, your feet on the floor.
- Take a few deep breaths, breath out long.
- And as you take a deep breath, bring in more oxygen enlivening the body. And as you exhale, have a sense of relaxing more deeply, letting go of tension in your body.
- Now, we will travel with our attention through the body. Do you notice your feet on the floor, notice the

sensations of your feet touching the floor? The weight and pressure, perhaps vibration, warm or cold feet.

- See if you can notice your legs against the chair, pressure, pulsing, heaviness, lightness.
- Now let go of the legs, shift your attention upwards: Notice your back against the chair.
- Bring your attention into your stomach area.

If your stomach is tense or tight, let it soften. Take a breath.

- Notice your hands. Are your hands tense or tight? See if you can allow them to soften. Do you feel the palms of your hands? Do you feel each finger on your hands?
- Notice your arms. Feel any sensation in your arms. Let your shoulders be soft.
- Now notice your neck and throat. Let them be soft. Relax.
- Soften your jaw. Let your face and facial muscles be soft: mouth, eyes, forehead.
- Now feel your whole body present. Be aware of your whole body as best you can. Breath in and out in a calm way, feeling your whole body sitting here. And then when you're ready, you can open your eyes.

WRAP UP

Wrapping up a session is as important as starting it well. The steps that are part of this are:

- Looking back on major findings that have occurred – asking open questions – inviting participants to share their experiences and reflections.
- Highlighting the key messages (see above) – not by literally reading them out loud, but in your own way by connecting the topics, activities and reflections in the session.
- Looking forward to the next session, e.g., date and time, theme(s) that will be addressed.
- Thanking all and saying goodbye – this can also be through a yell or small game.



ME & my family

Session 2: Identity and family relationships, norms and values in my family, understanding each other

⌚ ± 1,5 - 2 hours

RESOURCES

Paper, coloured paper, markers, pens, flip chart, cello tape, sticky notes.

GOALS

Participants have learned to identify and reflect on the following:

- My family has a family identity.
- I have different identities and roles (e.g., I am mother, father, daughter, son, partner, brother, sister, cousin, friend, neighbour).
- Norms and values of my family and of myself may be the same, different, clashing or complementary.
- Understanding these differences may help to discuss issues and come to solutions.
- Understanding principles of negotiation with your child and discuss and reflect on these.
- How to put myself in the shoes of another person and reflect on this.

KEY MESSAGES FOR PARTICIPANTS

- Your family has a family identity, which is important in your identity development.
- You have multiple identities: mother/daughter/sister/friend etc. at the same time.
- Your experience is greatly influenced by family stories and relationships.
- Families can be supportive, but in times of change and uncertainty, there can also be difficulties that can lead to conflict or loss of trust between older and younger people.
- Personal values & family values can be the same, create conflict or complement each other.
- Putting yourself in the shoes of another person can help to understand the other.
- Negotiating with your child can help in coming to an agreement about a fair decision or compromise.

BACKGROUND INFORMATION

Family relationships and family values

- Family dynamics include elements that facilitate the development of personal identity: family values, distribution of roles, and relationships among siblings.
- Family values can be experienced as valuable (e.g., respect, mutual support) but also as constraints (e.g., family control).
- In migratory contexts, family dynamics and roles can change. These elements influence identity development of adolescents.
- Support within the family can be sought and provided by parents, siblings and other extended family members and caregivers. (Broad and inclusive definition of family!)
- Personal values and family values can be the same, can create conflict or can complement each other. An understanding of different values can help to understand each other and to find ways of dealing with issues together.

What are norms and values?

Value: something that you find important to aim for (for example: freedom).

Family value: something that your family finds important to aim for (for example: trust).

Norms: rules that prescribe what kind of behaviour is good or bad, wished for or unwanted, allowed or forbidden (for example: 'You must always speak the truth' – this is based on the value 'honesty').

Changes in norms: There is an exchange between local and global interactions, influenced by mobile technology. These interactions can be related to shifting social norms and possibilities for young people (both for those in their home countries as well as for refugees).

Putting myself in the shoes of another person

Example with experience from community worker Iman Odeh¹:

'How to swap places with others and how to make this work in a women's group?

– At first, it is hard to place yourself in someone else's shoes, but you'd love it once you try it, as you may adapt the technique and apply it to your own life. It enables you to feel and sense the person before you, as one day you might experience the same thing: in spite of feeling happy or sad, you might need help and support from others and realise the gravity of the problem you go through.'

Negotiating with your children

Negotiating is an important life skill. Negotiating means coming to an agreement through discussion. It is about finding a middle or common ground. The key here is that there's room for give and take because you are still discussing the matter. It's not a request to which you've already said no. You are still thinking over the pros and cons and getting your child's input, prior to giving an answer. Together, you are coming to an agreement about a fair decision or compromise.

Principles that may help you and your child to negotiate lasting, creative solutions to conflict (based on Brown, S.² and Abraham, K. & Studaker-Cordner³):

Deal with your own emotions first. Try to find a few quiet moments to take some deep breaths. Next, consider your child's perspective. If your son has tracked mud from the front door to the couch, think about what he may be feeling. He might have had a bad day at school, just as you're worn out from work. When we think about our children's inner lives, we have more sympathy for their behaviour and gain more control over our own emotions.

Help your child cope with her/his emotions. When we disapprove of a child's emotions or respond to them with cold, hard logic, she's/he's likely to feel ashamed or misunderstood. When you set aside time to talk with your child and when you help her/him face minor disappointments, you create a safe environment for emotional growth.

Listen to learn. Important in negotiation is the value of active listening. When you listen, you learn about the other party's interests rather than his positions. Unfortunately, most parents don't listen very well. You may be so busy that multitasking seems to be the only option, but you're not likely to listen well to your child while you're driving or preparing dinner. Instead, schedule one on one quiet time to find out what's on your kid's mind. Listen closely and acknowledge his or her feelings, resisting the urge to jump in with solutions and judgments.

Gather all the information you need before giving an answer and make your expectations clear.

If your 10-year-old son says, 'Can I go to my friend's house?' make sure you know exactly what that means. How will he get there, who will be home, what will they be doing? Make it clear under what conditions the answer is yes. For example, 'You can go to your friend's house as long as his parent is home, and you stay in their yard to play.'

¹ War Trauma Foundation (2015), 'The Multi-Family Approach in Humanitarian Settings'.

² Brown, S. 'Negotiation with Your Children: How to Resolve Family Conflicts', <https://www.pon.harvard.edu/daily/conflict-resolution/negotiating-with-your-children-2/>, accessed on 10 February 2021

³ Abraham, K. & Studaker-Cordner, 'Negotiating with Kids: When You Should and Shouldn't', <https://www.empoweringparents.com/article/negotiating-with-kids-when-you-should-and-shouldnt/>, accessed on 10 February 2021

Involve your child in the decision, if appropriate. Not every situation is negotiable, but some are. There's nothing wrong with talking to your child about why they are making a particular request. It can get them

thinking about the pros and cons of situations. Talking about a request does not mean you are committing to granting it.

ACTIVITY 1 Norms and values in my family

Goal of the activity: to create an overview of personal values, family values and to identify which values are similar, different or complementary to each other. Participants can identify these and discuss amongst each other how they are experiencing similarities and differences and how they are dealing with challenges.

Group work, activity with cards – adapted from Gerrickens, P., Verstege, M., Dun van, Z.

*The Values Games Manual*⁴:

- Divide the group in subgroups of 3 to 4 persons.
- Participants each get coloured pieces of paper on which each of them writes their own personal values on one colour of papers and family values on another colour of papers.
- Following the group discusses the following items:
 - Values of myself that I am proud of.
 - Values of my family that I am proud of.
 - Values of myself that are funny.
 - Values of my family that are funny.
 - Values of myself and values family that are different and could clash.
 - Values of myself and my family that have changed due to new circumstances.
 - Values of my family that I would like to adjust, namely ...

⁴ Gerrickens, P., Verstege, M., Dun van, Z. *The Values Games Manual*, <https://www.kwaliteitenspel.nl/en/card-games/the-values-game>

ACTIVITY 2 Putting myself in the shoes of another person (group activity)

Introduction for the facilitator to address: The importance of mentalisation. This can be defined as the ability to distinguish one's own and the other person's mind as separate perspectives (having one's mind in mind).

- Roleplay: Putting yourself in the shoes of another person.
- The group is invited to think about a situation in the family in which there were different ideas and feelings, and in which both persons did not feel heard and understood. The cases are to be shared in the group and one by one (or a selection, depending on the time available) the cases are shown in a role play, in which one person represents a family member (for example father) and one person represents another family member (for example daughter). Integrate some negotiating principles as well.
- Following, this case from the role play is discussed in the group. The discussion can be open, and there are some questions which the facilitator can add to the discussion, for instance:
 - How was the experience for both persons in the role play?
 - What did participants from the group see and experience?
 - What does it mean to be a young person in a new country?
 - What does it mean to be commented on or hear no to every request?
 - What does it mean to be a parent in a new situation with other norms and values?

- Do you recognise this example from your own family or families around you?
- Are there any solutions you see/advice you would give to the different family members in order to come to a different outcome/ solution together?
- How to communicate in another way?
E.g., can there be small changes such as asking open questions?
- Based on the different approach given (if time allows) the roleplay can be played again, now with the different approach / solutions, followed by a reflection on this experience by the two persons in the roleplay as well as by a reflection from the group.

WRAP UP

Wrapping up a session is as important as starting it well. The steps that are part of this are:

- Looking back on goals and the reflections and major findings that have occurred.
- Inviting participants to share these reflections and findings.
- Looking forward to the next session, e.g., date and time, themes that will be addressed.
- Saying goodbye.

ME & my family

Session 3: Communicating with your child

⌚ ± 1,5 - 2 hours

RESOURCES

Paper, coloured paper, markers, pens, flip chart, cello tape, sticky notes.

GOALS

- ➔ Participants have been introduced to supportive communication.
- ➔ Participants have learnt practical tools to communicate with adolescents.

KEY MESSAGES FOR PARTICIPANTS

- ➔ Every interaction you have with your child is a form of communication.
- ➔ Active listening helps children to feel heard and understood.
- ➔ Use language that is understandable for your child and appropriate to their age.
- ➔ Be consistent.

FOR THE FACILITATOR

This is a practical and experience-based session to support communication skills for caregivers. The session starts with a little bit of background information on communication followed by do's and don'ts, reflected upon in a group discussion. The session concludes with role play and sharing experiences and lessons learned.

BACKGROUND INFORMATION

Adolescent years can be difficult for many families. Young people may develop ideas, values and beliefs that are different to those of their parents/caregivers. This is part of the normal process of moving towards independence. Caregivers may struggle with how much independence they should allow their children at different ages and in different circumstances. There is no prescription for this. Each young person is an individual and needs different advice.

Communication with adolescents is different from communicating with younger children and can cause conflict and stress. But some simple tips, may help to improve communication with adolescents.

Issues that can affect communication with adolescents

Adolescence is a time of rapid change, not just for the young person but for the parents/caregivers too.

It might be hard to let go sometimes, but caregivers need to recognise that:

- A child's job is to grow up and become an independent adult. A caregiver needs to help young people through this process.
- Decisions can now be made together. Finding an outcome that caregivers and adolescents can both accept.
- Adolescents may have viewpoints that are different from caregivers or may take up activities that adults don't understand. This should be seen as a good thing as adolescents are learning to be their own person.
- Caregivers will always feel responsible for their child's wellbeing and safety, no matter how old they are. When children reach their adolescent years, they start to make their own decisions. Sometimes they make the wrong ones. Being supportive and not criticising is important. They

will (hopefully!) learn valuable lessons from their mistakes.

- During this time of constant change, both parents/caregivers and adolescents need to take time to care for themselves.

Communication

This session is about communication. What is communication and how can we communicate in a supportive way? These are some questions we will try to answer in this session.

Every interaction you have with your child is a form of communication. It's not just about the words you say: The tone of your voice, the look in your eyes and the hugs and kisses you give – all convey messages to your child. The way you communicate with your child not only teaches them how to communicate with others; it shapes their emotional development and how they build relationships later in life.

What are the types of communication?

Communication can take two forms: verbal and nonverbal.

Verbal communication is the way we communicate with words and includes:

- Pitch and tone of voice
- The words you say
- Dialect, or using words your child can best understand

Nonverbal communication is both intentional and unintentional communication through body language. It includes things like:

- Facial expressions
- Eye contact
- Personal space
- Hand gestures
- Physical touch like a hug

ACTIVITY 1 Group discussion

Take 10 minutes to discuss how non-verbal communication can support or undermine what you are verbally saying.

Nine tips to practice your verbal and nonverbal communication skills⁵:

1. Active listening

Listening actively helps children to feel heard and understood. By using gestures such as encouraging smiles and affirming nods you can show that you are engaged with what your child is saying and really care. Getting down to the same eye level as your child as they speak to you can help them feel safer and more connected to you. Show that you are listening intently to what they have to say by asking them questions like 'what?' 'why?' and 'how?'. This also helps your child to improve their own communication skills by teaching them how to tell a story and what details to include.

