

Parwarish *Caring Families Programme for Parents and Teens*

Facilitator manual



EMMANUEL
HOSPITAL
ASSOCIATION

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Introduction

Parwarish is a fourteen week parenting programme. Parwarish is a resource that uses social learning and parent management training principles to support positive and conflict-free parenting of adolescents in the Hindi-speaking North Indian context. The programmes equip parents and caregivers with skills to parent positively and develop healthy relationships with their children. The Parwarish Teens programme has been adapted from the Parenting for Lifelong Health Programme for Parents and Adolescents (PARWARISH Teens). PARWARISH Teens was originally developed as part of Parenting for Lifelong Health (PARWARISH), a partnership between the World Health Organization, UNICEF, the Universities of Oxford, Cape Town, Bangor, and Clowns Without Borders South Africa.¹ The PARWARISH Teens programme is an evidence-based programme, which has been evaluated using rigorous methods. The programme has been shown to increase positive parenting practices, reduce conflict and violence in families as well as improving mental wellbeing.² The PARWARISH Teens programme has been implemented among disadvantaged parents and teenagers in South Africa and is being rolled out in many locations globally.

About Emmanuel Hospital Association

The Emmanuel Hospital Association (EHA) is a 50-year-old organization working for the provision of low cost affordable healthcare, empowering communities through its community health & development programs and providing humanitarian assistance during disasters in North and North East India. The overall vision of the organization is the holistic transformation of communities with which it is engaged. This is done through its network of 20 hospitals and more than 40 different health and development programs in 14 states and 65 districts of India.

Emmanuel Hospital Associations' (EHA) project teams while engaging with communities across locations have identified poor parenting as a major issue impacting health, education, livelihood and vulnerabilities to trafficking and abuse. EHA's major focus has been on educating children and adolescents and it has yielded results up-to certain levels while major issues remain the same as family environment remains untouched. Therefore to meet the unmet need for knowledge, skills and attitudes towards parenting EHA has embarked on this journey to work with communities to improve parenting practices thereby improving parent child relationships leading to a reduction in violence against children.

¹http://www.who.int/violence_injury_prevention/violence/child/plh/en/

²Cluver LD, Meinck F, Steinert JI, Shenderovich Y, Doubt J, Herrero Romero R, et al. Parenting for Lifelong Health: a pragmatic cluster randomised controlled trial of a non-commercialised parenting programme for adolescents and their families in South Africa. *BMJ Glob Health*. 2018;3(1):e000539.

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Parwarish is available for free download as a PDF from the EHA website (www.eha-health.org) or can be ordered from:

Community Health and Development programme, Emmanuel Hospital Association, 808/92 Deepali Building, Nehru Place, New Delhi - 110019

NOTES TO THE FACILITATOR

This manual will guide you on what to do each week. It describes the activities in detail. It provides possible questions that you can ask for discussions and illustrated stories. It gives you a background on the Core Principles that are important for parents and teens to learn. However, the content of the programme is only a small part of what it takes to deliver the Parenting for Lifelong Health Programme. A Facilitator is a person who helps a group of people come to conclusions about common objectives and helps them achieve these objectives. Facilitators need to be able to engage a group, listen to them and help them come to conclusions together. As a good facilitator, you want to create an environment where every opinion is valued. It's important for young people to feel comfortable to express their thoughts, opinions and experiences.

It's important that facilitators know the course material i.e. not simply reading that material from the manual or lecturing young people. Young people's ideas and opinions should be involved in every step. In areas of new information for young people it is useful to first ask young people if they have any prior knowledge related to the topic, before sharing the new information using non-didactic methodologies. It is also helpful for young people to think

of examples related to new concepts once the information has been processed.

WHAT IS THE PROGRAMME AIMING TO DO?

The main purpose of the Parwarish Teen programme is to help cultivate open, caring and trusting relationships between caregivers and their teenagers. Healthy and positive relations help parents to protect their adolescents against a variety of negative health and social outcomes.

Positive parenting also helps parents teach their children responsible behaviour and assist them towards attaining goals that their children have set for themselves. Raising children especially teenagers can be challenging for most parents, especially today. Being a teenager also comes with its own difficulties. Talking to a parent about these difficulties or uncertainties can seem very difficult or intimidating especially when it comes to sharing about issues affecting them.

By being more involved in their children's lives parents are able to support their teenagers to establish the right decisions about their present and their future. In turn, young people are able to communicate more effectively with their parents and approach them for help and guidance when faced with challenges.

In summary, the PARWARISH Teens programme aims to:

- ❖ Increase parenting skills and confidence in raising teenagers
- ❖ Improve positive parenting behaviour
- ❖ Help teenagers to manage their behaviour including high risk behaviours
- ❖ Help families to respond better to crisis situations
- ❖ Improve mental health and social support
- ❖ Improve problem-solving skills
- ❖ Decrease harsh discipline
- ❖ Reduce some of the stress that families feel about money
- ❖ Improve knowledge of referral services available in the community for voluntary counselling and testing, treatment and care & support.
- ❖ Reduce violence in families

The Parwarish Teens programme is targeted at pre-teens and teenagers between the ages of 10 to 19, and their caregivers. When we talk about 'parents' and 'parenting' we mean the caregiver of the teenager, whether that person is their biological parent or not. This includes any person who is a primary caregiver, responsible for the well-being of the teenager. The program runs best with a maximum of 15 families per session. Either 2 parents/ care giver and 1 teen per family or 1 parent and 1 teen.(Maximum 30 participants)

KEY PROGRAMME COMPONENTS

The Parwarish Parent and Teens programme has the following components:

Pre- programme visits

Before the starting, facilitators conduct pre-programme home visits with each

participating family to learn more about the family and their home environment and undertake any assessments that may be required before the programme starts.

Weekly group session

There are 14 weekly group sessions on parenting and relationship building skills for groups of parents and teens. The programme uses role-plays and illustrations that have been specially developed to deliver the core lessons of each session.

Session Breakdown	Time (about 2 hours)
1. Welcome and session preparation	15 minutes
2. Overview (including home activity discussion)	10 minutes
3. Physical Exercise	5 minutes
4. Game/Activity/ Circle Share	10 minutes
5. Core Lesson (including discussion)	50 minutes
6. Energiser	5 minutes
7. Home activity	10 minutes
8. Closing	5 minutes

Components of each group session are described below:

Session preparation and welcome

- ❖ For every session the facilitators need to bring/organise the following materials:
- ❖ Flip chart, paper, and pens or markers, name tags
- ❖ Notes from flipchart paper from previous sessions (put these on the wall)
- ❖ Handouts for the session for each participant
- ❖ Any other materials such as transportation vouchers, attendance registers, etc.

Facilitators should welcome participants as they arrive and praise them for making the effort to make a commitment to their child by attending the session.

The warmth and kindness that you show a parent can make a huge difference on how he or she feels during the session. It also encourages parents to attend more frequently. At the beginning of the session, facilitators should also greet and welcome the entire group. Praise them for making the effort to come to the programme.

Physical exercises

We also begin each session with a short physical exercise or exercises to help parents and teens connect to their body and relieve stress or tension in the body and mind.

For the parents, exercises help circulate blood, ease pains, release stress, and become aware of breath. For the teenagers, it relieves stress and tension but also energizes the group and warms up the imagination while playing together. Have a sense of play and creativity with the exercises. It's also very important that participants only do the exercises that are comfortable for them.

Circle Share or a game

During circle share facilitators lead the participants in an emotional check-in. by inviting the participants to share how they feel emotionally. This allows participants to simply share how they are feeling at the beginning of the session. Facilitators should model (meaning show the participants by doing it ourselves) describing their emotion, where they feel it in their body, and what thoughts are connected to that feeling.

Facilitators should model how to check-in or out by demonstrating before going around a circle:

- ❖ Describe how you are feeling emotionally.
- ❖ Describe where this feeling resonates in your body.
- ❖ Describe the quality of that feeling or physical sensation in your body.
- ❖ Describe the thought that is connected to that feeling

Example: *"I am stressed. I feel it in my shoulders, which are heavy. I am worried about the bills I have to pay this month,"* or

"I am happy. I feel it in my heart. My son passed his exams!"

Core session

The core lesson focuses on the main goal for each session. It might help to have a clock or watch to check the time. The core lesson allows the participants to explore that session's goal through role-plays and discussions. These are also strengthened through the home activity. It usually starts with a negative role-play and then a short discussion following the role-play. It then goes on to a positive version of the role-play and a longer discussion. Use the discussion questions in this manual as guidance – if you don't get through all of them, that's fine!

Role plays are a key method used to support learning.

Types of Role Plays

There are three types of role-plays: 'negative', 'positive' and 'open'.

- ❖ **Negative:** These are role-plays that show a negative scenario, where a problem or situation or discussion does not end well.

Energizers helps keep teens and parents alert and alive in their bodies, ready for the next part of the programme. Facilitators can also use energizers when participants need a break or when teens need to stretch their legs! Energizers can be a quick activity that participants know or it can also be any of the suggested games in the manual. Games and lesson activities give us a sense of play and creativity.

Home activities

At the end of each session, participants are given home activities. These activities help participants to remember and strengthen the skills they learned during that session. Each week, participants are given activities to practice at home and strengthen what they have learned during the session. These activities are related to the Core Principles for each session.

One facilitator should lead the discussion on home activities while another takes notes as to what each parent did during the week. This will allow you to reflect after the session about whether a parent needs extra help or maybe even a home visit to support his or her learning. The note-taker should also be ready to write down any new Core Principles that come up during the discussion on home activities.

This is an essential part of the programme!!!

Participants will only change their behaviour and attitudes when they practice changing them in the own lives

Closing

Closing is also an opportunity to remind participants of what they have covered during the session and of their home activity for that week. Remember to involve participants in trying to remember the goals for that session.

No matter how your parent group decides to close the session, before this happens facilitators should make sure the following happen.