2. Reflective listening

A great way to show your child that you are paying attention and care about what they have to say is by acting like a mirror. Repeat what they say to you using different words. For example, if your child

says, 'I'm not playing with Marco anymore,' you could respond with, 'You are not playing with your friend?'. This leaves room for your child to express their emotions without judgment. You might be surprised at how much they have to say!

3. Speaking clearly

Use language that is understandable for your child and appropriate to their age. Be clear, specific and do not use derogatory words. Using kind language helps set a positive example for your children. Remember, the conversation should make your little one feel respected and loved.

4. Avoiding bribes

Offering rewards such as candy for basic behaviours may feel like they give you short-term control, but they do not allow you to develop clear boundaries and can lead to distrust between you and your child.

⁵ UNICEF, <https://www.unicef.org/parenting/child-care/9-tips-for-better-communication>

Try to set clear and realistic expectations about what you would like your child to do, praise good behaviour when you see it, and use calm consequences to encourage better behaviour when needed.

5. Explaining feelings

To help your child develop emotional intelligence, it is important for them to learn how to name their feelings. When your child is expressing their feelings verbally, listen to what they have to say with empathy and without judgment. Consider what life looks like through their eyes. If your little one is expressing their feelings in a nonverbal way – for example through a temper tantrum or laughing and having fun doing an activity they enjoy – help them put words to how they feel, such as happy, sad, relaxed, hurt, scared, hungry, proud, sleepy, angry, helpless, irritated, embarrassed or joyful.

6. Using 'noticing' statements

When you praise your child for specific actions, it helps them to feel good about themselves and lets them know what behaviours you like. Instead of saying 'good job!' try being more specific with a 'noticing statement': 'I noticed that you put all of your toys away after playtime. Nice work!'

7. Having fun together

As your children grow, parenting can seem like a more serious task. That's why it is all the more important to have fun together and enjoy light-hearted conversation – it's a great way to strengthen your relationship! Find ways to relate to your child by saying something positive about something they care about, paying attention to their interests and joking together. Remember, laugh with your child but never at your child.

8. Focusing on behaviour

If you are upset with your child about something, make sure that your criticism and comments are directed at their behaviour and not at them as a person. For example, instead of 'I don't like that you are messy' try 'I don't like it when you leave your clothes all over the floor.'

9. Leading by example

Consider what example you are setting. Parents are children's introduction to the world. What your child sees you do is as important as what they hear you say.

Only make a promise to your child that you are sure you can keep. This helps to build and maintain trust between you and your children. Remember, leading with kindness and love is always the way to go when bonding and communicating with your child!

What not to do in communicating with your child

Below are examples of types of behaviour you would want to avoid when trying to solve a problem or better communicate with your child, as these will probably only worsen the situation:

1. Get angry
2. Raise your voice
3. Force your child to listen to you (for example by cutting off the internet or turning off TV)
4. Not involving your child in problem solving/finding a solution
5. Ignoring your child
6. Not respecting your child's opinion

Research has shown that a positive child-raising climate is important for good communication between caregivers and adolescents. For a child to feel safe and supportive, and for caregivers to achieve more, it is important to create a positive atmosphere at home. The list below gives examples of how this can be achieved.

Create a positive atmosphere	Avoid creating a negative atmosphere
Do listen actively	Do not get angry
Do pay attention (reflective listening)	Do not ignore your child

Do use age-appropriate language	Do not use difficult wording/language
Do set clear rules and expectations	Do not be inconsistent
Do ask your child's opinion	Do not overrule your child's opinion
Do acknowledge your child	Do not ignore your child
Do be honest	Do not lie or misrepresent your feelings and ideas
Do set an example as a caregiver	Do not break your own rules
Do connect and spend quality time together	Do not let TV, mobile devices and social media dictate family life

ACTIVITY 2 Discussion

Discuss as a group what your experiences are in communicating with your child. Some guiding questions:

- Do you recognize or use any of the above-mentioned tips?
- Do you agree with the above-mentioned do's and don'ts?
- Do you have additional recommendations that have not been mentioned in the list above?
- What do you find most challenging in communicating with your child?

How to discipline

There comes a time when every parent struggles with how best to discipline their child. Whether dealing with a screaming toddler or an angry teen, it can be hard to control your temper. No parent wants to find themselves in such a situation and the bottom line is that shouting and physical violence never help.

The positive discipline approach puts an emphasis on developing a healthy relationship with your child and setting expectations around behaviour. The good news for every parent is it works and here's a list developed by UNICEF and Lucie Cluver, Oxford University professor of Child and Family Social Work, on how you can start putting it into practice⁶:

1. Plan 1-on-1 time

One-on-one time is important for building any good relationship and even more so with your children. 'It can be 20 minutes a day. Or even 5 minutes. You can combine it with something like washing dishes together while you sing a song or chatting while you're hanging out the washing,' says Professor Cluver. 'What's really important is that you focus on your child. So, you turn your TV off, you turn your phone off, you get to their level and it's you and them.'

2. Praise the positives

As parents we often focus on our children's bad behaviour and call it out. Children may read this as a way to get your attention, perpetuating poor conduct rather than putting a stop to it. Children thrive on praise. It makes them feel loved and special. 'Watch out for when they're doing something good and praise them, even if that thing is just playing for five minutes with their sibling,' recommends Professor Cluver. 'This can encourage good behaviour and reduce the need for discipline.'

3. Set clear expectations

'Telling your child exactly what you want them to do is much more effective than telling them what not to do,' says Professor Cluver. 'When you ask a child to not make a mess, or to be good, they don't necessarily understand what they're required to do.' Clear instructions like 'Please pick up all of your toys and put them in the box' set a clear expectation and increase the likelihood that they'll do what you're asking.

'But it's important to set realistic expectations. Asking them to stay quiet for a whole day may not be as manageable as asking for 10 minutes of quiet time while you have a phone call,' says Professor Cluver. 'You know what your child is capable of. But if you ask for the impossible, they are going to fail.'

⁶ UNICEF, <https://www.unicef.org/parenting/child-care/how-discipline-your-child-smart-and-healthy-way>

4. Distract creatively

When your child is being difficult, distracting them with a more positive activity can be a useful strategy says Professor Cluver. 'When you distract them towards something else – by changing the topic, introducing a game, leading them into another room, or going for a walk, you can successfully divert their energy towards positive behaviour.'

Timing is also crucial. Distraction is also about spotting when things are about to go wrong and taking action. Being mindful of when your child is starting to become fidgety, irritable or annoyed, or when two siblings are eyeing the same toy, can help diffuse a potential situation before it becomes one.

5. Use calm consequences

Part of growing up is learning that if you do something, something can happen as a result. Defining this for your child is a simple process that encourages better behaviour while teaching them about responsibility.

Give your child a chance to do the right thing by explaining the consequences of their bad behaviour. As an example, if you want your child to stop scribbling on the walls, you can tell them to stop or else you will end their play time. This provides them with a warning and an opportunity to change their behaviour. If they don't stop, follow through with the consequences calmly and without showing anger, 'and give yourself credit for that – it's not easy!' adds Professor Cluver.

If they do stop, give them lots of praise for it, recommends Professor Cluver. 'What you are doing is creating a positive feedback loop for your child. Calm consequences have been shown to be effective for kids to learn about what happens when they behave badly.'

Being consistent is a key factor in positive parenting, which is why following through with the consequences is important. And so is making them realistic. 'You can take a teenager's phone away for an hour but taking it away for a week might be difficult to follow through on.'

Engaging with adolescents

Teenagers seek praise and want to be thought of as good. One-on-one time is still important to them. 'They love it if you dance around the room with them or engage in a conversation about their favourite singer,' says Professor Cluver. 'They may not always show it, but they do. And it's an effective way of building a relationship on their terms.'

While setting expectations, 'ask them to help make some of the rules,' suggests Professor Cluver. 'Sit them down and try to agree on the household dos and don'ts. They can also help decide what the consequences of unacceptable behaviour will be. Being involved in the process helps them know that you understand they're becoming their own independent beings.'

Practice and reflect

Role play. Play out a situation you experienced with your child and discuss challenges and solutions in the group.

WRAP UP

Wrapping up a session is as important as starting it well. The steps that are part of this are:

- Looking back on goals and the reflections and major findings that have occurred – inviting participants to share these reflections and findings.
- Providing a bridge between the topics in the session. In this case: identity and family relationships play an important role in the creation and passing on of norms and values of my family and me.
- Looking forward to the next session, e.g., date and time, themes that will be addressed.
- Saying goodbye.

ME

Session 1: Who am I and how am I doing?

⌚ ± 1,5 - 2 hours

RESOURCES

Ball, (old) newspaper, pens, small cards/pieces of paper (for name tags), tape, markers, flipchart, print of [handout 1](#) for each participant, a stack of A4 papers, coloured pens/pencil.

GOALS

- Participants are introduced to each other and feel at ease in the group.
- Participants have reflected on who they are (Identity).
- Participants have reflected on how they are currently doing.

KEY MESSAGES FOR PARTICIPANTS

- This group is a safe and fun place to get to know each other and ourselves.
- We can learn and grow from reflecting on and sharing about our feelings, thoughts and things happening in our lives.

BACKGROUND INFORMATION

In order to do any successful work with groups of adolescents, building a relationship and trust is a necessity. Without this, the participants will not commit to the group. For them to open up to you and each other, a basic feeling of safety and trust within the group is needed. They need to trust and respect you as a facilitator, and they need to respect and trust each other enough to play games together and do activities in which they explore and reflect on themselves and each other.

Making a group agreement together, brainstorming on and establishing ground rules is one of the ways to install safety within the group. But also getting to

know each other through games and activities that are fun, and 'uplifting' helps to create a positive and trusting environment in the group. Your attitude as a facilitator is another factor; being well prepared, knowing what you are doing in guiding the group through the session will help reinforce a feeling of trust and safety. Also taking the participants seriously, asking them questions without judgement, and actively guiding the participants to respect each other's opinion will also help to build the trust.

See also [Leading and facilitating group session](#) in the introduction of this manual.

ACTIVITY 1 Introduction

🕒 ± 15 MIN

Make sure everyone feels welcome to this group, establish basic group rules for safety and maximum participation. Discuss the purpose and topics of this group and what to expect. Keep it short and simple to move into action/activities sooner rather than later.

Make sure to include the following points:

- Welcome
- Introduce yourself, introduce the organisation you work for. **📌 Example** 'I work for X, a community-based organisation that works with young people to help them with school and work' or: 'I work for Y, a big organisation that is active in different countries to help people with health and building houses or shelters'.

Basic information

- Introduce this group
- The main purpose
- The topics + the number of sessions
- The frequency/time

📌 Example 'Why are we in this group? We want to create a space for you to get to know yourself and each other better. To speak your mind, and to show your heart. So, what are we going to do? We will come together as a group for the next six weeks, on this same day and time. Each week we'll have a session on a topic. We will do activities, games and discussions together and hopefully have fun and share about what is important to us. We have the following topics: we'll first have 2 sessions on ME, about who am I? How am I doing and dealing with changes? Then we'll have 2 sessions on ME & my Family, then a session on ME in my Community, and then a closing session on MY Future. In this same period, we'll have 2 separate sessions with your parents or caregivers. In the end, after the 2 sessions, we will close off with 1 joint session – you and the caregivers/parents all together.

Group rules

- Together with the participants, gather basic rules and principles for this group to work well. Ask the participants what we need to agree on together to make this a safe and positive group for everyone.
- Write the suggestions down on a flipchart, formulating them as do's and don'ts.
- Wrap this up as a group rules/group agreement that will be kept throughout the sessions, so that we can all remind each other of the agreement.

📌 Note Make sure the following issues are included in the agreement:

- Show respect for each other; not laughing at each other.
- Keeping sensitive/personal info of other persons inside this group.
- No phones (gather them in a basket)
- Respecting (and appreciating) each other's differences.
- And/or other house rules relevant to your context.
- Also make sure you say something about not sharing information on the participants with the parent/caregivers, if this should be an issue.

Purpose/expectations management

Ask the group what they hope for or expect to learn or gain from taking part in this group? List the answers/expectations on a flipchart. If expectations mentioned clearly exceed the offering of the group (for example – I hope I will get to university after school – I hope me or my brother will get a job, I hope all problems with my parents will be gone) – then address this – manage the expectations on what this group can and cannot bring.

ACTIVITY 2 Opening game

🕒 ± 15 MIN

Have the group make a name tag and tape it on their clothes.

Play one or more of the following intro games until everyone is warmed up and more familiar with each other:

Name game with a ball: in a circle, the ball is thrown across the circle. When a person catches the ball, he/she says his own name, when he throws (with eye contact!) he says the other person's name. After a couple of rounds, make it more difficult, by only naming the person you're throwing the ball to.



Optional - name game with a paper: A newspaper is folded into a role. The group forms a circle. One person stands in the middle of the circle and tries to pat someone on the head with the folded paper (not too hard) – but that person can avoid being hit by calling out the name of another participant. Then the middle person finds this participant to hit on the head, etc.

Note Keep it fun and high energy, but do not let this game derail into a rough hitting game. Participants and facilitator can make agreements about how they want the sessions to be e.g., not interrupting the others, being respectful.

ACTIVITY 3 Who am I?

⌚ ± 40 MIN

Activity on the different skills, roles and aspects of each person in the group.

Identity wheel worksheet: a worksheet activity that encourages participants to reflect on who they are as individuals. The worksheet asks them to list things they would use to describe themselves, skills they have, favourite books, hobbies, etc. Please see handout 1: Identity wheel for printing.

- Handout the **Identity wheel Worksheet** (prints of handout 1) to all participants
- Give the participants time to fill it in.
 - Note** It is not a problem if the participants don't answer all the questions.
- When all are ready, let them exchange in pairs. Do a couple of rounds, so that participants share information with different people in the group.
- Do a plenary round, asking questions like: what was the most difficult question to answer? What was the easiest? What did you notice when exchanging in pairs? What were similarities or differences between you and others? Who would like to share a favourite? etc. Make sure to give some participants a turn who are less likely to talk in groups.

Note In the exchange – pairs and plenary – not all aspects need to be discussed. Keep it a lively exchange – not an 'obligatory checklist'.

Optional - Peer to peer interview: gathering information about young people's strengths sample questions to elicit interests, goals, dreams, strengths (generated by participants of previous workshops). Make pairs and have the pairs take the role of interviewer/interviewee. After some time, let them swap roles. Sample questions are (and you can read them out or put them somewhere on a flip chart):

- What do you like to do on a sunny day?
- What do you do or like to do in your free time?
- What is your favourite sport?
- What is the nicest thing you have ever done?
- What do you watch on TV? Movies? Music?
 - What does it mean to you?
- When do you feel at your best?
- Tell me something you could teach someone else.
- What do you think you will be doing in a year?
In 5 years?
- What do you like best about yourself?
- How do you think your friends would describe you?
- Which place in the world would you like to go?
- What is your favourite subject in school?
- What do you like to do to make yourself feel good about yourself?
- Which animal would you want to be? Why?
- What do you like to do after school?
- Who do you look up to?
- Tell me about three people you care about.

Note Not all questions need to be asked - they are just meant as hints.

ACTIVITY 4 How am I doing? Energy balance sheet

🕒 ± 30 MIN

A worksheet activity on:

- Things the participants find nice and positive in their lives right now
- Things they find difficult in their lives right now
- Things they look forward to in the near or far future

- Handout a blank A4 paper and a pen to each participant. Ask them to list (write down) all the things/activities they do on an average day (or week)- individually, so not as a group. For example: Get up, wash, put clothes on, make breakfast, help clean up, walk to school, etc. Or for an average week it could be more general: see friends, do homework, help mother with preparing dinner, play with younger brother, walk to school, watch tv etc. Each person should have a substantial list that covers bigger and smaller things they do on a daily basis.
- Then per item on the list/per activity they noted, ask them to rate if this activity is an 'energy giver' (+) or an 'energy taker' (-)? Or both? Let them put a + (giver) or - (taker) at each activity listed.
- Then, let them write down: 1. one thing they would change if they had a magic stick. And 2. one thing that they look forward to (something big or small, in the near or far future).

When they've done this, let them individually reflect on:

- The balance between + and -. Do you have enough activities that give energy on a daily/ weekly basis?
- What makes something a giver + or taker - activity?
- If you need more positive energy in your life, are there small changes you can make in your day to stimulate this?
- Do you have something concrete to look forward to?

Then invite the group to exchange on the reflections – either in pairs, or other small groups, and then finally plenary.

WRAP UP

Wrapping up a session is as important as starting it well. The steps that are part of this are:

- Looking back on major findings that have occurred – asking open questions – inviting participants to share their experiences and reflections
- Highlighting the key messages (see above) - not by literally reading them out loud, but in your own way by connecting the topics, activities and reflections in the session
- Looking forward to the next session, e.g., date and time, theme(s) that will be addressed
- Thanking all and saying goodbye – this can also be through a yell or small game



ME

Session 2: Changes around me and changes inside me

⌚ ± 1,5 - 2 hours

RESOURCES

Flipchart, markers, pens, A4 papers and coloured pencils (activity 2), a print of [handout 2](#) for each participant.

GOALS

- Participants have reflected on (recent) changes in their lives and how this affects them.
- Participants have been introduced to ways of coping.
- Participants have learnt about development (child to adult: body, emotional, cognitive, social).

KEY MESSAGES FOR PARTICIPANTS

- Changes are part of life, but when much changes at once, this will affect us and can be confusing and difficult.
- Apart from changes around us, in adolescence we also change from child to adult. Our bodies and brains ripen.
- We can choose more healthy ways to cope/ deal with changes, and unhealthy ways.

BACKGROUND INFORMATION

Puberty

Puberty is a process of development that begins earlier than most people think, at around eight years old, when the adrenal gland begins to secrete certain hormones, and continues until ages fifteen to seventeen, when anatomical sexual maturity is complete. This means puberty is a long, slow process rather than a specific event.

Puberty as a sensitive topic

Talking about puberty and especially the physical development and sexuality aspects, may be sensitive. Puberty, and sexuality in general, remains a subject that is not often broached among families or inside classrooms or youth groups. Sometimes children and adults do not talk about issues involving sexuality because they feel embarrassed. Some adolescents may feel like they are not supposed to talk about puberty. They might be worried that others will laugh at them if they get an answer wrong. The cultural, religious or family traditions of some or many may discourage discussions about sexuality.

Talking with students about puberty and sexuality can be difficult for many facilitators. Since development towards sexual maturity and sexuality is intimately connected to personal values, family backgrounds and spiritual or religious beliefs, it can be a sensitive issue. Sexual education specialists recommend the following advice to facilitators who wish to increase their level of comfort in talking about puberty with adolescents:

- Try to develop a healthy attitude toward your own sexuality.
- Identify your own values and possible reactions toward different topics related to sexuality.
- Read this handout and/or other basic resources on puberty/sexual reproductive health so that your group may benefit from your expertise but remember that your knowledge is less important than your attitude

towards sexuality. Adolescents learn best about this topic when they are taught by a kind, tolerant and respectful facilitator. Creating an atmosphere in which participants feel safe and free to ask questions is very important. You can accomplish this in a number of ways. Some ideas are as follows:

- be student-centred
- be sensitive to non-verbal communication and react positively to questions.
- encourage self-confidence and decision-making skills
- use humour to ease embarrassment and create a comfortable environment

For an overview of the main physical, emotional and social changes that take place puberty, please read [handout 2](#). – Adapted from: Maine family planning - 'Puberty Changes' guide – 2018⁷

⁷ Adapted from: *Main family planning - 'Puberty Changes' guide – 2018*
<https://mainefamilyplanning.org/wp-content/uploads/2018/02/2-Puberty-Happens-Puberty-Changes.pdf>
accessed on 15 February 2021

ACTIVITY 1 OPENING GAME

🕒 ± 10 MIN

Invite volunteer(s) to lead a short opening game with the group.

Note If you think the group cannot spontaneously come up with a game, ask at the end of session 1 who wants to prepare a 10-minute opening game for this session.

ACTIVITY 2 River of life: changes around me and coping

🕒 ± 45 MIN

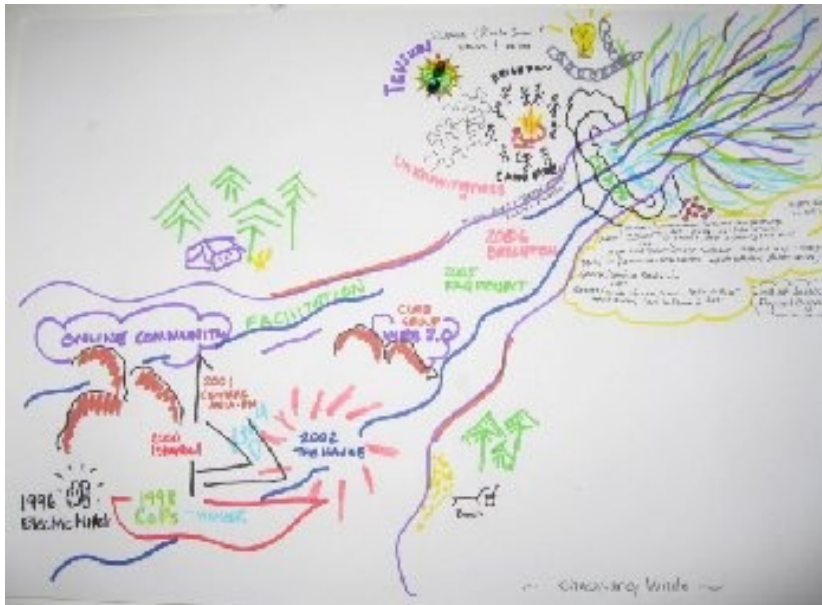
In this creative activity, participants are invited to reflect on changes in their lives and how they deal with it.

- On a flipchart, draw a flowing river. Preferably you have prepared a drawing of a river, with streams, rapids, flowers, rocks, ponds.
- Explain that this is a 'river of life'. Where did the river spring from (small mountain stream), what different streams and other rivers helped or formed this river? (for example, a caring brother or sister.) Think about different times in your life and the challenges or rocks that you came across and moved through. Give some examples of rocks that may apply or speak to the group (examples: having to move or flee, changing school, not being close to family). Along the river there may also be quieter, peaceful or beautiful parts. Give some examples (that may speak or apply to your group: a talent you have or discover, a friendship, a hobby you love to do, family member that support you, an adventure). Those beautiful things in your life can be symbolised along the river too - by a pond (in the river) or flowers / other symbols - you can be creative.
- Handout papers and (coloured) pencils. Invite the participants to draw their own river that symbolises their life: is it winding? Is it steady? Is it small or big? Flowing steady or full of rapids? What are some of the recent rocks or quiet /beautiful flowery parts? It does not have to be complete from their birth to now. It is enough to draw some main events, changes, challenges and positive factors that they want to share.
- Give people at least 10 minutes to draw, a sketch is enough.
- After 10 –15 minutes or when you see most people are finished, let them share in small groups (of 2, 3 or 4). **Note** What the participants want to share is up to them. Make sure that this is clear to all before they start sharing.
- In plenary, reflect on this activity. How was it to look at your life in this way? What differences and similarities did they find upon sharing? What struck them?
- Make sure that you give a good summary of what you saw and heard in this activity: especially when participants have shared personal or

sensitive topics, appreciate and encourage all.
 For example: 'Thank you for all the beautiful rivers I saw today. And for the sharing we did afterwards'.

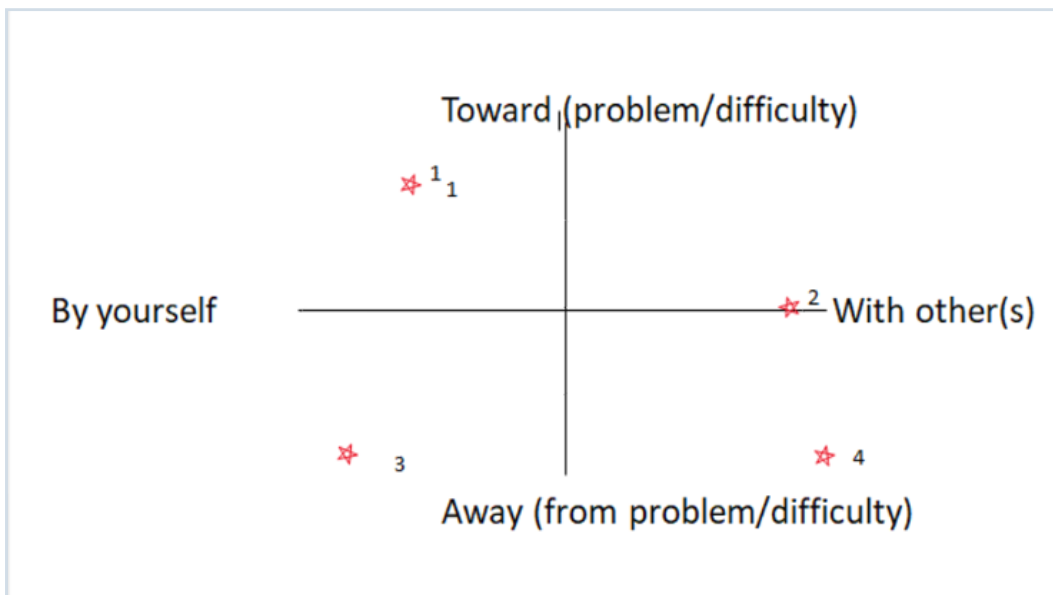
- Now make the connection to the last part of this activity: on Coping. Positive and negative ways of coping with difficulties we come across. 'We all have our own river, and partly we influence how it flows by our choices. But for another part we don't have influence, because of things that happen outside of us.'