- ❖ Remind parents of the home activities.
- ❖ Ask parents and teens to commit to a specific goal
- ❖ Distribute the Illustrated handouts or inform them to the Family Guidebook chapter they will be focusing on for the week.
- ❖ Thank parents and teens for coming and for giving their best effort.
- ❖ Check out

Facilitator reflections after each session

Core questions to think about include:

- ❖ Did you manage to complete all the core activities? If not, why?
- ❖ What went well during the session?
- ❖ What could be improved upon?
- ❖ Are there any parents that need extra support with the content, the logistics or other unrelated challenges? If so, in what way?

- ❖ **Positive:** These are role-plays that show a positive scenario, where a problem or situation or discussion ends well. Most negative scenarios have positive versions that can be acted out as one example of how a negative role-play is resolved.
- ❖ **Open:** These are role-plays that end with someone having to make a decision. They are 'open'-ended, so could end well or badly – depending on what the participants discuss.

Facilitators act out the role-play and can then participants can talk about what they have seen. Discussion is an important part of role-plays. We use discussion in every session. The discussion can then involve practicing problem-solving in situations that participants can use in their daily lives. It can be helpful to ask participants: “Can you think of a time when this, or something like this, happened to you?” Facilitators need to remember to guide the discussion so that participants can link the role-play with the core lesson. The Parenting for Lifelong Health Programme uses 3 key steps in facilitating a discussion with the participants: Acceptance, Exploration, and Connection.

STEP 1: Acceptance

Participants feel empowered to share when facilitators accept whatever is said during a discussion. There is no wrong answer.

Facilitators can show that they have really heard the participant by repeating what the participant says to the entire group.

This also makes sure that the facilitators understand what is being said.

STEP 2: Exploration

Sometimes we need to ask questions that explore the details about something to understand it properly.

When participants share an experience, facilitators can ask questions like: Where? What? Who? and How?

Often participants have difficulty exploring – or asking themselves more questions about – an experience.

Example follow-up questions (from previous discussion): “Where else do you think you could spend quality time together? Why do you think this worked well?”

STEP 3: Connection

Facilitators connect experiences that participants share to the session’s core principles.

In discussion with participants, the group may also make their own connections on how a certain experience might relate to the session

Not all core lessons are alike! Some involve drawing, others involve small group work and yet others involve story-telling – but all involve discussion. **Facilitators should prioritize time for the Core Lesson.**

Energisers and games

Energisers are brief activities that set the tone and maintain or the energy of the group.

When filling out reports or reflecting about the session, discuss why things went well or did not go well, not just what went well and did not. It is important to name at least one good thing that you did and that your partner did during the session.

Parwarish home catch-ups

Individualized in-home sessions for families that might have missed a group session or those requesting or needing additional support session in order to deliver the content. These visits are called 'Parwarish Home Catch-ups'. Visiting participants in their homes to review what they have missed each week is a great way to make sure that nobody falls behind and to encourage participants to come back to group sessions when they can. Each of the 14 sessions in this manual includes a 'PARWARISH Catch up' (or home visit) page. This is a shorter version of the session that has been adapted for facilitators to deliver in the homes of the participants.

Parwarish partner

Participants are encouraged to meet weekly with their Parwarish Partner – another participant that they have been 'paired' with from the programme – to discuss home activities. Partners are important during the time of the programme – they can help to catch participants up when they miss a session, or talk about home activity with each other. They are also important after the programme has ended, so that people can keep supporting each other if they want to. Participants are encouraged to meet up with their buddies as part of their weekly home activity.

Graduation ceremony

Towards the end of the programme, participants are given the opportunity to organise their own celebration of the learning process which can be in the form of a PARWARISH Teens graduation ceremony where they receive a certificate of completion. If parents want to, they can continue meeting in ongoing support groups to help each other as their children grow up! The support groups are also opportunities to address other issues facing the community including health care, school support and involvement, and government support

Overview notes to facilitator

Much of the benefit that parents will receive is in the delivery. In other words, how you facilitate the programme is just as important as the content you deliver.

There are 6 core Principles to facilitating the Parenting for Lifelong Health Programme in the best possible way:

1. Use a collaborative approach of learning.
2. Model the behaviour you want to see in the way that you behave towards participants.
3. Go at your participants' pace.
4. Practice active listening.
5. Make group meetings a happy place to learn.
6. Come PARWARISH prepared to each session.
7. Use the six steps of problem solving
8. Confidentiality and POCSO
9. Have fun

1. USE A COLLABORATIVE APPROACH OF LEARNING

In some programmes, facilitators tell participants what to do and why it is important. Participants are used to this because our education system is delivered in a didactic, teacher-knows-best manner. In the PARWARISH programme, we do things differently. We like to think of this as a collaborative approach to learning. As facilitators, we are collaborators or partners working with parents to identify plans and practice solutions that will help them to improve life at home. **It is helpful to think of the participants as the experts.**

Many of the parents will already be practicing lots of positive ways of parenting with their children. Others will be able to identify ways of improving their parenting on their own with guidance. **Our job is to help parents and teens learn for themselves how to achieve their goals.**

This sometimes means we have to work harder to ask the right sort of open-ended questions that will help parents and teens work out the benefits of positive parenting and relationship building. **When parents and teens are able to teach themselves on how to relate and behave, they learn a skill that will help them for a long time after the programme ends.**

2. MODEL THE BEHAVIOUR YOU WANT TO SEE

The modelling principle is at the foundation of how we deliver the PARWARISH programme.

If we lead sessions in a collaborative approach, praise parents often, practice active listening, and use positive instructions, parents will do the same with their children. Likewise, if we tell parents what to do, criticize or laugh at them, ignore their needs or concerns, or only say what we do not want them to do, they will do the same. **It is like the old saying, “practice what you preach.”** Facilitators need to model all the different Core Principles in this programme.

For example, “Praise and Go,” means exactly that. Praise your participants and then stop there. No buts, ifs, or any other criticisms! Use transition warnings to help prepare parents for next activities or at the end of teatime. Give positive, specific instructions that say the behaviour you want to see in the participants. You may be able to ignore negative behaviour, such as snide or obnoxious comments, but praise the same participant for the next positive behaviour. However, some behaviors may need to be addressed such as a parent coming drunk to the group and one facilitator may need to ask the parent to leave the room with them and discuss the situation.

Use simple rewards to encourage parents and teens to arrive on time for sessions, to complete their home activities, and when they accomplish something very challenging. Practice the relaxation activities to help reduce your own stress.

The participants will learn from your example and begin to mirror your behaviour, too.

3. GO AT YOUR PARENTS’ PACE

The Parenting for Lifelong Health Programme introduces many concepts and practices that are new to parents. Sometimes, parents will initially resist learning a new approach with their children. Other times, they will have difficulty understanding some of the more

complex practices like distinguishing between punishment and discipline. Facilitators should always go at the participants' pace when delivering the programme.

Make sure that the participants in your group have learned a specific parenting or relationship building skill before moving on to the next one. Remember that building a Home of Support is a step-by-step process.

4. PRACTICE ACTIVE LISTENING

Active Listening is a core building block in the collaborative approach to facilitating the PARWARISH Teens Parenting programme. It is also important to model Active Listening so that parents begin to do the same with their own children. Isn't it wonderful how all of these Core Principles fit together!

We like to think of four key steps facilitating a discussion with the parents: Acceptance, Exploration, Connection, and Practice. (AECP)

1. Acceptance

Participants feel empowered to share when Facilitators accept whatever is said during a reflection. There is no wrong answer. Facilitators can show that they have really heard the participant by reflecting back or rewording what she/he says to the entire group.

This also clarifies that the Facilitators understand what is being shared.

2. Exploration

Take time to explore the experience fully with the participant.

Sometimes we need to ask questions and really hear the details about something to understand it properly. Facilitators can bring a sense of curiosity to this part of discussion to explore where, what, who, and how of the emotional/physical/mental experience.

Do not be afraid to go deeply into the experience!

3. Connection

Facilitators connect the experience to the programme Core Principles that help build our Home of Support. In discussion with participants, the group may make their own connections on how a certain experience might inform other parts of their lives.

4. Practice - bring the discussion to life. "Show us" promote positive behaviours.

Active listening can also be physical.

The way you behave physically also shows that you are actively listening to someone. Facilitators should sit upright and lean slightly forward to indicate that you are paying attention to the speaker. You can also make eye contact from time to time if appropriate given the cultural context. Nodding your head and smiling also is very helpful. Stay focused on the person who is speaking.

There may be other distractions in the room like a clock, or your facilitating partner, or someone else fidgeting, or even noises outside the room. As long as you keep your

focus on the person speaking, he or she will feel heard.

Be patient.

When people pause while talking, allow them time to come up with their own thoughts before asking if others have any ideas to contribute.

What to do when you have a participant who talks too much?

Sometimes we have participants who want to share their thoughts in experiences too much. While it is important to be open to everyone, facilitators must also make sure everyone has a chance to talk. Here are some tips to use if someone is taking all the time during a group discussion:

- ❖ Thank the participant for sharing
- ❖ Explain that it is important for others to have a chance
- ❖ Tell the parent that we all appreciate how much we can learn from her
- ❖ Offer to talk more during tea time or after the session
- ❖ Refer back to what the participant said so that she or he feels heard and respected

5. MAKE PARWARISH GROUP MEETINGS A HAPPY PLACE TO LEARN

Parents and Teens will want to come to the sessions and participate in the activities if you create an environment that is welcoming, open, and respectful. Everyone likes a place that is warm and inviting. It can be helpful to think of the PARWARISH programme as a family itself.

Ways in which facilitators can make PARWARISH Group Meetings a happy place to learn:

- ❖ Respect whatever a participant talks about. Facilitators should be aware and respectful of different ages, genders, values, and circumstances.
- ❖ Model the behaviour you want from the participants. The workshop space should be a judgement-free space in which participants feel comfortable sharing sensitive material.
- ❖ Notice and talk about the ways that participants talk, help each other and participate in the sessions.
- ❖ Invite parents and teens to participate: Notice when someone is holding back and ask if he or she wishes to share an opinion or experience.
- ❖ Make sure that everyone in the room can hear you (and each other). Sit when you are talking: Be on the same level as the participants and sit among them.
- ❖ Create a comfortable and welcoming place to meet. Make sure there are enough chairs, the room is clean, use a fan in summer and a heater in the winter, etc. Even decorate the room if you want!
- ❖ Establish the language needs of the participants.
- ❖ Notice if participants have physical challenges or disabilities that may require adjusting the way they participate in activities.
- ❖ There will be lots of laughter in the group but try not to laugh at a parent even if what they say sounds ridiculous. Everything is an opportunity to learn a new building block.

- ❖ Praise participants for their effort and dedication.
- ❖ Model the behaviour you want from the parents in the way that you treat them.
- ❖ Praise, respect, and reflect on participants' contributions.

6. COME PREPARED FOR EACH SESSION

The more you prepare for each session, the easier time you will have in delivering the material. You will feel more relaxed and be more receptive to how parents are feeling and to their experiences. Read through the manual the night before each session. Write down any notes or reminders that might be helpful for particular activities. Sometimes, the participants will not initially understand what you are asking them if you say the exact words in the manual. It can be helpful to write different ways of asking the discussion questions. We like to think about this as “redialing a question.”

Look through your participant profiles to review each parent's progress in the programme and to remember any special needs or concerns. This is particularly important for the goals that parents set themselves at the end of the session and the discussion on home activities. Arrive early so that you can prepare the space. You want to be relaxed, smiling, and ready to go when the parents arrive so it is important to give yourself plenty of time.

Decide who is going to be leading which specific activity and who is going to be giving support. Make sure you share responsibilities with each other and support each other collaboratively. Use a watch or clock to keep on time and within the amount of time that you have for each session activity. Remember that this manual is just a guide. While it is very important that you deliver the programme content as it was designed, it is also important that you find ways to make it your own Parenting for Lifelong Health Programme.

7. Use the six steps of problem solving

When problem are shared or come up during session. Have participants help each other solve problems using the six steps (from session 6) rather than trying give answers.

Confidentiality

Confidentiality is a key aspect in gaining full participation in the coming sessions. Confidentiality will be explained to participants in the first module and group rules will be set in order for all participants to be bound to this confidentiality. Young people and caregivers may only feel comfortable sharing their experiences with the knowledge that this information will not be shared with others outside of the group. However POCSO Acts in India required mandatory reporting for sexual offences against children. facilitators will refer where there is necessity in the interest of the child. (Childline No. is 1098). Refer to your organisations child protection policy.

9. Lastly, have fun!

Thank you... for being a Parenting for Lifelong Health Parent and Teen Programme Facilitator. We know that you will put a lot of time and energy into learning this programme, and finding new ways to work with families.

We know that you are doing this because you want to help people who are struggling. You are the heroes of helping families in our communities!

Introducing The Programme & Defining Goals

INTRODUCING THE SESSION

Welcome to the first session of the Parwarish Programme for Parents and Teens! Session one sets the tone for the entire programme. It is important to create a space that is welcoming and safe for the participants to feel at ease. We begin the programme by welcoming and thanking the parents and teens for their participation and commitment to improving their relationship. We then introduce the programme so that the participants know what they can expect.

In this session, your main goals as a facilitator will be to:

- ◆ Introduce the programme to participants
- ◆ Make common ground rules
- ◆ To help participants to define their goals and expectations of the programme

GUIDELINES TO SESSION ONE

We begin this session with simple but fun “getting to know you” activities that help build trust in the facilitators and within the group.

We will all now talk about establishing some ground rules for the programme and then work together to define our individual goals we seek to achieve during the programme. We will take some time at the end of the programme to check and see if we have managed to meet our goals and celebrate our achievements.

In the first part of Session One, Facilitators do 4 things:

1. Welcome the participants to the programme
2. Introduce the programme
3. Establish common ground rules
4. Help participants to think about and share goals.

SESSION 1 PREPARATIONS & OUTLINE

Goal of the session	To introduce the programme to participants and to help them define relationship strengthening and behaviour change goals that they would like to achieve by the end of the programme.
Core Principles	<ul style="list-style-type: none"> ❖ Setting goals help us to focus on what is important and make wise choices ❖ Learning how to set goals can help us plan for a positive and productive family life ❖ Setting goals as a family is a powerful way to build trust, communication and establish strong attachments
Training materials & resources	<ul style="list-style-type: none"> ❖ Flip chart, chart paper, paper, pens, markers, tape ❖ Attendance register ❖ Name tag materials ❖ Printed copies of Session Illustration “Reach for the sky, Reach...”

	<ul style="list-style-type: none"> ❖ Poster of House ❖ Paper for the game: Build a tower (old newspaper is fine)
Venue Preparations:	<ul style="list-style-type: none"> ❖ Make sure that the workshop venue is clean. ❖ Set up chairs where the participants will sit in a circle ❖ Prepare all the materials that you will use during the group session

COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	15 mins	<ul style="list-style-type: none"> ❖ Facilitators take attendance. ❖ Participants settle down & do their name tags. ❖ Welcome, thank everyone for coming and praise time keeping ❖ Do the “Name Game”
Session overview for the day	20 mins	<ul style="list-style-type: none"> ❖ Framing the day: Introducing the programme and session ❖ Do physical exercise
Core Lesson	40 mins	<ul style="list-style-type: none"> ❖ Establishing ground rules: Things that help us work together ❖ Game: build a paper tower ❖ Establishing goals: What are you hoping to gain?
Session Close	10 mins	<ul style="list-style-type: none"> ❖ Preparing for Home Activity <ul style="list-style-type: none"> ◆ Home activity for the Week ◆ Praise your teen/parent once a day ❖ & do physical exercise ❖ Today’s session review ❖ Reminder of next session date and thank & close
Facilitator Wind up	10 mins	<ul style="list-style-type: none"> ❖ Make sure you leave the room in order ❖ Share your observations in facilitator report

Welcome & Session Preparations **15 minutes**

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, welcome them to sit down. Remember to take attendance as each new person arrives.

1.2 PARTICIPANTS SETTLE DOWN AND DO THEIR NAME TAGS

As participants settle down, they can start making name tags that they will use each week. Name tags are a way for us to begin to get to know each other. They are handed out at the beginning of each session and collected at the end of each session.

GUIDELINES: Making Name-Tags (5-8 min)

- ❖ Hand out blank name tags and markers.
- ❖ Each parent and teen writes their names on the name tags using whatever colours they want to use. (Teens can help parents if they cannot write their own name)
- ❖ Ask the participants to add colour, a picture or symbol to their own name tag. This way they are all involved from the beginning. (Eg. Maybe they want to draw yellow stars all over their name tag?)
- ❖ Make sure they use markers so that we can all see their name tags properly!

1.3 WELCOME AND THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

Formally welcome participants to our first session! Congratulate them for their commitment to improving their relationships and strengthening their family. Congratulate them on choosing to make time for this opportunity to learn some new skills share their experiences with others. Remember you want to show what positive behaviour looks like – so give participants lots of praise!

1.4 ACTIVITY: DO THE NAME GAME

This game should help everybody get to know each other.

GUIDELINES: Leading the Name Game (15 min)

- ❖ The participants start by sitting in a circle.
- ❖ One person says their name and tells us where they are from (originally) and one thing about their family That person then chooses a simple hand action and does it for the group. (Facilitator can give some examples before the game starts)
- ❖ The entire circle then repeats that person's name and makes the same action.
- ❖ The person sitting next to them says their name and makes the action.
- ❖ Repeat for everyone in the circle!

For a bit more fun after everyone in the circle has had a turn (including facilitators) you may choose a participant to make someone else's hand action (in silence), that person then responds by saying their own name aloud and making someone else's hand action –for that person to respond, and so on... Don't leave anyone out!!! –(facilitator can ask “Who's action has not been repeated yet?” and the group has to try and remember their action.)

(examples of hand action may be to pat your own shoulders, wind your hands around each other, clap three times, put thumbs up etc...)

Session Overview

20 minutes

2.1 FRAMING THE DAY

INTRODUCING THE PROGRAMME & SESSION



The introduction provides an overall picture of the programme. It is important to outline what will happen over the next 14 sessions. It is like giving a map of the journey that the parents and the teens must travel on together as a group. Facilitators provide an overall picture of what we're doing in the Parwarish programme. It is important to outline what will happen over the next 14 sessions as well as what happens each day.