EXAMPLE OF A 'RIVER OF LIFE' DRAWING



OPTIONAL EXTRA PART

Explain something short about the coping model, drawing the below model on a flipchart:



Explain the model: in their way of dealing with a problem or difficult or negative feeling, people tend to choose different strategies. We can place these strategies in this drawing:

- **Toward – Away from:** they either focus on the problem or difficult feeling, moving towards it, paying attention to it. Or they move away from the problem or difficult feeling. Try to avoid it. Or look for distraction because they cannot change it.
- **By yourself – with others:** Some people tend to withdraw when they have problems or deal with negative or difficult things in their lives. Or they want or need to be by themselves in finding a solution or dealing with the difficult feeling. Others tend to look for support from others, or just for company.

Examples of different coping strategies and where to place them (see the stars in the model)

1. Taking a walk by myself to really think the problem/situation through.
Then deciding on how I will respond. I really need time alone to clear my head.
2. When I have a problem or I have to deal with something difficult, I look for the company of others.
Sometimes to talk about the problem, but sometimes just to be around someone, or play sports together.
3. Often, I really withdraw; I don't want to be around people. I will not speak about my problems, and try not to think about them – I just look for distraction on my phone or in work/study
4. I will look for distraction by seeking company – not to deal with the feeling or problem but to stay away from it. I rather stay up late with my friends and have some fun.

Note There is not one good or bad way to deal with difficulties and problems. It can just be helpful to think for yourself about some of the ways you deal with difficulties. Do you tend to do it alone, or with others? What type of problems do you deal with alone, for what problems do you look for support? And do you tend to move away from the difficulty, or move towards it?

Both can have pros and cons': moving away can mean not finding a solution. It can also mean finding distraction when there is no quick solution available. Moving towards it can be positive, as it may mean paying attention to it, finding solutions, or confronting it. But it can also mean overfocussing on it, worrying. Same for 'by yourself' and 'with others'. It can be helpful to reach out for support, but it can sometimes also be helpful to deal with something internally.

All in all

It can be good to reflect on the different ways you can cope with difficulties in your life. And if you tend to always or only use one way, then it can be helpful to expand your ways of coping – so to start looking for support if you tend to deal with it alone. Or to sometimes look for distraction if you tend to worry. Or to start paying attention to it or focus on it, when you always try to stay away from it.

- Ask the participants to go back into their small groups to discuss examples and ways to deal with 'rocks in the river'- difficulties they come across in their lives. What are some of the practical ways in which people deal with them? They can use the coping model to see where to put the examples.
- Close in plenary - asking for different examples that came from the small groups.

ACTIVITY 2 Changes inside me

Humans develop through life, from baby to toddler, to child to adolescent and to adults. During puberty there are many physical and emotional changes.

Puberty is a normal part of life. It is the time when you start to change from being a child to a young adult. This process of becoming an adult is caused by hormones, which are produced in your body.

As a group reflecting on the main changes/developments from child to adult (adolescence).

- In pairs, hand out the checklist on: Puberty changes (prints of [handout 3](#)) and let the participants fill it in placing an 'X' in the correct column for each change:

Changes	Boys	Girls	Both
Grow taller			
Skin gets oily / Acne (pimples)			
Hair grows on face			
Hair gets oily			
Voice changes			
Hair grows in underarms			
Sweat glands develop			
Hips get wider			
Thinking about the future			
Concerned about looks (appearance)			
Mood swings			
Stronger feelings of wanting to be liked and to 'fit in'			
Want more independence			
Looking for challenges and boundaries			
Sometimes take more risks			
Menstruation starts - monthly			
Genital changes in puberty			
Friendship becomes more important			
Sometimes feel lonely and confused			

- In plenary, discuss the outcomes. Is it similar? What is most striking? What are similarities and differences between boys and girls? Are there sensitivities or discussion points?
- Use this opportunity to highlight how these changes are normal – and part of normal development towards adulthood. Be aware of the sensitivity of some of these topics, but at the same time of your role as facilitator to normalise some of these changes and/or bring some opportunity for openness and respect, especially among sexes/gender.
- Invite an exchange on tips and tricks to deal with all these changes

ACTIVITY 3 Self-care: the body scan

Explain that in challenging times, it is extra important to give your body and mind time to relax and restore energy. The following exercise is meant to bring some attention to the body.

Have all participants sit on a chair in an active (up straight) but relaxed way – preferably not in a circle - but scattered through the space with as much personal space as possible. If possible, have them lie down on their backs (on mats). Invite them to close their eyes if they want to but keeping open is also fine. Invite them for this moment to focus on themselves, not looking at others, really take some time for themselves.

Now in a very calm tempo, guide them through the body scan activity

- Begin by bringing your attention inwards, into your body.
- You can close your eyes if that's okay for you.
(If you don't want to close your eyes, lower your eyelids to stare at a point on the ground.)
- You can notice your body seated wherever you're seated. Check if you're feeling the weight of your body on the chair, your feet on the floor.
- Take a few deep breaths, breath out long.
- And as you take a deep breath, bring in more oxygen enlivening the body. And as you exhale, have a sense of relaxing more deeply, letting go of tension in your body.
- Now, we will travel with our attention through the body. Do you notice your feet on the floor, notice the sensations of your feet touching the floor? The weight and pressure, perhaps vibration, warm or cold feet.
- See if you can notice your legs against the chair, pressure, pulsing, heaviness, lightness.
- Now let go of the legs, shift your attention upwards: Notice your back against the chair.
- Bring your attention into your stomach area. If your stomach is tense or tight, let it soften.
- Take a breath.
- Notice your hands. Are your hands tense or tight? See if you can allow them to soften. Do you feel the palms of your hands? Do you feel each finger on your hands?
- Notice your arms. Feel any sensation in your arms. Let your shoulders be soft.
- Now notice your neck and throat. Let them be soft. Relax.
- Soften your jaw. Let your face and facial muscles be soft: mouth, eyes, forehead.
- Now feel your whole body present. Be aware of your whole body as best you can. Breath in and out in a calm way, feeling your whole body sitting here. And then when you're ready, you can open your eyes.

WRAP UP

Wrapping up a session is as important as starting it well. The steps that are part of this are:

- Looking back on major findings that have occurred - asking open questions - inviting participants to share their experiences and reflections
- Highlighting the key messages (see above)- not by literally reading them out loud, but in your own way by connecting the topics, activities and reflections in the session
- Looking forward to the next session, e.g., date and time, theme(s) that will be addressed
- Thanking all and saying goodbye - this can also be through a yell or small game.



ME & my family

Session 3: Identity, family relationships, norms and values in my family

⌚ ± 1,5 - 2 hours

RESOURCES

Paper, coloured paper, markers, pens, flip chart, cello tape, sticky notes, a print of [handout 4](#) for each participant.

GOALS

Participants have learned to identify and reflect on the following:

- My family has a family identity.
- I have different identities and roles (e.g., I am daughter, sister, son, brother, cousin, friend).
- Changes in the situation of my family may cause changes in the roles within my family.
- Norms and values of my family and of myself may be the same, different, clashing or complementary.
- Understanding these differences may help to discuss issues and come to solutions.

KEY MESSAGES FOR PARTICIPANTS

- Your family has a family identity.
- Family relationships play an important role in the development of your identity.
- You have multiple identities: daughter/sister/cousin/friend/student, etc. at the same time.
- Your experience is greatly influenced by family stories and family relationships.
- Families can be supportive, but in times of change and uncertainty, there can also be difficulties that can lead to conflict or loss of trust between older and younger people.
- Personal values & family values can be the same, create conflict or complement each other.
- Putting yourself in the shoes of another person can help to understand the other.

BACKGROUND INFORMATION

Family relationships and family values

- Family dynamics/relationships include elements that facilitate the development of personal identity: family values, distribution of roles, and relationships among siblings.
- Family values can be experienced as valuable (e.g., respect, mutual support) but also as constraints (e.g., parental control).
- In migratory contexts, family dynamics and roles can change. These elements influence identity development of adolescents.
- Support within the family can be sought and provided by parents, siblings and other extended family members and caregivers. [Broad and inclusive definition of family!]

- Personal values and family values can be the same, can create conflict or can complement each other. An understanding of different values can help to understand each other and to find ways of dealing with issues together.

What are norms and values?

Value: something that you find important to aim for (for example: freedom).

Family value: something that your family finds important to aim for (for example: trust).

Norms: rules that prescribe what kind of behaviour is good or bad, wished for or unwanted, allowed or forbidden (for example: 'you must always speak the truth' – this is based on the value 'honesty').

Changes in norms and values

There is an exchange between local and global interactions, influenced by mobile technology. These interactions can be related to shifting social norms and possibilities for young people (both for those in their home countries as well as for refugees).

ACTIVITY 1 Opening game: my family comes from...

Goal of the game: to get to know each other more and to show that our families have a history in different places that has contributed to the composition and norms and values of the family.

- Take 4 papers and write on each one of them either North, East, South or West.
- Create some space in the room and place the signs North, East, South, West on the floor.
- Participants spread through the space, and everyone pictures the region where we are and the countries where we come from, for example: Jordan, Syria, Iraq and Palestine.
- Ask one of the participants: 'What is the name of your family and where do you live now?'
- After the participant explained this, you can ask: 'Where are you originally from? Could you please stand at this place on our map on the floor, write the name on the paper and put it next to you on the floor?'
- Following, you can ask: 'Where is your father/mother coming from, and where is your grandfather/grandmother coming from?'
- After the participant has explained this, he/she can invite another participant to share his/her family name, where he/she is living now, where he/she is originally coming from, to invite him/her to go to the location on the map, write the name of the place on a paper and to ask him/her about the origin of father/mother and grandfather/grandmother.

ACTIVITY 2 Social identity wheel

Goal of the game: To encourage participants to consider their identities critically and how identities are more or less keenly felt in different social contexts. Previously, in session 1, the participants have joined in an activity based on the identity wheel. Now, in session 3, we will build on session 1: we will now look into the social identity wheel.

The worksheet prompts participants to fill in various social identities (such as race, gender, sex, ability disability, sexual orientation, etc.) and further categorize those identities based on which matter most in their self-perception and which matter most in others' perception of them. The Social Identity Wheel can be used in combination with the Personal Identity Wheel to encourage students to reflect on the relationships and dissonances between their personal and social identities. The wheels can be used for group discussion on identity.

- Handout the Social Identity wheel sheet ([handout 4](#)) to all participants.
- Give the participants time to fill in the Social Identity Wheel sheet – a selection is also fine
- When all are ready, let them exchange in pairs. Do a couple of rounds, so that participants share information with different people in the group.
- Do a plenary round, asking questions like: what was the most difficult question to answer? What was the easiest? What did you notice when exchanging in pairs? What were similarities or differences between you and others? Who would like to share a favourite? etc. Make sure it is a lively discussion and also give some participants a turn who are less likely to talk in groups.

ACTIVITY 3 Norms and values in my family

Goal of the activity: to create an overview of personal values, family values and to identify which values are similar, different or complementary to each other. Participants can identify these and discuss amongst each other how they are experiencing similarities and differences and how they are dealing with challenges.

Group work, activity with cards – adapted from Gerrickens, P., Verstege, M., Dun van, Z.

*The Values Games Manual*⁸:

- Divide the group in subgroups of 3 to 4 persons.
- Participants each get coloured pieces of paper on which each of them writes their own personal values on one colour of papers and family values on another colour of papers.
- Following the group discusses the following items:
 - Values of myself that I am proud of.
 - Values of my family that I am proud of.
 - Values of myself that are funny.
 - Values of my family that are funny.
 - Values of myself and values family that are different and could clash.
 - Values of myself and my family that have changed due to new circumstances.
 - Values of my family that I would like to adjust, namely ...

⁸ Gerrickens, P., Verstege, M., Dun van, Z. *The Values Games Manual*, <https://www.kwaliteitenspel.nl/en/card-games/the-values-game>

WRAP UP

Wrapping up a session is as important as starting it well. The steps that are part of this are:

- Looking back on goals and the reflections and major findings that have occurred – inviting participants to share these reflections and findings
- Providing a bridge between the topics in the session. In this case: identity and family relationships play an important role in the creation and passing on of norms and values of my family and me.
- Looking forward to the next session, e.g., date and time, themes that will be addressed
- Saying goodbye.

ME & my family

Session 4: Communicating with your parents/caregivers and understanding each other

⌚ ± 1,5 - 2 hours

RESOURCES

Paper, coloured paper, markers, pens, flip chart, cello tape, sticky notes

GOALS

Participants have learned to identify and reflect on the following:

- Participants have been introduced to verbal and nonverbal communication.
- Participants have learnt tips on to communicate with parents/caregivers.
- How to put myself in the shoes of another person.
- To discuss and experiment on how to do this.
- To reflect on these experiences.
- To reflect on the added value of this approach.

KEY MESSAGES FOR PARTICIPANTS

- Communicating about what is on your mind or worries you can help reduce stress.
- Family communication can affect your psychological wellbeing and is important for your development.
- It can be enriching and helpful to put myself in the shoes of another person.
- I can practice this with family or friends, and it may help to understand each other more and to come to solutions or a way forward together.