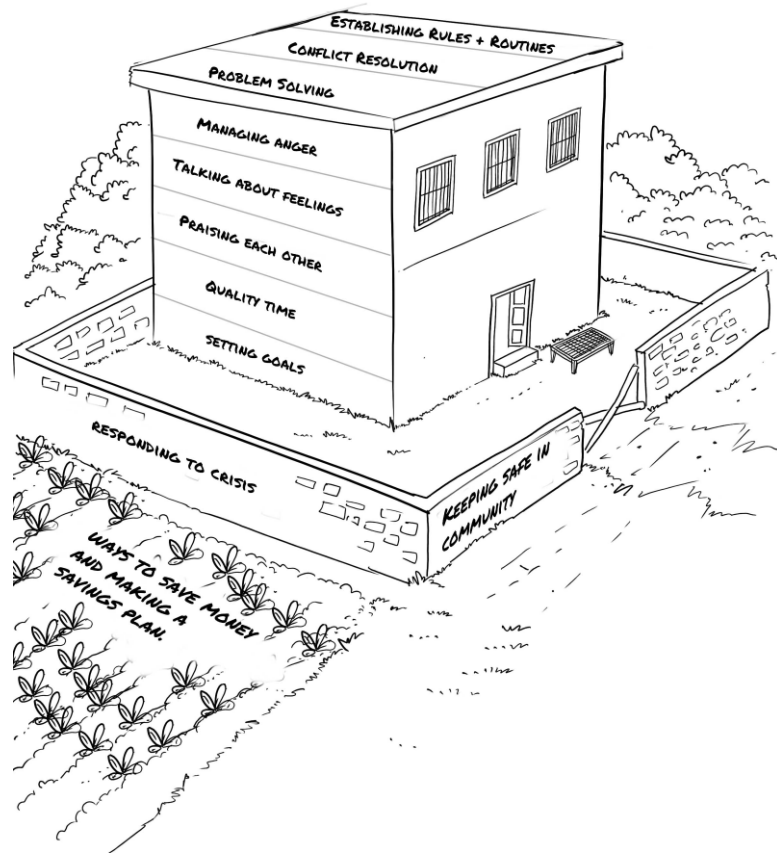
Many programmes have lots of sitting and listening. This programme is different. Instead of only sitting, there will also be lots of doing. We want your ideas! In the Parwarish programme, parents and teenagers actively learn skills to make their relationship better. We will also learn to deal with stress and to problem-solve in a fun way. In most we might expect that the person leading or facilitating the programme like me, has all the answers. But that's not the way Parwarish works. We know that you have already solved many problems and that you can solve your own problems. We are all going to work together to continue doing this. So what will we be doing together?

BUILDING APNA GHAR FOR PARENTS AND TEENS



Facilitators display the poster for the Apna ghar during the introduction of the programme. The Apna ghar should have been explained during the pre-programme home visit so this discussion is a recap to allow parents to ask questions as a group.

The programme uses the Apna ghar or a typical Indian house to demonstrate why it is important to build a strong, positive relationship with their teenagers. Like building a strong Apna ghar with walls to support the roof that keeps everybody sheltered, in the Parwarish programme, we will be working together to make plans and practice solutions that will help each other improve life at home.



Think of the Parwarish Teen Parenting programme as a team of experts who know how to build strong round huts with walls that stand and roofs that don't leak, who can advise and support you while you build your own Apna ghar just the way you like it.

GUIDELINES: Explaining Apna ghar

1. The foundation

Every family desires to have a home that everyone is happy living in. A home founded on strong relationships that are built from trust and positive relations. A home where hopes and aspirations are achieved!

The way a parent and their child relate has a powerful effect on the overall wellbeing of the family. The Parwarish Teen Parenting Programme begins from the premise that both the parent and teen value a happy home and would like to strengthen their relationship. Beginning with goals to improve the relationship establishes the basis of every healthy home! As we build the foundation it is important to praise the parents and teens for the commitment they are making to enhance their relationship, strengthening their bond as family.

2. The walls

The walls symbolize positive and healthy interactions between the parents and teens – quality time with their children, talking about feelings, and praising and supporting

good behaviour. The mud walls make the foundation for good parenting. They are most important part of the programme.

3. The roof

As we move to the roof, we focus on setting limits, establishing house rules, and dealing with problem behaviour. When parents spend more time building positive relationships with their children, they often need to do less disciplining. Parents have less stress. The more time that parents spend time with and praising their teenager, the more comfortable their teenagers will feel about communicating openly to their parents and behaving in a positive way. Parents and children feel supported and loved. If teenagers feel disconnected and emotionally insecure they engage in risky behaviour that may endanger their lives or affect their future. This will make parents feel stressed and unhappy.

If the foundation of Apna Ghar's strong, the roof will be easier to maintain. If the walls are made poorly, out of bad, negative material, or if we spend all our time worrying about the roof (making rules, disciplining, and punishing our children) without building strong walls, Apna ghar will fall down.

4. The garden

The garden is about establishing ways to provide and support the family which includes ensuring that there is now money to provide for the family needs

5. The fence

Finally, the fence symbolizes the importance for teenagers to receive as much care and protection as possible from their parents. As teenagers encounter various challenges parents needs to provide continual guidance and support in order for them to be emotionally prepared and adjusted to cope with life experiences. Through consistent care and support, parents are able to respond to the needs and ensure that they achieve their aspirations for a positive future.

2.2 PROGRAMME ACTIVITIES

The Parwarish Programme is a very exciting programme where we come and learn and also have fun! In this programme we will be doing a lot of sharing, moving, laughing and learning a lot of new skills. We will have drama's which we call role plays. We will watch and correct role-plays, talk about different solutions together, practice different skills together, and also have lots of time to practice at home. Role-playing is an important part of each session. In our programme we use them to act out different scenarios that have different fictional characters showing experiences that we all have sometimes. We often encourage everyone to step in and do some of the acting and directing themselves! We also sometimes hand out illustrated stories that show some of the things we talk about during sessions.

Sometimes these show the role-play story and sometimes they show things that might be helpful to remember what we talked about, like the physical exercise illustration we will hand-out today! These are for you to keep, take home with you, and show to your families.

2.3 PHYSICAL EXERCISE

PHYSICAL EXERCISE

We start off every session with a physical exercise. Physical exercise can help with stress and tension in the body and the mind. Be aware that walking is a good exercise participants can do in their own time. The aim is to increase heart rate for atleast ten minutes per day.



When teaching the physical exercise with participants for the first time, facilitators need to be patient and explain each movement clearly. It is okay to pause and gently correct movements if necessary. But it's very important that participants only do the exercises that are comfortable for them. It is also very important to make sure the movements are smooth and the breath is relaxed.

GUIDELINES: Leading Physical Exercise

- ❖ Many of the parents are not used to moving their bodies and may need encouragement and more guidance than you expect. Teenagers should be encouraged to be energetic and playful.
- ❖ As you lead the physical exercises each session, the parents will gradually become more comfortable with the movements.
- ❖ Facilitators should encourage parents to do the physical exercises at home regularly and on an ongoing basis, for example first thing in the morning.
- ❖ If someone needs to sit down, encourage him or her to participate as best as they can from a sitting position.
- ❖ As you lead warm-ups during each session, the participants will gradually become more comfortable with the movements.
- ❖ Facilitators demonstrate the movement that they want participants to copy.
- ❖ Facilitators should be creative with this! Use sounds with the movements for fun. Try different movements in different sessions.

Core Lesson**40 minutes****3.1 GROUND RULES: THINGS THAT WILL HELP US WORK TOGETHER**

During this session, facilitators ask participants for their ideas about what rules would be helpful to maintain a good environment when the group meets. What do we need in order to feel comfortable, respected, and supported in the Parwarish Programme group each week?

This programme is a special program. It brings together families to learn and share common experiences. It is important that we in this group set ground rules (or basic rules) on how we will work together over the next 14 sessions. We want our time to be fruitful and for everyone to be comfortable to participate. We can establish our ground rules in discussion together –it is like having a ‘group contract.’

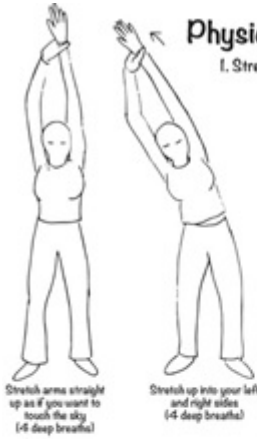
Ground rules can also help us to live peacefully together in our homes. In this session we will start with the ground rules for the programme and then later we will talk about how ground rules, or household rules, work in your home.

GUIDELINES: Facilitating the Ground Rules Discussion

1. Participants share in a group.
2. Everyone needs to have a chance to speak if they want and facilitator can help monitor that each person gets to share.
3. One Facilitator leads the discussion while the other writes rules and comments on the flip chart. At first write down all the suggestions.
4. Facilitators can ask participants for rules around specific issues like: respect, listening, confidentiality, attendance, cellphone use, etc...
5. Make sure everyone in the group understands. For example, if someone mentions respect, ask what that means to her. What sort of behaviour shows respect? Does everyone agree? Would someone like to add something?
6. Help participants to word the rules in a positive way. So, instead of “no interrupting” we could say “listen respectfully when other people talk”.
7. Give participants a chance to debate and discuss what a “rule” could be. For example: Someone might suggest “Keep your cell phone on silence”. You may want to talk about “What counts as “silent”?”, “Can we keep our phones on “vibrate”?”
8. Rules should be simple and clearly understood from the discussion. It can be helpful to try to group rules under headings if they are related or combine two rules into one to simplify where possible. (you don’t want to end up with 50 rules!!!)
9. Everybody must agree on a rule before it is then written it down in the final

Physical Exercise

I. Stretching our bodies



Stretch arms straight up as if you want to touch the sky (4 deep breaths)

Stretch up into your left and right sides (4 deep breaths)



Stretch to the back (4 deep breaths)



Scrunch face, squeeze hands and bring shoulders up to ear. Hold body tight with breath.

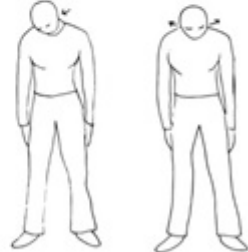


Release everything breathing out loudly (4 times)



Rotate your shoulders in circles to the front (4 times) Rotate your shoulders in circles to the back (4 times)

2. Head



Place chin on your chest and then move your head to the left so that your ear is near your shoulder. Then move head to the right. (4 times)

Move your head around in full circles slowly (4 times)



Relax your arms and let them swing them from your shoulders forward and backward with your knees bent slightly (10 times)

4. Arms



Slightly bend your knees and relax your arms. Turn from side to side leading with your hips and letting the rest of your body follow, including your arms, neck, and head. Allow your arms to swing from side to side. (10 times)

5. Waist



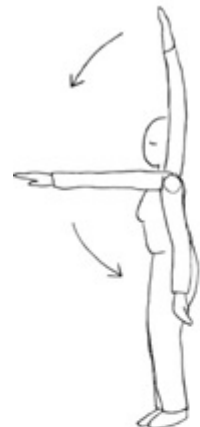
Hold your waist and make small circles in both directions (10 circles each direction)

7. Foot and Ankles



Place one foot on the ground in front of you. Rotate your ankle outward and inward. After 10 circles in each direction, switch feet.