FOR THE FACILITATOR

This is an experience-based session to support communication skills for adolescents. The session starts with background information on communication, reflected upon in a group discussion. It is followed by role play and concludes with sharing experiences and lessons learned.

BACKGROUND INFORMATION

Communication

This session is about communication. What is communication and how can we communicate in a supportive way? These are some questions we will try to answer in this session.

Every interaction you have with your parent/caregiver is a form of communication. It's not just about the words you say: The tone of your voice, the look in your eyes and the hugs and kisses you give – all convey messages to your parent/caregiver.

What are the types of communication?

Communication can take two forms: verbal and nonverbal.

Verbal communication is the way we communicate with words and includes:

- Pitch and tone of voice
- The words you say
- Dialect, or using words people around you can best understand

Nonverbal communication is both intentional and unintentional communication through body language.

It includes things like:

- Facial expressions
- Eye contact
- Personal space
- Hand gestures
- Physical touch like a hug

ACTIVITY 1 Group discussion

Take 10 minutes to discuss how non-verbal communication can support or undermine what you are verbally saying.

BACKGROUND INFORMATION

Communicating with your parents/caregivers

Why is it important to communicate with your parents/caregivers?

- Talking about what is on your mind and what possibly worries you can help reduce stress.
- Family communication can affect your psychological wellbeing, especially during adolescence.
- Positive communication enables families to be linked together more and to adapt to situations.
- Communication with your family is important for your development, for it has connections with your identity formation, identity exploration, ability to take on roles, honest thinking and physical development, during the years of your adolescence.⁹

Tips for having an affective conversation with your parents and other adults

- Define the intention of the conversation for yourself; e.g. do you need help, understanding, advice, etc.
- Prepare and organise your thoughts, write some thoughts down to feel confident and ask your parents/caregivers what is a good time to talk.
- Use the words 'I feel', which is a more positive starting point than for instance 'you never listen to me'.
- Try to understand their perspective. There may be a generation gap and listening to each other's views may help to overcome such a gap.¹⁰

⁹ <https://blogs.wysa.io/blog/teens/how-to-talk-to-your-parents-about-how-you-feel>

¹⁰ Ibid.

ACTIVITY 2 GROUP DISCUSSION

Discuss as a group what your experiences are in communicating with your parents/caregivers.

Some guiding questions:

- Do you recognise or use any of the above-mentioned tips?
- Do you agree with the above-mentioned tips?
- Do you have additional recommendations that have not been mentioned in the list above?
- What do you find most challenging in communicating with your parents/caregivers?

BACKGROUND INFORMATION

Putting myself in the shoes of another person

Example with experience from community worker Iman Odeh¹¹:

'How to swap places with others and how to make this work in a women's group?

At first, it is hard to place yourself in someone else's shoes, but you'd love it once you try it, as you may adapt the technique and apply it to your own life. It enables you to feel and sense the person before you, as one day you might experience the same thing: in spite of feeling happy or sad, you might need help and support from others and realise the gravity of the problem you go through.'

¹¹ War Trauma Foundation (2015), *'The Multi-Family Approach in Humanitarian Settings'*.

ACTIVITY 3 Putting myself in the shoes of another person (group activity)

Introduction for the facilitator to address: The importance of mentalisation. This can be defined as the ability to distinguish one's own and the other person's mind as separate perspectives (having one's mind in mind).

- Roleplay: Putting yourself in the shoes of another person.
- The group is invited to think about a situation in the family in which there were different ideas and feelings. The cases are to be shared in the group and one by one (or a selection, depending on the time available) the cases are shown in a role play, in which one person represents a family member (for example father) and one person represents another family member (for example daughter).

Following, this case from the role play is discussed in the group. The discussion can be open, and there are some questions which the facilitator can add to the discussion, for instance:

- How was the experience for both persons in the role play?
- What did participants from the group see and experience?
- What does it mean to be a young person in a new country?
- What does it mean to be a parent in a new situation with other norms and values?
- Do you recognise this example from your own family or families around you?
- Are there any solutions you see / advice you would give to the different family members in order to come to a different outcome/ solution together?

Based on the different approach given (if time allows) the roleplay can be played again, now with the different approach/solutions, followed by a reflection on this experience by the two persons in the roleplay as well as by a reflection from the group.

ACTIVITY 4 Putting myself in the shoes of another person (individual activity)

Sharing amongst two persons:

- Draw someone's shoes on a piece of paper – for example your father, mother or caregiver –, put yourself in these shoes.
- Think of a situation when you and your father/mother/caregiver did not agree on something and in which it was difficult to find a solution.
- Imagine how your mother/father/caregiver may think and feel about this situation.
- Is there any thought of feeling from your mother/father/caregiver you did not realise before?
- Following, discuss what you imagined with the person next to you.
- Next, the other person of the two of you does the exercise and discusses findings with the other person and following this can be discussed in the group as well.

WRAP UP

Wrapping up a session is as important as starting it well. The steps that are part of this are:

- Looking back on goals and the reflections and major findings that have occurred – inviting participants to share these reflections and findings.
- Providing a point of reflection: understanding feelings and expressions of someone else can become even more clear when practicing that you are putting yourself in the shoes of another person.
- Looking forward to the next session, e.g., date and time, themes that will be addressed.
- Saying goodbye.

ME & my community

Session 5: Changes in my community, my place and role in my community

⌚ ± 1,5 - 2 hours

RESOURCES

Paper, pens or pencils, chart paper and marker, flip chart, sticky notes, unlined paper or Heart map [handout 5](#) and [handout 6](#) (Annex), coloured pencils, markers, whitepaper.

GOALS

Participants have learned to identify and reflect on the following:

- ➔ Participants have reflected on their place and different roles in their community.
- ➔ Changes in the location and situation of my family may change values, norms and culture of my community that effect my role and identity.
- ➔ Learn how to socialise and communicate feelings and emotions in different communities.

KEY MESSAGES FOR PARTICIPANTS

- ➔ You have an important role in your community as a teenager that might change with changes occurring around you or when you grow-up.
- ➔ Community may affect your identity, relationships and way of communication.
- ➔ Differences among people in how they think, feel and behave are the reason why we have diversity and make us aware of different cultures.

BACKGROUND INFORMATION

- Community can be defined as 'a group of people living in the same place or having similar characteristics', 'a feeling of belonging to a place or people, as a result of sharing common attitudes, interests, and goals.'
- It is important for adolescents to participate in their community as it creates an opportunity for them to show their strength, develop their own communications, values, and contribution they make to family, peers, community and the world. It is also important to guide and nurture adolescents on how to participate in the programs that are suitable for their age. Adolescents should be guided to share their strengths and their solutions, not only their problems. They should be encouraged to think and act 'outside the box' in non-stereotypical and creative ways.
- In most emergencies, there are significant disruptions of family and community networks due to loss, displacement, family separation, community fears and distrust. Moreover, even when family and community networks remain intact, people in emergencies will benefit from help in accessing greater community and family supports.
- Community norms and values (refer to previous sessions) can be different than my family norms and value and can change according to different geographical area, neighbours, schools' etc.
- Culture is commonly described as the basic beliefs, values and norms that people follow. The differences we observe among people in how they think, feel and behave are the reason why we are aware of the culture. Culture is dynamic not static; it can change from one place to another and can change by time.
- Norms and values can change from one community to another, refer to background information mentioned in 'ME & my Family' session.

Change in my community

Ask introductory questions:

- How many of you have experienced different communities?
- What relationships I have in my community?

ACTIVITY 1 Community building activity

Wink in this activity. The members will take turns being the 'winker', who silently and secretly gets people 'out' by winking at them. This game is a challenge because it takes some courage and strategy to secretly wink at others in the circle.

- Have the members sit in a circle, all facing each other.
- Tell the members to close their eyes and explain the game. You can say, we're going to play a game called 'Wink.' I am going to tap one member on the shoulder, and she will be the winker.
- If you are chosen to be the winker, don't tell anyone. Your job is to secretly wink at the other members in the circle to get them out. If I don't tap you, you may not wink!
- Explain more rules of the game. If someone thinks that they know who the winker is, she may say: 'I have a guess!' They may only reveal their guess if someone else says: 'I also have a guess!'.
- If this happens, the first guesser must say: 'I think the winker is ____.' The second guesser may only agree or disagree. If they agree, the person the guesser calls must say whether or not she is the winker. If the guessers are wrong, they are both out.
- Continue until only the winker and one other member remain, or until someone guesses the winker.
- Wrap-up after 10 min by discussing the activity with the members using the following questions: What was hard about being the winker? What was hard about not being the winker? What was hard about being a guesser?

ACTIVITY 2 Community mapping

Goal: understanding community around me and my relationships in community.

Directions:

- To introduce the activity, you can say: 'We are making community maps today.' Have the participants sit around a table.
- To make our community maps we are all going to think about few questions and draw our answers on the map, think about the following questions: Where do you live? With whom?
- Start your map by drawing your home on it, you and your family.
- Think about you neighbours, with whom do you play or spend your time? Visits?
- Draw your neighbours and their houses.
- Think about the place where you buy your groceries, cloths, stationary... etc.
- Draw that place on your paper.
- Now think about your school. How do you go to school? Bus, car, transportation, walking? Try to draw your path to school. Whom do you meet at school? Your teachers, friends, etc. Draw them at your paper.
- Tell the members to colour and decorate the different sections of their community and draw green circles on people they have close relationship with you and whom you trust.
- Draw red circles on people who are not close to you. in ways that represent that role or relationship to them.
- Have the members share about the people and relationships they wrote or draw in their community maps. You may want to write every role or relationship on the chart paper and keep tallies for how many members identify with each.



- Wrap-up in 20 min by using the following questions to guide a discussion with your group: Ask the participants how did they feel about activity? What does community mean to me? What support they find in their community?

What is my place and role in my community?

ACTIVITY 3 Heart maps

Goal: Introduction of Heart Maps. Heart Maps help us to think about the different ways roles and relationships tie us to others. They also help us think about ways in which these roles and relationships make us unique as individuals. Activity Handout: check [handout 5](#) and [handout 6](#) under Annexes.

Start by reminding participants about the Identity Wheel Activity they have done last session, that will help them retrieve their memories about people around them, things and hobbies they have, etc.

- To introduce the activity you can say, we are making Heart Maps today. To make our Heart Maps we are all going to think about, and write down in our hearts, different roles we fill, things we do, and relationships that we have. These hobbies, roles, and relationships that we have in our lives make us who we are.
- Use the Heart Map 1 handout to write down your roles and Heart Map 2 handout to draw a heart or print out a copy for each member or you can use an empty paper.
- Have each member write, inside his or her own heart, the different roles and relationships that he or she fills in his or her own life. Examples: friend, member, writer, reader, finder of lost things, etc.
- Next, have the members divide their hearts into sections for the different roles and relationships. You can say: 'Now that you have all these wonderful words written in your hearts, divide your heart into different sections. Leave more space around the words that are more important to you. So, if being a friend is more important to you than being an artist, 'friend' will have a bigger section in your heart.' As facilitator it is important to help participants reflect and talk through seemingly difficult things (like it is okay to give a bigger part of your heart to your mom).
- Tell the members to colour and decorate the different sections of their hearts in ways that represent that role or relationship to them. You can say: 'After dividing up the sections of your hearts, colour them in to represent that role to you! Be creative! You might draw a dog on a leash in a section of 'dog walker' or a friendship bracelet for 'best friend'.'
- Have the members share about the roles and relationships they wrote in their maps. You may want to write every role or relationship on the chart paper and keep tallies for how many members identify with each.
- Wrap-up in 30 min by using the following questions to guide a discussion with your group: Did anyone feel surprised as they created their hearts, about what parts felt more important? Why did you feel that way? I like to think of each section of my heart as a way that I'm connected to my community and the world. Are there any new connections you've made that you might want to add to your heart?

ACTIVITY 4 Group activity

Goal of activity: present diversity

- Ask participants to sit in a circle.
- Give them an empty paper and tape and ask them to create their own crown on which they can write.
- Let them ask their neighbours to write a name of one nationality. The person must not personally see what is written on the crown, others certainly can.
- Ask one of the participants to wear their paper crowns without seeing what is written on it. Ask other participants to mention one positive thing this nationality do or have. It can be a good food they cook; a nice place in that country or special days they celebrate. The participants keep mentioning things until the person with the crown guesses 'his' nationality.
- Alternatively, or extra activity: create one-colour puzzle where everyone draws something traditional from their background on one piece.
- Wrap-up the activity by discussing with participants different cultures, values and norms in their community and other communities. Wrap-up in 20 minutes.