10. Final Breath



Raise your arms above your head breathing in. Slowly allow your hands to float down by your side as your breathe out.



Stand with your eyes closed and notice how your body feels now.

8. Hands and Wrists



Rotate your wrists in circles as if you are painting. Make sure you go in both directions.

9. Shake Down



Shake your whole body in all directions.

Do these exercises every morning when you wake up!

'poster'.

10. Save the ground rules poster and display it in the room for each session
11. As we have established rules together for our group in a later session we will talk about establishing rules together at home.

Praise! Praise! Praise! Praise suggestions and praise actions – and praise what you want to see more of from your participants!

Some helpful ground rules might include:

Try to come on time and be at every session (text facilitator if you can not attend)
Everyone can be involved.
Listen carefully to others.
Respect each others opinions. It is ok to disagree or ask questions.
What we share in the group, stays in the group.

CONFIDENTIALITY – It's important right at the beginning to be clear about what is okay to share with others outside the group and what is not. In the Parwarish Programme we come together to share experiences about our families and in order to ensure that everybody feels comfortable enough to participate in the group, it's important to trust that our personal stories – especially the things that we feel are challenging – will not be repeated outside the group. Of course sharing new learning and positive information is very absolutely fine!

Breaking confidentiality:

It is also important to note that confidentiality can be breached in cases where a participant discloses or shows evidence of physical, sexual or emotional abuse. A facilitator needs to break confidentiality if there is an attempt or threat of self-harm or suicide and potential harm to others.

When this happens, the facilitator will try to talk to that person in private and both can seek help from 'Childline' (phone 1098) (Facilitators note that in accordance with POSCO Act there is mandatory reporting of sexual offences against children under 18 years.)

GAME: Build a paper tower

Form teams of 4 participants (mixed teens and parents) and explain the rules. Teams must construct a paper tower in 5 min. The tallest tower wins. Start the timer "Go!"

After the game take a minute to look at each tower –having a laugh about how it worked out (this should be fun and not too seriously competitive). Decide whose tower was tallest.

Discussion: What was the goal of the game?

- ❖ What would you have done with the paper if there was not goal?
- ❖ How did your team achieve the goal?
- ❖ Did it help to have some idea or plan of how to reach the goal?
- ❖ Was there lots of talking about the goal?
- ❖ Were you very focused on the goal or spending time on other things?
- ❖ Whose tower was tallest?
- ❖ How does that team feel they achieved the tallest tower?

3.2 ESTABLISHING GOALS: WHAT ARE YOU HOPING TO GAIN?

SETTING GOALS

Goals help us focus our attention on what we would like to see in the future. In this session we will take some time to discuss what goals we would like to achieve through this programme as families – individually and collectively. Goals are the foundation of our work. In other words, knowing what we want to do. Using the example of building a traditional house it is important to come up with plan of how we would like to construct our home. Goals are also the Core Principles of what we would like to achieve. Facilitator may refer to house illustration.

GUIDELINES: Facilitating Goal Setting

Please separate teens into one room and parents into another for this part of the session. One facilitator per group.

The focus of goals is on the future and not the past. It is important that we look at where we are going instead of what we want to get away from. For examples as parents We should focus on the behaviour or relationship we want to have with our child or changes we would like to see at home or school. Our goals should be to transform from negative behaviours to positive outcomes and these goals should be specific.

Facilitators guide the participants in thinking about their goals. Why is everyone here? We talk about this first in pairs and then as an entire group. Just like during the Ground Rules discussion, one Facilitator leads the activity while the other supports and takes notes on the flipchart.

We can find out about specific goals by answering these questions:

Parent Goals:

1. What are your goals for your teenager when he/she is an adult?
2. What do you want to get out of the programme for yourself?
3. How would you like things to be different for you and your teenager?
4. What would help you to make life at home easier?

Teen Goals:

1. What are your goals for when you are an adult?

2. What do you want to get out of the programme for you and your family?
3. How would you like things to be different for you and your parent?
4. What would help you to make life at home easier?

Facilitators should encourage parents to think and talk about themselves and their own goals and not “hide” behind their teenagers. This can be hard to do at the beginning of the programme, so make sure to praise them for talking about themselves when they do! Teens and parents should both have goals for themselves.

Parents and teens should also be able to accomplish goals!

- ❖ For instance, “I would like my teen to be ready to leave for school at 7am every morning” is a specific goal.
- ❖ “I would like my teen to do well at school” is not [what does “well” mean?].
- ❖ But it is a good goal if you have an example of a specific behaviour that will work towards this goal – like being ready to leave for school on time at 7am!
- ❖ “My teen is always late in the mornings when she needs to go to school” is also not a helpful goal – it doesn’t focus on the future or tell us exactly what is wanted.
- ❖ For teens, it’s helpful to be able to say “I would like my parent to listen to me when I am talking to them but it’s not as helpful to say “I would like my parent to be nice to me” because that is not specific.
- ❖ Listen to the challenges that the participants are facing.
- ❖ All the goals should be recorded on a flipchart and then reviewed after the group finishes. It is okay if parents and teens have similar goals!

Facilitators should manage responses. It is okay to interrupt a parent to clarify what they are talking about and to guide them towards the Core Principles of the programme.

Setting goals also helps us make positive choices toward success.

What is important is that both parents and teens commit themselves to achieving their goals - not only during this programme - also at home. There are many challenges that we meet in life which could deter us from achieving our goals but learning to stay positive and focused will help us to see the great accomplishments we have made.

It is normal to have stress and problems in family life. We gather in workshops to learn from each other and to work out ideas that might help us together to have better relationships with our teenagers and caregivers. We are all experts in our own families. As facilitators, we are not here to teach you – we won’t be proving answers to your problems, you have to find them yourselves – but we will be there to help you!

3.3 ENERGISER

Facilitator chooses an energizer from the appendix

Session Close**10 minutes****4.1 PREPARING FOR HOME ACTIVITY**

Each week, participants are encouraged to practice at home what they have learned during the session. Facilitators will review what the home activity is at the end of every session.

GUIDELINES: Facilitating Home Activity

1. Set practical goals with participants about when, where, and what they will be doing for their home activity.
2. Facilitators should ask the participants the following questions ahead of home activity
3. What time? Where in the house or outside?
4. How can you do it without too much distraction?
5. Why might the TV make it difficult for everybody to participate (concentration skills)?

At the beginning of each new session, participants will share their experiences doing the home activity. These discussions will be an opportunity to share what went well, talk about how home activity is connected to the core principles, and problem-solve ways of dealing with challenges that participants faced at home. When challenges are being discussed, participants will be encouraged to come up with solutions and support them in trying them out in role-play or something else. Always give big praise and applause to everyone brave enough to stand up and act.

HOME ACTIVITY FOR THE WEEK:

Before the end of the session, make sure you remember to assign Home Activities.

For this week's home practice, parents and teens should review their goals that they set during the session. They should also share these goals with their other family members.

Finally, encourage parents and teens to do physical exercise each day. Participants may go for a walk to increase heart rate for at least 10 minutes per day. Exercise can help our body as well as our mental health.

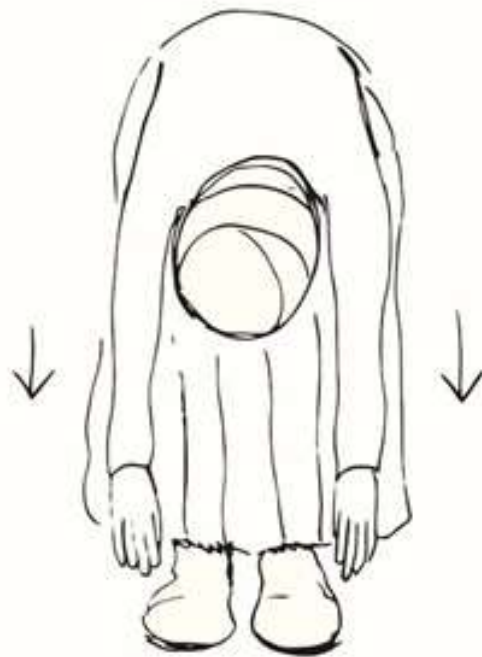
4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today? Ask if the participants can remember any of the core principles from this session? Let participants repeat the core principles after the facilitator:

- ❖ Setting goals help us to focus on what is important and make wise choices

Handout: Illustration For Session 1

Reach for the sky. Reach for the ground ...
Or go for a walk!



- ❖ Learning how to set goals can help us plan for a positive and productive family life
- ❖ Setting goals as a family is a powerful way to build trust, communication and establish strong attachments (or relationships)

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION

Facilitators tell participants that in the next session they will talk about building a positive relationship whilst spending quality time together. Facilitators tell participants about time and location of next session.

4.4 THANK AND PRAISE PARTICIPANTS & CLOSE

Thank participants for coming along and being actively involved in the session.



Parwarish Teens Parenting Programme CATCH-UP

Guardian's Name _____

Teenager's Name _____

Date _____ **Group** _____

Facilitator's Name _____

Session 1: introducing the programme & defining goals

Goal: Introduce the programme and make ground rules and goals with participants

Overview: In the Parwarish programme we want to build a Ghar of support with strong walls to support the roof to keep everybody sheltered.

Facilitators are partners who work with participants to make plans and practice solutions to help make life at home better and less stressful. Facilitators will not be providing answers!

Participants are experts in their own lives! During the Parwarish programme we share our expert knowledge and solve problems together.

Illustration: Exercise

From toes to nose: It is good to exercise every day to warm our bodies up, take away stress and make us feel good.