WRAP UP

Wrapping up a session is as important as starting it well. The steps that are part of this are:

- Looking back on major findings that have occurred – asking open questions – inviting participants to share their experiences and reflections
- Highlighting the key messages (see above) – not by literally reading them out loud, but in your own way by connecting the topics, activities and reflections in the session
- Looking forward to the next session, e.g., date and time, theme(s) that will be addressed
- Thanking all and saying goodbye - this can also be through a yell or small game



ME & my future

Session 6: My strengths and dreams & giving shape to my dreams

🕒 **Approx. 2 hours**

RESOURCES

Paper, markers, pens, flip chart, cello tape, sticky notes, a timer, scissors, measuring linta print of [handout 7](#) and [handout 8](#) for each participant.

GOALS

- ➔ Participants have identified their strengths, skills and talents.
- ➔ Participants have reflected on future dreams, opportunities and threats.
- ➔ Participants have distinguished between things they can and cannot control regarding their future.

KEY MESSAGES FOR PARTICIPANTS

- ➔ Like any other person, you have unique talents and skills that can help you realise your dream.
- ➔ Other people (role models) can help you build your strengths and realise your dreams.
- ➔ Setting realistic goals will help you realise your dreams and shape your future.
- ➔ It is okay to change your goals on the way, adjust them to new circumstances.
- ➔ Sometimes things change and we need to adjust our goal to something more realistic but also something we are still passionate about.

BACKGROUND INFORMATION

Future orientation, or the image individuals have of the future, provides the grounds for setting goals and planning, and therefore is considered an important adolescent developmental task. Adolescence is a period of rapid development during which strengths are revealed. It is a time to reflect on likes and dislikes. It is when young people begin to uncover what comes naturally to them and what takes greater effort. Teens push boundaries, take chances, and stretch limits in order to get closer to figuring out what they value and what they want to do with their lives. All youth have a strength – a special quality, skill or interest that they are passionate about. They come from inside, and when they are expressed, it gives joy.

A strength can be defined by these three main components – something that we perform well, perform often and get energised by. Strengths can:

- Be a skill, talent or interest that goes deeper than activities, such as going to the mall or watching a movie. For some, it's a way of being in the world.
- Originate from inside a person, rather than being imposed from the outside.
- Be a source of intrinsic motivation, meaning and self-directed action, that can help drive young people to put forth effort in other areas.
- Make (or have the potential to make) the world a better place.
- Social science shows that youth thrive when they develop strong goal management skills that support positive trajectories. The more adolescents develop goal management skills directed at positive goals, the

more they are moving on a trajectory of thriving. The three domains of goal management skills are Goal Selection, Pursuit of Strategies and Shifting Gears when the going gets tough.

- Adolescents develop these goal management skills when they have a caring adult (a 'role model') who helps them learn and practice each distinctive component. As adolescents pursue goals and shift gears in face of obstacles, there are two elements to encourage:
- Persistent resourcefulness (an indicator of thriving), which is the ability to persevere in goal attainment, with creativity and fortitude.
- Goal Adjustment, which is the ability to shift to a new relevant goal when the mounting facts suggest the goal is perhaps unrealistic to attain.

My strengths and dreams

This session is about identifying your dreams and strengths and how to choose goals that will help you to be more likely to meet your dream. Build relationships with students as they walk in the door. Greet them, make small talk and take a bit of time for the group to greet each other.

Ask introductory questions:

- How many of you have dreams and goals that you want to achieve?
- How many of you want to learn some practices for getting to your goals?

ACTIVITY 1 Group discussion

Goal to 'warm up' the group and stimulate initial thinking about dreams, future and skills.

- Participants reflect on the quote below (written on the board/overhead) and share their thoughts in the group. Prompt with: 'What does this quote mean? Do you believe it? Is passion enough or is more needed for success?' Quote: 'Follow your passion, and success will follow you.'
- Wrap up after about 10 minutes by summarizing main thoughts and introduce activity 2.

ACTIVITY 2 Peer interview

Goal: to start reflecting on one's own strengths and dreams and learn about others. Make sure to link identity to this session. You can use the river metaphor here as well to continue talking about the future.

Share instructions for the peer interview. Explain:

- You are going to interview each other about your current or potential strengths. We have two goals. One is to grow your skill of self-reflection. The other is to learn more about your peers.
- One person will ask questions and write down his/her partner's answers on the handout.
- After six minutes I will ring the bell, and you will switch roles so that everyone has a chance to answer.
- Remember if you're still feeling unsure about your strengths, that's okay. Use this time as an opportunity to explore them and talk about them with your partner.

In order to determine which Peer Interview each youth should use. Explain:

- When people have a special talent of interest, we sometimes say they have a strength or 'spark' in their life. A strength is something you're passionate about; it really fires you up and gives you joy and energy. A strength is an important part of who you are. Do you have a special talent or interest like this?

- Ask participants to choose from these answers, and write down the appropriate letter:
A – Yes, definitely B – I think so C – Maybe D – No

Ask all participants who answered A & B to raise their hands.

Hand out 'Strength and dreams interview sheet 1- Exploring' (see [handout 7](#))

Ask all participants who answered C & D to raise their hands.

Hand out 'Strength and dreams interview sheet 2 (discovering)'. (see [handout 8](#))

- Divide participants into pairs
- Tell participants to write their name on the top of their survey, and then swap the interview sheets with each other. Each pair needs to decide who will start with the interview and then ask the questions on the sheet.
- Set the timer for five minutes and start the interviews.
- When the timer goes off, ring the bell. Tell participants to switch roles so the other person will now be interviewed. Set the timer for five minutes again and ring the bell when the time is up.

ACTIVITY 3 Strengths and dreams collage

Goal of making a collage: show that different people have different skills and strengths, reflecting on the concepts of strengths, and that you may be able to support each other in realising your dreams by using each other's strengths.

When both interviews are done, explain:

- We're now going to take what we learned and share it with the group, by making a Strengths and Dreams Collage.
- Hand out sticky notes and pens or coloured markers to each participant and have them write down one or two strengths they currently have or which they are interested in exploring.
- Stick the sticky notes to a flipchart or have them write on the flipchart directly.
- Reflect on the strength collage with the group. What are some of the resources needed to develop certain strengths? Are these resources available to them? Do they know anybody in their direct environment who has similar strengths to theirs or who has strengths they are interested in to explore?

ACTIVITY 4 Finding someone who inspires you

Goal: identifying a person who can support the participant in developing his strengths and pursuing his dream. Explain that a role model/someone who inspire you, is an adult who supports and encourages a youth to discover and pursue her or his strengths and dreams. Let them think about the community map they have drawn in previous session and people living around them and helping them. You can have multiple role models and most probably do. These can include parents, grandparents, teachers, coaches, siblings, aunts/uncles and others who can encourage youth to explore their strengths and dreams.

Discuss with the group: How might a role model help you and what are some qualities a role model should have? Write answers on a flipchart with two different colours. If need be you can prompt the discussion by mentioning one or two options like they can:

- Help you identify strengths.
- Find opportunities for you to practice or develop your strengths.
- Teach and mentor in how to improve in a strength.

- Cheer you on when using your strength. They should be patient, encouraging and good listeners
- Wrap it up with a mapping exercise. Now that we've identified examples of some of the roles and qualities of role models, let's think about who your role models are now, or who future role models could be.
- Mapping exercise: 'Finding your role model / someone who inspires you' (see [handout 9](#))
- Start by writing down role models you already have. Then, think of role models you would like, but don't have yet. Who might be able to help you grow your strengths and realise your dreams?

Giving shape to my dreams

Ask Introductory Questions (brief discussion)

To get the group thinking about future goals and goal setting ask the following:

- How many of you have chosen goals that you think might be difficult to achieve?
- Do you agree that sometimes goals are difficult to reach?
- How many of you would like to know what to do when it is difficult to reach your goal?

ACTIVITY 1 Paper tower exercise

Goal: realise the importance of having a vision and a plan in order to reach a goal, that you might need to set smaller goals or different goals in order to reach the bigger goal or that you might need to set a new, more realistic goal.

Note In case there are troubles with facilitating this session if under resourced, an alternative can be to replace this by continuing the river exercise in those cases. A suggestion is then to add a 15-minute wrap-up activity with the river in mind. (optional). Can do it together with the grounding/breathing exercises. First step when you 'make the bird' and breathe, you can look at the river (eagle breathing exercise).

Part A. Preparation for this activity

Divide the group in teams (max. 4 per group). Give each group eight sheets of paper (or one newspaper making sure each newspaper has the same number of pages), maximum 50 cm of cello tape and one scissor.

Give instructions to the teams:

- Here's a challenge for you. We'd like to see which team can build the tallest tower out of nothing but paper.
- You'll have two jobs.
- The first job is to choose your goal: How high does your team think your tower is going to be?
- The second job is to build the tower with only paper. Nothing else.
- The point is to set a realistic goal AND build the tallest tower.
- The team that builds the tallest tower AND reaches its goal will win.
- If you set your goal too low, you might not win because another team could achieve a higher goal.
- If you set your goal too high, you might not win because you won't be able to reach it.

- You are allowed to use cello tape but only the bit you received at the start. We will not hand out more cello tape.
- Any questions?

When the teams understood the instructions and are ready, continue:

- You have one minute to decide with your team how high you want to build the tower. How high do you think you can build?
- Set the timer for one minute.
- After one minute, write the goals of each team down and write them on a flip chart.
- Start the building exercise
- Explain: when I say 'go' you will have 15 minutes to build the tallest tower.
- Go!

Allow 1 minute of building to pass and then say:

- My apologies for the interruption but it looks like we are running way behind time.
- You now only have 6 minutes to finish your towers.
- To be fair I am going to let you change your goal, if you want to.
- If you still think you can meet your goal, you can stick with it.
- You have 30 seconds to make your decision and tell me if you have a new goal height.
- After 30 seconds, ask who changed their goal and write the new goal on the flip chart.
- Explain: you now have 6 minutes to complete your tower.
- Go!

Allow 2 minutes of building to pass and interrupt again by saying:

- Now we're going to make this a bit more challenging.
- You can only fold your papers horizontally; not vertically.
- If you have vertical folds in your tower, your team will be disqualified.
- Demonstrate how the papers can and cannot be folded.
- You have 30 seconds to decide if you want to adjust your goal
- After 30 seconds, ask who changed their goal and write the new goal on the flip chart.

Let building resume for 2 minutes. Then ask:

- Now that you've made it this far, I'm going to give you one more chance to adjust your goal.
- You have 30 seconds to decide. Do you want to adjust your goal?
- After 30 seconds, ask who changed their goal and write the new goal on the flip chart.

Allow 2 more minutes of building to pass.

- Announce that time is up and give all the groups a round of applause.
- Closure: measure all the towers and compare the heights against their goals.
- Announce the winners of the activity.
- Remind them that a winner is not the one who wins, but the one that learns from losses.
- Give specific praise for effort, not for the result.

Part B. Group discussion and debrief

Discuss with the group:

- How did you decide what goals to set? How did it feel when you needed to change your goal along the way?
- Why was it important to change your goal as the challenge kept changing?
- What information did you learn as you built the tower to help you set a new goal?

Make a link to real life by asking:

- In real life, as you work towards your goals, do things sometimes change?
- Why is it important to adjust your goals sometimes?
- How do you know when you should stick with your original goal or change it?
- Can someone tell me about a real goal they have for their future.
- Do you think that at some point you may have to adjust that goal?

To reassure it is okay to change goals, explain:

- Very few adults are in the same career that they said they wanted in high school.
- In fact, nowadays people have two or three careers in their lifetimes.
- Sometimes when we don't get to our goals, it feels really bad, and we want to give up on everything.

Emphasise:

- It's OK to feel bad when you don't succeed after a lot of effort, but the question is how do you bounce back and adjust your goal?
- Let's say you wanted to be a hip-hop star and at some point, you realise that you're not going to make it.
- How can you take your love of hip-hop and maybe become a producer, or concert promoter, or a music executive?
- Take a moment of silence right now to think about the goal or dream you thought about at the beginning when we talked about strengths and dreams. What would you do if something kept you from achieving it?
- How would you know when it was time to adjust that goal, versus persisting (which is another important goal management skill)?

- Things change, new opportunities arise and sometimes you have to seize the moment and choose a slightly different goal. Who can give me an example of that in their own life?
- Allow time so different participants can share on the last question.

Adapted from SPARKS - Thrive Foundation for Youth, www.stepitup2thrive.org

WRAP UP

Wrapping up a session is as important as starting it well. The steps that are part of this are:

- Thank the participants for their participation and encourage them by explaining that it is okay to change your goals on the way, adjust them to new circumstances. Because sometimes things change, and we need to adjust our goal to something more realistic but also something we are still passionate about.
- Looking back on goals and the reflections and major findings that have occurred – inviting participants to share these reflections and findings.
- Providing a point of reflection.
- Looking forward to the next session, e.g., date and time, themes that will be addressed.
- Saying goodbye.



Open session

Session 4 & session 7

🕒 To be decided/open

RESOURCES

Depends on choices made.

GOALS

- ➔ Adolescents and caregivers have exchanged and shared on topics, views and insights from the curriculum they find important.
- ➔ Joint closure and appreciation.

This is the last session where both adolescents and their parents/caregivers will join together for one session. This is an open session where participants will choose a topic to be discussed, activity to be done, a guest to be invited or both!

OPEN ACTIVITY

Some suggestion you can use for the joint session (feel free to think outside the box!):

- Activities for parents and adolescents together such as: puzzles, building using Lego, hand crafts, play games as partners, activities to express feeling or any simple activity together.
- Invite guest that was nominated by the adolescents for example: teacher, mentor, relative etc. You can ask the guest to lead the discussion, or it can be an interview.
- Make each parents/ caregiver sit with another adolescent (not his/her own child) and discuss problems related communication, try to find solutions and suggestions.
- Each adolescent can choose a gift to be given to his/her parents and vice versa with the same budget that we can give both adolescents and parents gift on final session.
- Make sure to listen to parents / caregivers and adolescents' feedback on the sessions or any suggestions they have.

WRAP UP SESSION

Now is the time to wrap up the Touch Base curriculum. is as important as starting it well. Find a way that suits the joint session to:

- Look back on expectations and changes that have occurred.
- Reflections, share stories about most memorable moment
- Suggestions for continuation (e.g., participants to keep meeting in a community centre)
- Thank all for attending and participating.

Background literature/further reading

ME – Session 1 & 2 (adolescents)/ Session 1 (caregivers)

Maine family planning - 'Puberty Changes' guide – 2018

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accessed on 1 November 2023

Sliep, Y. and War Trauma Foundation (2009), 'Healing communities by strengthening social capital: a Narrative Theatre approach'.



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UNICEF, <https://www.unicef.org/parenting/child-care/how-discipline-your-child-smart-and-healthy-way>, accessed in May 2023

University of Michigan, College of Literature, Science and arts, 'Social Identity Wheel', <https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/social-identity-wheel/>, accessed on 10 February 2021

War Trauma Foundation (2015), 'The Multi-Family Approach in Humanitarian Settings'.

ME & my community – Session 5 (adolescents)

Adolescents' Peer Leader Manual for Life Skills Development (2011) - Save the children communicating with children

Principles and Practices to Nurture, Inspire, Excite, Educate and Hea – (2011) UNICEF

Mental health and psychosocial support in emergency setting - IASC guideline (2007)

CARE USA. 'Facilitator's Manual for Girls' Collectives: CARE's Tipping Point Phase 2, Bangladesh.' Cooperative for Assistance and Relief Everywhere, Inc., 2019.

ME & my future – Session 6 (adolescents)

Kostenius, C., Kostenius, N., Lögdberg, L. (2018) 'Thinking about the future, what's gonna happen?' – How young people in Sweden who neither work nor study perceive life experiences in relation to health and wellbeing, International Journal of Qualitative Studies on Health and Wellbeing, 13:1, DOI: 10.1080/17482631.2017.1422662

Nurmi, J., (1991) How do adolescents see their future? A review of the development of future orientation and planning, Developmental Review, Volume 11, Issue 1, Pages 1-59

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Annex I: Overview of Touch Base

Overall objectives

Caregivers

- feel supported in parenting/communicating with their adolescent children

Adolescents

- feel supported in their self-development (i.e. development of social, emotional and self-management skills)
- feel better able to communicate with their parents about issues they care about
- feel more connected to each other, their family and the community they live in

Theme	Sessions for Caregivers	Goals per session
ME	1. What has changed, how am I dealing with this?	<ul style="list-style-type: none"> • Participants have been introduced to the group • Participants have reflected on (recent) changes in their lives and how this affects them • Participants have been introduced to ways of coping
ME & my Family	2. Identity and family relationships, norms and values in my family, understanding each other	<p>Participants have learned to identify and reflect on the following:</p> <ul style="list-style-type: none"> • My family has a family identity and family dynamics/relationships that play an important role in the development of my own identity. • I have different identities and roles (e.g., I am mother, father, daughter, son, partner, brother, sister, cousin, friend, neighbour). • Changes in the situation of my family may change dynamics/relationships and roles within my family. • Norms and values of my family and of myself may be the same, different, clashing or complementary. • Understanding these differences may help to discuss issues and come to solutions. • Understanding the principles of negotiation with your child and discuss and reflect on these. • How to put myself in the shoes of another person. • To discuss and experiment on how to do this. • To reflect on these experiences. • To reflect on the added value of this approach.
	3. Communicating with your child	<ul style="list-style-type: none"> • Participants have been introduced to supportive communication • Participants have learnt practical tools to communicate with adolescents

Theme	Sessions for adolescents	Goals per session
ME	1. Who am I and how am I doing?	<ul style="list-style-type: none"> Participants are introduced to each other and feel at ease in the group Participants have reflected on who they are (Identity) Participants have reflected on how they are currently doing
	2. Changes around me and changes inside of me	<ul style="list-style-type: none"> Participants have reflected on (recent) changes in their lives and how this affects them Participants have been introduced to ways of coping Participants have learnt about development
ME & my Family	3. Identity, family relationships, norms and values in my family	<p>Participants have learned to identify and reflect on the following:</p> <ul style="list-style-type: none"> My family has a family identity. I have different identities and roles (e.g., I am daughter, sister, cousin, friend, student). Norms and values of my family and of myself may be the same, different, clashing or complementary. Understanding these differences may help to discuss issues and come to solutions.
	4. Communicating with your parents/ caregivers and understanding each other	<ul style="list-style-type: none"> Participants have been introduced to verbal and nonverbal communication. Participants have learnt tips on to communicate with parents/caregivers. How to put myself in the shoes of another person. To discuss and experiment on how to do this. To reflect on these experiences. To reflect on the added value of this approach.
ME & my community	5. Changes in my community, my place and role in my community?	<p>Participants have learned to identify and reflect on the following:</p> <ul style="list-style-type: none"> Their place and different roles in their community Changes in the location and situation of my family may change values, norms and culture of my community that effect my role and identity. Learn how to socialise and communicate feelings and emotions in different communities.
ME & my future	6. My strengths and dreams and giving shape to my dreams	<p>Participants have learned to identify and reflect on the following:</p> <ul style="list-style-type: none"> Participants have identified their strengths, skills and talents Participants have reflected on future dreams, opportunities and threats. Participants have distinguished between things they can and cannot control regarding their future.

Theme	Joint session	Goals per session
US – closure	Session 4 for Caregivers Session 7 for Adolescents	<ul style="list-style-type: none"> Adolescents and caregivers have exchanged and shared on topics, views and insights from the curriculum they find important.
	Open session	<ul style="list-style-type: none"> Joint closure and appreciation



Annex 2: Handouts

HANDOUT 1 Identity wheel

The Identity Wheel is a circular diagram with 12 segments around the perimeter. The segments are labeled as follows, starting from the top and moving clockwise: Favorite Music, One Skill you are Proud of, Favorite Movie, Favorite Book, Favorite Food, Favorite Hobby, Favorite Color, Personal Motto, Number of Siblings, Birth Order, and Favorite Music. The center of the wheel contains the text "Three Adjectives to Describe Yourself" followed by three numbered lines (1., 2., 3.) for writing. Below the adjectives is a line for "Name".

<https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/732/2017/04/personalidentwheel.jpg>

HANDOUT 2 Overview of changes during puberty

Here you find the most important changes that take place during this process on a physical, emotional and social level:

Physical Changes

Breasts develop – Most girls will notice their breasts developing, although everyone is different. This is often one of the first signs of puberty. Many boys experience some breast development too, but it usually disappears within six months to a year. Some girls may begin to wear a bra. Biologically, girls' breasts develop so that someday, if they choose,

they can develop milk to feed a baby. It's normal for one breast to be smaller than the other, just like some people have one foot bigger than the other.

Start growing hair in pubic area and underarms – Pubic hair grows around a person's genitals (around the labia or penis). Pubic and underarm hair is often coarser than the hair on the person's head. It is also

common for most boys and even some girls to notice some hair on their face as well. The amount of hair a person gets on their face and body is genetic (inherited from a person's biological family). Genitals start to grow and change – Many people, when they first start going through puberty, will notice changes in their genitals, or private parts.

Grow taller – During puberty, most people experience growth spurts at different rates. Some people start these changes earlier than others. This growing can be very uneven, and how tall a person will become is often part of ones' genetics. The body grows most during sleep, so it's important to get lots of rest! Lack of growth over time can signal certain medical conditions, so if someone is worried, they should talk with their doctor or health care provider.

Acne (pimples) may begin – Acne is when the body produces more oils, along with bacteria. Sometimes the skin blocks the pores or openings where the oils are supposed to flow, causing a pimple. People should wash gently with mild soap twice a day, but washing will not prevent acne altogether. Scrubbing hard can actually make acne worse. People with acne can buy over-the-counter medications or may need to see a doctor in more serious cases.

Sweat more and have body odor – During puberty, sweat glands start to produce sweat more actively, causing the body to have a strong odor. When most people start going through puberty, they may need to take a bath or shower more often than when they were younger. If someone is especially active, they also need to wash their clothes more often as the body odor can stay and continue to smell on shirts, underwear and socks. Many people will also use deodorant or antiperspirant to lessen body odor, but you don't need to get too carried away, body odor is common.

Muscles develop – Muscles will develop during puberty due to increases in the hormone called testosterone. Boys produce more testosterone, so they might notice more changes in their muscles and strength. Everyone grows in different ways, but it's important to stay physically active for muscles to continue to grow and be healthy.

Voice changes – The depth of the voice is a matter of air passing through the vocal chords. A person's vocal chords thicken during puberty. On average, boys' vocal chords will get thicker than girls' as they mature. Sometimes when this happens, the voice will sound like it's cracking. This is because the vocal chords don't always thicken evenly.

Emotional Changes

Sudden mood changes – Feeling happy one minute and being in tears the next, sometimes for no apparent reason, isn't at all unusual during puberty. Hormones influence how you feel during puberty, and most people will experience hormonal changes as they grow. Remember that these mood changes will happen, so have patience. Find ways to let the strong emotions pass before acting or saying things that might make someone else feel bad.

More concerned about appearance and aware of what others might think – Everybody goes through a time of worrying what other people think of them. It's common to want to spend more time in front of the mirror getting ready for school or picking out what clothes to wear. It's okay. Sometimes people want to look like the people or celebrities they see in the media. What should matter is who you are inside. It's important to remember that many images of people we see in the media are made to look beautiful and don't represent most of the people we see in our lives every day.

Have crushes and attractions – Crushes are the feeling of really liking someone and wanting them to like you too. Some people have crushes during puberty while others may not notice those kinds of feelings until later, or at all. A person may have crushes on people of the same gender, another gender, or both. Attractions to other people are normal and don't necessarily mean someone needs to act on those feelings. When the time seems right to act on a crush or attraction, it's best to communicate openly with the other person.

Feel more stress or anxiety – Added stress or anxiety can come from the changes a person's body is going through. Stress can happen when someone is trying to figure out who they are and what they are feeling, having more responsibility or higher expectations from others, changing friendships, demands at school, or because they want or need to be more independent. These feelings are common, but feeling too much stress or anxiety can be unhealthy. If someone is feeling stress or anxiety, it is a good idea to talk this over with a trusted adult or someone at school, like a teacher, counsellor, social worker, or nurse.

Want to try new activities – As the brain develops, people expand their abilities and may discover new interests. It is very common for people to try new things—and there's no better time to discover new

interests and try new activities! It's part of growing up and becoming more independent.

Start to wonder 'who am I?' and 'what do I like to do?' – Along with trying new things, as a person grows older, they learn more in school and from other people in their life. This process opens someone's mind to new ideas and the way they see the world and their place in it. As we grow older, we keep learning and growing, so it's okay to ask these questions, even if you don't have the answers yet, or your answers keep changing

Social Changes

Argue more with siblings – If you have older or younger brothers and sisters, sometimes you may find yourself arguing with them over things you didn't used to. This is normal but try to be patient and find ways to work problems out, if you can. One solution is to ask for help from an adult family member if you are having trouble getting along with siblings and other family members.

Take on more responsibility at school and at home – Whether we want it to or not, getting older means taking on more responsibility. This can sometimes be responsibility you don't want while other responsibilities may make you feel more grown up and proud.

Disagree more with parents or caregivers – Even though both you and your parents or caregivers may understand that growing up means more responsibility and independence, it's not always easy. Sometimes you may feel like a little kid and want someone to take care of you and other times you want to do things on your own. If you aren't on the same page at the same time, there can be a struggle. That doesn't mean you don't care for each other. Most families get through it eventually.

Want to fit in with friends – It is common for friend groups to change and grow. When people this age try new things or get involved in different activities, some friendships may grow apart while new ones may form. It's normal to want to fit in, but at times someone may feel left out. It's important to understand that these changes are common. Keeping up with friends on social media can also lead to misunderstandings and gossip. Communicating with

friends and sharing feelings is key. Talking to a trusted adult can also help you sort out the ins and outs of friendships.