Core Lesson: Ground rules help us to work together, both in sessions and in our homes. Discuss ground rules that were agreed during the session. Do you agree or disagree with these rules?

Make a name tag to wear to the next session.

Home activity: We practice at home what we learnt during the session. This helps us remember. At the beginning of each session, we discuss how home activity went to try to understand what worked and find solutions for things that were difficult. Think about what you want to get out of the Parwarish Programme for you and your family?

Write down what your goals are and prepare to share in the next session. Attending sessions can be difficult. Is there anything we can do to help you attend sessions? *It is important to have a non-blaming attitude about attendance!*

Building a positive relationship through spending time together

INTRODUCING THE SESSION

Welcome to Session Two of the Parwarish program for Parents and Teens! The focus of this week’s session is on building a positive relationship while spending quality time with each other.

In this session your main goals as a facilitator will be to engage participants on:

- ❖ Spending time together to get to know each other better
- ❖ Establishing Trust
- ❖ Listening to each other carefully

In this session you will talk about one of the key ways that a parent and their children can establish a positive and supportive relationship - Spending time together!

Due to various demands that parents and teenagers encounter daily – such as school and work, it can be challenging sometimes to find time to spend time together. A strong parent-child relationship is not possible without spending time together.

Spending time creates the space for the parent to be more available to their teen and they can play a protective role in their lives. When parents work toward building positive relationships with their teens trust is increased and parents are more able to guide their teens to make wise choices.

4.1 PREPARING FOR HOME ACTIVITY

<p>Goal of the session</p>	<p>The goal of the session is to introduce to the participants to the concept of spending quality time together. By spending time parents and teens get to know each other better, build trust, communicate about life and help each other.</p>
<p>Core Principles</p>	<ul style="list-style-type: none"> ❖ Spending quality time helps us get to know each other better ❖ Spending quality time strengthens the bond between parent and child and increases trust ❖ Spending quality time provides us an opportunity to communicate, builds openness, and helps us to enjoy each other’s company!
<p>Training materials & resources</p>	<ul style="list-style-type: none"> ❖ Flip chart, paper, pens, markers, tape ❖ Attendance register ❖ Name tags ❖ House poster, ground rules poster ❖ Blind fold /dupatas (for game) ❖ Printed copies of Session Illustration “TV quality time [Negative]”

Venue Preparations:	<ul style="list-style-type: none"> ❖ Make sure that the workshop venue is clean. ❖ Set up chairs where the participants will sit in a circle ❖ Prepare all the materials that you will use during the group session
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COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	15 mins	<ul style="list-style-type: none"> ❖ Facilitators take attendance. ❖ Participants settle down with name tags. ❖ Welcome, thank everyone for coming and praise time keeping ❖ Home activity discussion
Session overview for the day	10 mins	<ul style="list-style-type: none"> ❖ Framing the day ❖ Physical exercise ❖ Leading the blind
Core Lesson	50 mins	<ul style="list-style-type: none"> ❖ Discussion: What is quality time? ❖ Negative role-play: Quality time (Negative) ❖ Discussion about negative role-play
Session Close	15 mins	<ul style="list-style-type: none"> ❖ Preparing for Home Activity Home activity for the Week <ul style="list-style-type: none"> ◆ Think of an activity to do together ◆ Spend 15 minutes' quality time together ◆ Complete a physical exercise once a day ❖ Today's session review ❖ Reminder of next session date and thank & close
Facilitator Wind up	10 mins	<ul style="list-style-type: none"> ❖ Make sure you leave the room in order ❖ Share your observations in facilitator report

Welcome & session preparations **15 minutes**

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives and hand out name tags.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share one or two words to describe how they are feeling today.

GUIDELINES: Facilitating Circle Share

- ❖ Facilitators start the circle share with themselves, using one word to describe how they feel.
- ❖ Move around the circle, giving participants a chance to say one word about how they feel.
- ❖ Remember to praise and thank participants for sharing – especially at the beginning when this is new.
- ❖ It is fine if participants do not want to share, simply move on to the next person.



Try taking 3-5 minutes to use circle share at the beginning of each new session so that participants can get a chance to practice sharing emotions.

1.3 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

Remember you want to model positive behaviour – including providing praise!

1.4 HOME ACTIVITY DISCUSSION

Guide a discussion about the previous week's home activity. As a reminder, last week participants were asked to review and share their goals.

Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- ❖ Brainstorm solutions with participants
- ❖ Practice applying the solution.
- ❖ Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up

the head-to-toe stretch that we introduced in the first session.

2.3 GAME

TRUST GAME: LEADING THE BLIND

In this game we think about how to care for your partner and how to allow yourself to be led.

GUIDELINES: How to facilitate the Trust Game

1. Divide group into parent/teen pairs. Decide if you would like to play inside or outside.
2. Facilitators show activity with a partner. Show both good and bad ways of leading.
3. Ask participants to choose who will go first. That person will be the leader.
4. Ask second person to close his/her eyes and allow him/herself to be led around the room or the space.
5. Leaders bring the “blind” back to the starting point.
6. Switch places!

Alternative or extension: one person has two people standing less than 1 meter (one step) behind them. They are blindfolded and asked to fall back (whilst standing still in one place) The two people behind catch them before they fall. (use people of same gender)

Discussion: TRUST GAME

This game reminds us about how trust works. It also reminds us that we communicate in lots of ways without using words!

Why do you think we played this game?

Did we learn anything?

Core lesson

50 minutes

3.1 WHAT IS SPENDING QUALITY TIME?

The Core Lesson focuses on “quality time” and begins with a discussion about what “quality time” is. For most “quality time” will be a new idea – including facilitators. Facilitators write down participants’ ideas of what this might be.

1) What does it mean to spend “quality time” or “positive time” together?

Brainstorm some of the things you enjoy doing ...or would like to do together?

Possible activities could include:

with solutions and support them in trying them.

Always give big praise and applause to everyone brave enough to share.

As this is the first home activity discussion, here are some possible questions to get the discussion going. You can use Who? What? Where? Why? When? How? during every discussion.

- ❖ WHO? Who was able to review their goals and share them with other family members?
- ❖ WHAT? What goals did you share?
- ❖ WHERE? Where did you talk about your goals?
- ❖ WHY? Why was it important to share and talk about your goals?
- ❖ WHEN? When did you talk about your goals?
- ❖ HOW? How did you feel reviewing and sharing your goals?

Goals should be positive and about the future. Use the guidelines above to make it easier. Feel free to ask follow-up questions!

Session Overview

10 minutes

2.1 FRAMING THE DAY

What is spending quality time together?

In this session, we help participants discover that trust is essential to building positive relationships. Trust can grow by spending quality time with each other. We focus on four main points:

1. Spend time focusing on each other
2. Make time to listen to each other
3. Don't criticise (or be negative about the other person –Stay positive!)
4. Praise the good things

In this session we find out how trust can grow by spending quality time with each other. When spending time with each other participants should try to listen carefully to what the other person is saying.

When someone really listens to you and notices what you are doing it makes you feel good because you feel valued.

Parents should remember that when we praise positive behaviour, teenagers are likely to repeat the positive behaviour again.

2.2 PHYSICAL EXERCISE

Encourage participants to do their physical exercises once a day! Lead them through

- ❖ Cooking together
- ❖ Walking somewhere together
- ❖ Going to eat “chaat”/ dinner together at nearby food joint
- ❖ Sitting in the park/on the roof together
- ❖ Enjoying chai and pakodas together
- ❖ talking about your day
- ❖ Doing chores together or helping each other
- ❖ Playing a game together
- ❖ Applying henna (mehendi) or hair oil

Sometimes these times feel special when we do them. What makes these times special?

2) In discussion go over the main ingredients of quality time together and why these are important.

- ❖ Spend time focusing on each other
- ❖ Make time to listen to each other
- ❖ Don't criticise (don't be Negative about the other person –stay positive!)
- ❖ Praise the good things

3) There are lots of good reasons WHY to spend quality time with each other. Here are a few to add to the discussion:

- ❖ Spending quality time helps us pay attention to each other's interests
- ❖ Spending quality time helps us to enjoy each other's company!
- ❖ Establishing a safe and supportive environment at home will make young girls and boys less likely to engage in high-risk behaviours
- ❖ Spending quality time helps us get to know and understand each other better. For example, we might learn something new about someone else's likes and dislikes.
- ❖ Spending quality time strengthens the bond between a parent and child and increases trust
- ❖ Spending quality time provides us an opportunity to communicate and build openness in relationship Spending quality time makes us we feel valued and loved.

4) Discuss more about quality time:

- ❖ WHO? Who should spend time together that feels special?
- ❖ WHAT? What activity could parents and teenagers do together that would feel special?
- ❖ WHERE? Where could parents and teens spend time together that would be special?
- ❖ WHY? Why should parents and teens make an effort to spend time together doing something special?
- ❖ WHEN? When is a good time to spend quality time together? At night? In the morning? On weekends?
- ❖ HOW? How can parents and teens spend time together in a special way?

A few things to keep in mind when we spend “quality time”: (HOW)

- ❖ When we spend quality time with each other, we don’t have to agree with each other but we do have to listen to each other. Try to understand the other person’s perspective.
- ❖ We should try to keep our conversation positive and not criticise
- ❖ It is important to talk about the things that matter to parents and their teenagers. Say what is important to you!
- ❖ If we spend time with each other, we might talk about the things that give us stress. It is much easier to support each other when we know what is upsetting to the other person.
- ❖ Another good way to support someone is to spend time with them when they are doing something that they enjoy. For example, go to see your teenager’s soccer match!
- ❖ But we don’t have to do something special to spend quality time together. We can spend quality time just sitting next to each other. We can spend quality time together whether we are feeling healthy or sick, energetic or tired, strong or weak.