Have to do more schoolwork – Getting older often means having to do more projects and homework! It's all part of growing up. This may mean not having as much time to do the things you would rather do. It's important to get plenty of rest and find a way to balance schoolwork with activities and spending time with friends. A trusted adult can help figure out this balance. If you're struggling with schoolwork, you may be able to get help from an older sibling, a parent or a teacher.

Hang out with different people – As you develop new interests and try new activities, you are likely to make new friends too. It is common to change friend groups during puberty and this can sometimes be challenging. You may have more demands on your time; you and your friends may end up with different schedules so you can't see each other as much. Sometimes it can feel like you are in the middle and don't really fit in to any group or you may feel left out. Most times friendship changes will work out, but it's important to communicate with your friends when these changes happen. Seek help from a trusted adult if you're feeling sad about the changes that are taking place.

Question the rules at school or home – More independence can also mean that the rules you've had to follow in school or at home don't seem to fit anymore with your growing independence. Sometimes you may feel like you're too old for the rules. Remember that rules are made to keep everyone safe. Talk with your parents if you think some of the rules at home may need to change—and show them how you are becoming more responsible. But remember that rules are usually there for a reason and sometimes respecting those rules is a way of showing you are becoming more mature.

Want more freedom to make decisions – As you get older, parents and guardians often trust their kids to make more of their own choices, especially as they take on more responsibilities. Adults may have greater expectations for you as well – both in contributing around the house and being more responsible for your schoolwork and your actions.

Adapted from: Main family planning - 'Puberty Changes' guide – 2018, see <https://mainefamilyplanning.org/wp-content/uploads/2018/02/2-Puberty-Happens-Puberty-Changes.pdf>

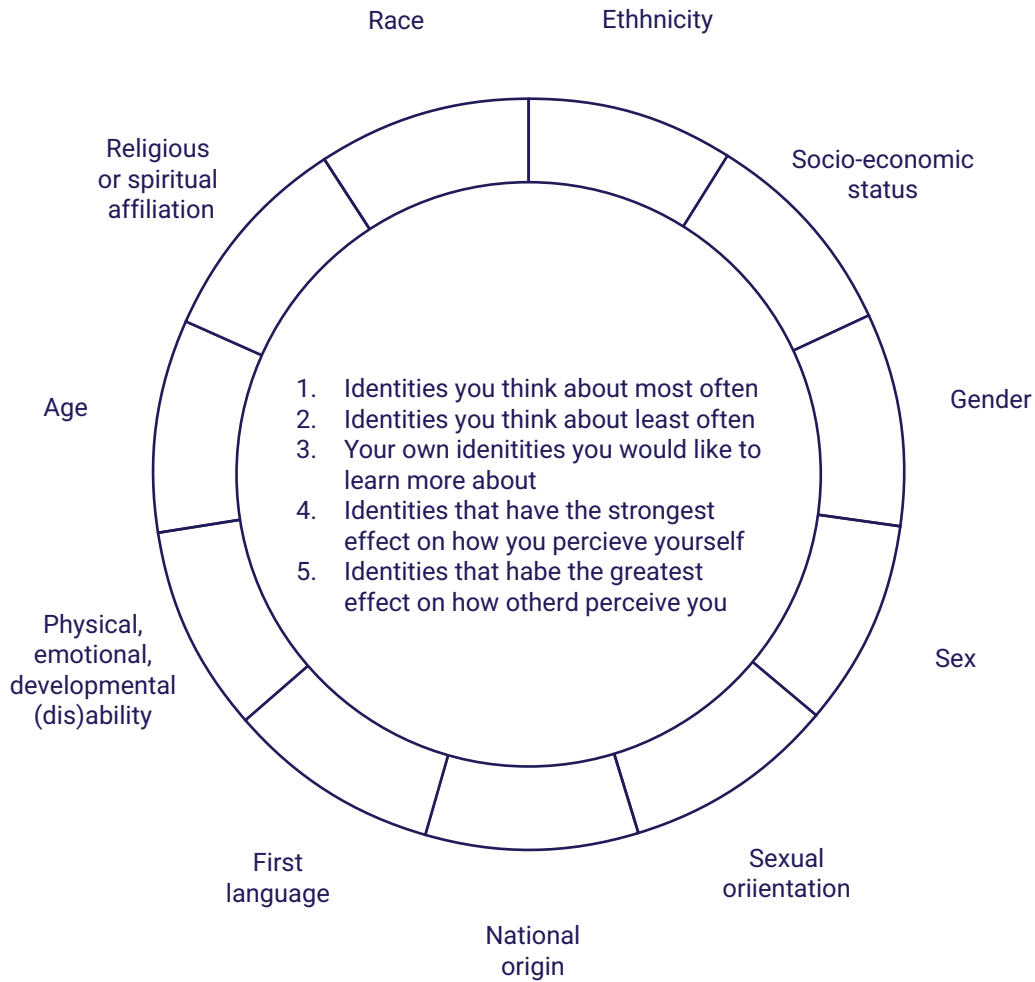
HANDOUT 3 Puberty changes checklist

Changes	Boys	Girls	Both
Grow taller			
Skin gets oily / Acne (pimples)			
Hair grows on face			
Hair gets oily			
Voice changes			
Hair grows in underarms			
Sweat glands develop			
Hips get wide			
Thinking about the future			
Concerned about looks (appearance)			
Mood swings			
Stronger feelings of wanting to be liked and to 'fit in'			
Want more independence			
Looking for challenges and boundaries. Sometimes take more risks			
Menstruation starts - monthly			
Genital changes in puberty			
Friendship becomes more important			
Sometimes feel lonely and confused			

Adapted from: <https://teachingsexualhealth.ca/app/uploads/sites/4/Grade-4-Lesson-21.pdf>



HANDOUT 4 Social identity wheel



University of Michigan, College of Literature, Science and Arts.

Adapted for use by the Program on Intergroup Relations and the Spectrum Center, University of Michigan.

Figure to be downloaded on the following webpage:

<https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/social-identity-wheel/>

HANDOUT 5 Heart map – 1

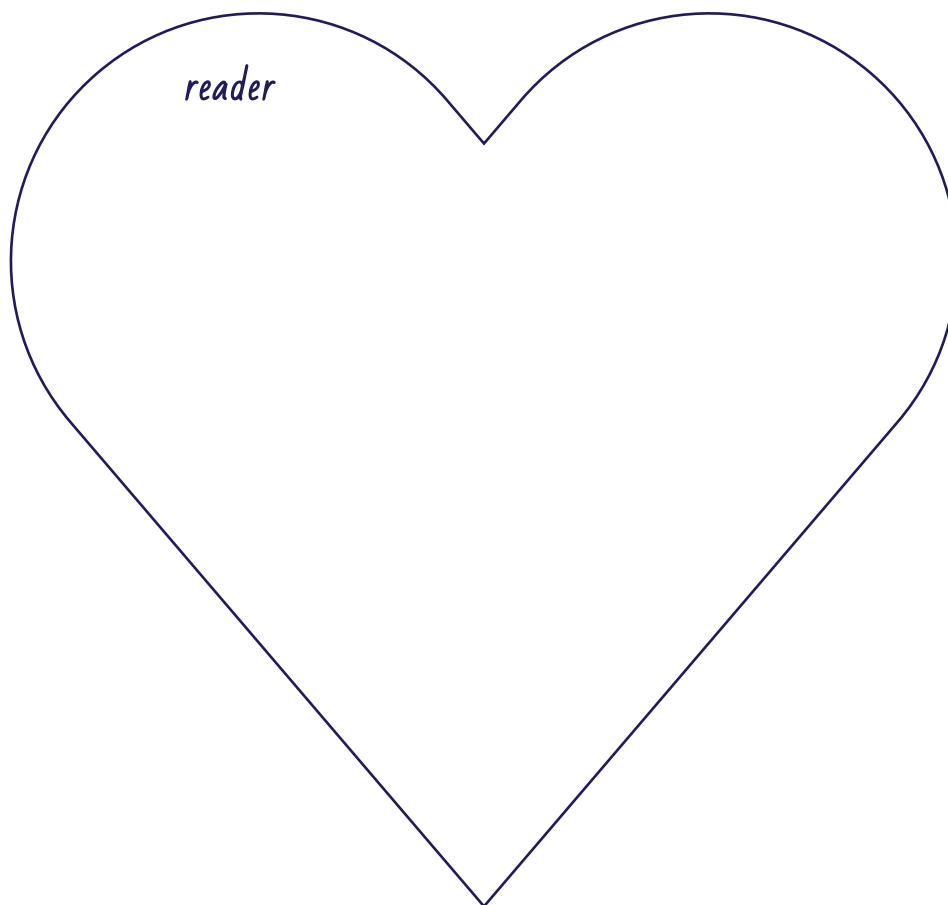
Fill up the list below by writing in words that fit into the sentence, 'I am a!'

Then add the words on your list to your heart map in the next handout ([handout 6](#))

1. I am a 'Reader' (this is an example)
2. I am a '.....!'
3. I am a '.....!'
4. I am a '.....!'
5. I am a '.....!'
6. I am a '.....!'
7. I am a '.....!'
8. I am a '.....!'
9. I am a '.....!'
10. I am a '.....!'
11. I am a '.....!'
12. I am a '.....!'

Fill as much as you want.

HANDOUT 6 Heart map – 2



HANDOUT 7 Strengths and dreams interview sheet 1 – Exploring

Adapted from SPARKS - Thrive Foundation for Youth, www.stepitup2thrive.org

1. What is your hobby?

2. What do you dream about?

3. What is one or more of your possible strengths?

4. How did you discover that this is a strength of yours?

5. How do you feel when using your strength?

6. How often do you develop, use, or express your interests, talents or strengths?

- Every day Most days Some days Hardly ever

7. How much do you agree or disagree with this statement? 'I am not afraid to talk about my strengths or show people what my strengths are.'

- Strongly agree Agree Disagree Strongly disagree

8. Think of someone you know or heard of who actively pursues his or her strength or talent. Describe what you see.

9. Do you have a caring adult or peer who helps you explore and develop your strength?

- Yes No

If yes, describe how this person helps you. If no, what are some ideas for finding one?

10. Do you set goals about developing and getting better at your strength?

- Yes No

If yes, what's one example? If no, what's one realistic, meaningful goal you might set for yourself?

HANDOUT 8 Strengths and dreams interview sheet 2 – Discovering

Adapted from SPARKS - Thrive Foundation for Youth, www.stepitup2thrive.org

1. What is your hobby?

2. What do you dream about?

3. What makes you want to jump out of bed in the morning?

4. What makes you dread getting out of bed? (Sometimes talking about the things that you do not like to do or aren't your strength can give you clues about finding it.)

5. Describe something that you've done that you are proud of

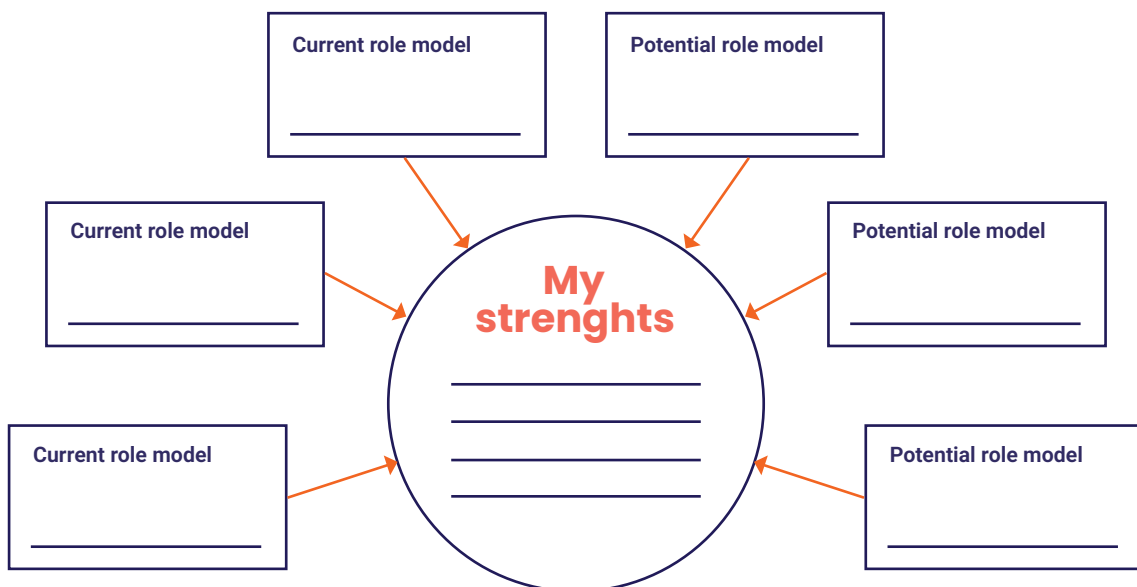
6. Which day is your favourite day of the week? What do you look forward to doing on that day?

7. Think of someone who actively pursues his or her strength. Describe what you see.

8. If you could spend a whole day doing anything you wanted, and money and resources were unlimited, what would you do? Why?

9. To explore your potential strength, is there something you'd like to try or learn more about?

HANDOUT 9 Finding your role model





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