3.1 ROLE-PLAY



In Session Two we introduce role-plays as an important learning tool used in the programme. Like storytelling, these role-plays, which we also sometimes call “scenarios”, let participants see the experiences of other parents and teens outside of their own lives.

Role-plays can also allow participants to be assertive – or active – in the scenarios. This helps participants develop problem-solving skills that they can use in their daily lives. To begin, in this session facilitators act out the following negative and positive role-plays:

Introducing the Naatak Family

Today we meet the family, which lives in Sundarpur village. The family consists of **Ma**, **Papa** and their three children, **Nagma** (17-year-old girl), **Samir** (15-year-old boy) and **Shubnum** (12-year-old girl). We also meet **Dadi Ji** (Papa’s mama) who lives in another house, who is taking care of **Meena** (16-year girl) and **Sonu** (13-year boy) who are orphans. Samir and Sonu are cousins to Nagma and her siblings. Throughout the programme we will be talking and reflecting on their family experiences. In some instances, we will be acting out their family experiences! This will be great fun! Just like our families, the family face many challenges including relational problems that exist between the parents and their teen children. It is important to note that the characters in the role plays are fictional.

Please inform the participants that the family is not a real family that exists even though common names have been used.

ROLE PLAY: Quality time (negative)

In this first role-play, we meet Ma and 15-year-old son Samir. Let's watch and listen to what happens.

Samir and Ma sitting at the table. Samir is doing his homework while Ma is busy with watching TV

Samir (*smiles*): "Look Mama now I am getting all the sums right, I can't wait to go to school tomorrow to show my teacher."

Ma (*doesn't look up at Samir, still busy with TV*): "Mhhh...."

Samir becomes frustrated and starts to feel sad. Ma still watching TV.

Samir leaves his books on the table and starts playing a game on his phone.

Ma: "Ok now, what were you saying, Samir?"

Samir: "What, NOW you have time for me?"

(Both stare at each other very angrily)

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY:

Now it's time to discuss the role-play. Here are some questions to get you started:

- ❖ Why do Samir and his Ma feel the other person is not listening to them?
- ❖ What would you suggest they could do differently?
- ❖ Can you think of a time this happened to you?

Based on the suggestions that participants make about what could be done differently, show a new – corrected – ending to the role-play. Do teens and parents want to try playing the Ma and Samir roles?

In order to do this, facilitators will act out the role-play again slowly, and participants can either interrupt to "direct" suggestions or they can "tag" into the role-play and act out the characters themselves.

They can stay in their seats to do this if they want! Do they want to share how the action in the role-play makes them feel?

Session close**10 minutes****4.1 PREPARING HOME ACTIVITY**

The Core Lesson focuses on “quality time” and begins with a discussion about what “quality time” is. For most “quality time” will be a new idea – including facilitators. Facilitators write down participants’ ideas of what this might be.

This activity will help participants get ready for home activity by helping them to think of different activities they can do together during the week.

Parents and teens should team up to think of an activity that they can do together. Try to think of things that don’t cost any money. Remember to try to encourage the teens to lead!

Each parent/teen team should try to think of a few ideas and present these to the group. Facilitators can write down ideas on the flip chart so that participants can see a “bank” of activities to choose from if they are having trouble deciding.

MAKE IT A MIME GAME!

Want to make it fun? Instead of saying their activity out loud, parents and teens could mime (act) their activity and the other participants can guess the activity.

4.2 HOME ACTIVITY

Spend at least 15 minutes of quality time together during the week. Allow the teen to take the lead in deciding what activity it will be. Parents: Make the decision together but try to follow your teen’s lead! If you don’t have time because you have too many chores to do, can you do one of these together, like walking together to the shops or having a meal together?

Also each day ask about each other’s day and try to listen carefully.

COMPLETE A PHYSICAL EXERCISE ONCE A DAY

Participants can go for a walk each day to improve their health and well being.

4.3 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

In this session we talked about how important it is to spend quality time together.

Key ingredients for quality time together:

- ❖ Spend time focusing on each other
- ❖ Make time to listen to each other
- ❖ Don't criticise (don't be negative about the other person –stay positive!)
- ❖ Praise the good things

Use the illustration from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

4.4 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

In the next session we talk about praise.

But before then, don't forget to do your home activity!

Facilitators remind participants about time and location of next session.

4.5 THANK AND PRAISE PARTICIPANTS

Thank participants for coming and their commitment to spend time with each other.

Handout: Illustration For Session 2

Quality time





Parwarish Teens Parenting Programme CATCH-UP

Guardian's Name _____

Teenager's Name _____

Date _____ Group _____

Facilitator's Name _____

Session 2: Building a positive relationship through spending time together

Goal: Building a positive relationship by spending quality time with each other.

- ❖ Spending quality time helps us get to know each other better and know each other's likes and dislikes
- ❖ Spending quality time strengthens the bond between a parent and child and increases trust
- ❖ Spending quality time provides us an opportunity to communicate and builds openness in relationships.

In this session, we find out how trust can grow by spending quality time with each other. While this is happening, participants should listen carefully to the person they are with.

Illustration: Quality Time (negative)

Core Lesson: Let's discuss "quality time". Think about the illustration:

Why do Samir and his Ma feel the other person is not listening to them? What would you suggest they could do differently?

1. What does it mean to spend "quality time" together? When we spend quality time with each other, we don't have to agree with each other but we do have to listen to each other.

2. There are lots of good reasons to spend time with each other: Spending time with each other gives parents a chance to learn a lot about their teenager's interests and what they can do. It also helps parents understand how they can support their teens.

3. There are lots of ways to spend quality time together: If we spend time with each other, we might talk about the things that give us stress. Then it is much easier to support each other because we know what is upsetting to the other person.

INTRODUCING THE SESSION

Welcome to Session 3 of the Parwarish Programme for Parents and Teens!

In Session 3, we focus on understanding the benefits of encouragement and praise and practice ways of praising. Your main goals as a facilitator will be to engage participants on:

- ❖ Praise will increase the behaviour that we are praising.
- ❖ Giving praise right after good behaviour makes praise more effective!
- ❖ Try to give specific praise

In Session 3, facilitators introduce parents and teens to a very important skill: **PRAISE!**

It is important that parents realise that praise helps build up their child’s confidence and it encourages them to want to do well in whatever they are assigned to do. Praise also helps parents connect with their child about behaviours that they like and appreciate. The more a child is made aware of the positive behaviours that are approved by their parent through praise the more they seek to do them. Good family relations can be established through praise.

Our role as parents isn’t just to correct our children but to encourage them. In this session, facilitators talk about praise and positive encouragement and how these help builds a good relationship between a parent and their child.

SESSION 3 PREPARATIONS & OUTLINE

Goal of the session	The purpose of this session is to encourage parents to praise their child and to share some of the benefits of structured praise.
Core Principles	<ul style="list-style-type: none"> ❖ Praise helps to build positive relationships. ❖ Praise encourages the behaviour we want to see. ❖ The positive behaviours you praise will happen more often ❖ Praise helps to boost a teenager’s self-confidence and sense of responsibility
Training materials & resources	<ul style="list-style-type: none"> ❖ Flip chart, paper, pens, markers, sticky tape ❖ Attendance register ❖ House poster, ground rules poster ❖ Name tag materials ❖ Printed copies of Session Illustration “Notice the positive”
Venue Preparations:	<ul style="list-style-type: none"> ❖ Make sure that the workshop venue is clean. ❖ Set up chairs where the participants will sit in a circle ❖ Prepare all the materials that you will use during the group session

Home activity: Spend at least 15 minutes of special time together. Each day ask about each other's day and try to listen carefully.

Attending sessions can be difficult. Is there anything we can do to help you attend sessions? *It is important to have a non-blaming attitude about attendance!* Did any other members of the household participate in this Kaya catch-up? Who?

COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	10 mins	<ul style="list-style-type: none"> ❖ Facilitators take attendance. ❖ Participants settle down with chai and snack ❖ Welcome, thank everyone for coming and praise time keeping ❖ Home activity discussion
Session overview for the day	15 mins	<ul style="list-style-type: none"> ❖ Framing the day ❖ Physical exercise
Core Lesson	50 mins	<ul style="list-style-type: none"> ❖ Negative role-play: Ignore the good (negative) ❖ Discussion about negative role-play ❖ Positive role-play: Ignore the good (positive) ❖ Discussion about positive role-play ❖ Energiser: My teddy bear ❖ Introducing the Buddy System
Session Close	15 mins	<ul style="list-style-type: none"> ❖ Preparing for Home Activity <ul style="list-style-type: none"> ◆ Practice giving each other structured praise once a day ◆ Visit your Buddy at least once a week ◆ Complete a physical exercise once a day ❖ Today's session review ❖ Reminder of next session date and thank & close
Facilitator Wind up	10 mins	<ul style="list-style-type: none"> ❖ Make sure you leave the room in order ❖ Share your observations in facilitator report

Welcome & session preparations 10 minutes

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling. Can they do this in one word?

1.3 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

Remember you want to model positive behaviour – including providing praise!

1.4 HOME ACTIVITY DISCUSSION

Facilitators lead a discussion about the previous week's home activity. As a reminder, last week participants were asked to try to spend quality time together.

Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- ❖ Brainstorm solutions with participants
- ❖ Practice applying the solution.
- ❖ Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

Remember that you can use **Who?, What?, Where?, Why?, When?, How?** during the discussion.

Always give big praise and applause to everyone brave enough to share.

Session overview

15 minutes

2.1 FRAMING THE DAY

In Session 3, we focus on the importance of encouragement and praise.

Facilitators refer to house poster (have it up on the wall)

Teenagers do their best when they have a solid and healthy relationship with their parent(s). The way we communicate with each other is very, very important to building strong relationships.

Positive communication opens doors of communication between parents and teens. Negative communication often closes these doors and can cause many other problems.

As parents we need to be able to correct our children, but it is very important that we also encourage them. Praise is one way we can encourage each other. (To encourage means to “build courage” or confidence). When someone says something nice about us this helps us feel confident and good about ourselves. If praised, we are more likely to want to do well and please others with our behaviour. Praise helps reinforce the positive behaviour we want to see more of. Praise supports good mental health.

We feel bad when people speak to us negatively. Feeling bad about ourselves often can lead to poor mental health. If we feel bad about ourselves we tend to look for comfort and other ways to feel better. Teens may turn to high risk behaviour (e.g alcohol and drugs) if they feel bad about themselves. Discussion:

Some people don't praise because they think that the child or teen will become arrogant / prideful or “puffed up”. However, being prideful or arrogant is built on a false idea of ourselves. It is when a person thinks they are better than they are or better than others. This is very different from a truthful understanding that we are loved and can do good things.

What is praise?

Questions:

- ❖ Is it wrong to feel good about yourself?
- ❖ Does praise spoil a child/teen?
- ❖ Can praise encourage good behaviour?
- ❖ Can feeling bad about yourself cause problems?

Activity: Praise takes practice and can feel strange at first... but we think it is worth it!

Teens and parent sit quietly for a few minutes and try to think of two things that they could praise about their parent/teen. It should be specific and truthful. It could be a behaviour or just something they like about the other person. Then after the time given, parents sit with their teens and give their praise while teens listen, then visa versa. Examples of specific praise (only use these if participants are struggling to come up with ideas of their own):

“I like the way you just helped your little sister with her homework. She was feeling overburdened with studies and work and what you just did made a positive difference.
“Dad I really appreciate your help in kitchen; I know you are tired from work but offered to cook as Mum is sick.

Discussion:

- ❖ Does anyone want to share with the group what they said to their parent or teen?
- ❖ Was this praise specific?
- ❖ How did it feel to hear something nice said to you?
- ❖ What are the benefits of praise?
- ❖ Do you think you are likely to get prideful with truthful praise?
- ❖ Does praise encourage us?

Note: some of us are used to indirect praise. Perhaps Ma tells DadaJi that Rahul has been working hard at his school work. Then perhaps DadaJi tells Rahul what she has heard. This is also good for Rahul.

2.2 PHYSICAL EXERCISE

Encourage participants to do their physical exercises once a day! Lead them through the head-to-toe stretch that we introduced in the first session. Did anybody try this exercise at home?

Core lesson

50 minutes

3.1 ROLE PLAY: IGNORING THE GOOD (NEGATIVE)

Shubnum is doing her homework. She is practicing reading her book out loud while her sister Nagma is helping her. Ma is busy cooking dinner.

Shubnum (*struggling over a difficult word*): “The girl braw – broo – brought the ball to her brother”

Nagma: “Shubnum! Well done! You read well! Keep reading! The more you practice the better you will get. Ma! Come and hear Shubnum read! She’s doing so well!”

Shubnum smiles at the idea of her ma coming to listen to her read.

Ma (*doesn’t really listen*): “Yes, very good Shubnum, but dinner will be ready soon, so I wish you could learn to read quicker. I want to sleep early today. I am tired.”

Nagma: “But Ma, I’m helping Shubnum and she is getting so much better. You should come and listen!”

Ma (*getting angry*): “I don’t have time for that – I said I was tired! Now please do as you are told and finish up and come and help serve dinner.”

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Think about the role-play you just saw and discuss and try out possible solutions. Remind participants that praise doesn’t work when criticism is attached! Here are some questions to get you started:

- ❖ How does Shubnum feel when her Ma tells her to hurry up?
- ❖ How do you think Ma telling Shubnum to “learn to read quicker” affected the praise she first gave to Shubnum when she said “Yes, well done”?
- ❖ How do you think that Ma’s criticism will affect Shubnum’s attitude to reading in the future?

3.3 ROLE PLAY: PRAISING THE GOOD (POSITIVE)

Shubnum is doing her homework. She is practicing reading her book out loud while her sister Nagma is helping her. Ma is busy cooking dinner.

Shubnum (*struggling over a difficult word*): “The girl braw – broo – brought the ball to her brother”

Nagma: “Shubnum! Well done! You read well! Keep reading! The more you practice the better you will get.”

Ma (*comes and smiles at them*): “I am very proud of my two daughters. Shubnum, you are working so hard, I know reading is not easy. And thank you very much Nagma for helping your sister so I can cook. You are a big help to me.”

3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Think about the role-play you just saw and discuss the core principles, focusing on the timing of Shubnum’s Ma’s praise and how specific it was. Here are some questions to get you started:

- ❖ How does Shubnum feel when Ma praises her?
- ❖ Do you think Ma’s praise will affect Shubnum’s reading?
- ❖ How does Nagma feel when Ma praises her?
- ❖ What makes Ma’s praise work?
- ❖ How do you think Shubnum feels when her sister praises her?

Can anybody share any ideas about what they think “structured praise” might be? It is specific targeted or focussed praise that highlight behaviour you want to see. Structured praise is one way to show that you like someone’s positive behaviour.

It is based on the idea that everything we do is more likely to happen again if it is rewarded in some way. Behaviour that is ignored, or not rewarded, is less likely to happen again. It is important to reward teenagers and parents when they behave in a way that we would like to see them repeat. When we reward good behaviour with praise, others want to behave that way more often in the future.

The way we give praise is also important. We must tell the other person exactly what they have done that has pleased us.

Parents:

We must try to praise our teenagers as soon after their good behaviour as possible.

With some teenagers, especially teenagers who have behaviour problems, it can be difficult to notice any good behaviour. To begin with, we might have to praise them for small things, such as folding their clothes nicely or playing a game with their little sibling. With some situations that can feel stressful, it can be difficult to try to be positive and give structured praise. Try to start with something really small and manageable, like remembering to take medication every day.

Teenagers:

Sometimes when we're really in a bad mood with our parent, we only notice the times they are angry with us. But our parents do things all the time to help us, like making dinner, or working so that we can afford to go to school or coming with us for an appointment at the clinic. It can be really helpful to notice some of these things and praise them for it. We should also be praising and appreciating things that our parents do for us!

3.5 ENERGISER (5 MINUTES)

The facilitator can choose an energiser from the list at the appendix.

3.6 INTRODUCING THE BUDDY SYSTEM!

At this point in the programme, facilitators encourage participants to find someone to support them within the group. Parents and Teens will team up with a "Buddy".

Having a Buddy gives support to participants outside of the sessions, during the week or if they have to miss a session. The purpose of Buddy is to share experiences, successes, solutions and to build a support network beyond the weekly meetings. Buddies should be participants who live close to one another so that it is easy to meet once a week to discuss how their week is going. Remember the ground rules from Session One? Let's set some basic ground rules for the Buddy system, like no late night phone calls or getting drunk together. Facilitators should let participants choose their own Buddy but buddies should be the same gender. It helps if people choose buddies based on who lives close to each other. Facilitators should also keep an eye on any difficult pairings and suggest alternatives if they it's necessary.

Session close**15 minutes****4.1 PREPARING FOR HOME ACTIVITY**

This activity should help warm up participants for home activity by giving them a chance to practice praising someone about something specific out loud.

GUIDELINES: Facilitating the practice of praising

Participants sit in a circle and find a partner sitting next to them. First, each person compliments her or his partner. Encourage participants to make eye contact and use the name of the person they are complimenting. Praise can be about anything as long as it is honest /sincere. Participants should keep praise specific

Ask the Participants what it was like to be praised and what it was like to give praise.

HOME ACTIVITY

Practice giving each other structured praise once a day. Visit your Buddy at least once a week. Don't forget to spend quality time together also.

COMPLETE A PHYSICAL EXERCISE ONCE A DAY

Try to do some exercise or go for a walk everyday.

4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

- ❖ Praise will increase the behaviour that we are praising.
- ❖ Giving praise right after good behaviour makes praise more effective!
- ❖ Try to give specific praise
- ❖ Praise should come without criticism

Use the illustration from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.



Parwarish Teens Parenting Programme CATCH-UP

Guardian's Name _____

Teenager's Name _____

Date _____ **Group** _____

Facilitator's Name _____

Session Three: Praising each other

Goal: Understand the benefits of praise and practice ways of praising.

Overview: In this session we focus on the importance of praise. Praise can be when somebody says something good about something we have done.

Before we begin with this week, how did last week's home activity go?

Illustration: Notice the good! (Positive) In this illustration we see how positive attention is important to building good relationships and encouraging good behaviour.

Core Lesson: How does Shubnum feel when Ma praises her? Do you think Ma's praise will affect Shubnum's reading? Can you think of something you appreciate or like about your parent/teen?

Structured praise is one way to show that you like someone's positive behaviour. It is based on the idea that everything we do is more likely to happen again if it is rewarded in some way. Behaviour that is ignored, or not rewarded, is less likely to happen again.

The way we give praise is also important: We must tell the other person exactly what they have done that has pleased us.

Parents: We must try to praise our teenagers as soon after their good behaviour as possible. To begin with, we might have to praise them for small things.

Teenagers: We should also be praising and appreciating things that our parents do for us!

Home activity: Practice giving each other structured praise once a day.

Facilitators: Remember to introduce the Parwarish Buddy system!

Attending sessions can be difficult. Is there anything we can do to help you attend sessions? *It is important to have a non-blaming attitude about attendance!*

Did any other members of the household participate in this catch-up? Who?

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY



In the next session we will focus on learning to identify, name and discuss emotions. The next session is also slightly different because parents and teens will separate into two groups for the core lesson. But before then, don't forget to do your home activity – we're looking forward to hearing how you liked the Buddy system!

Facilitators remind participants about time and location of next session. It's important to stress that they meet at the same time, even though the group will separate into smaller teen-only and parent-only groups for the core lesson.

4.4 THANK AND PRAISE PARTICIPANTS

Thank participants for coming and their willingness to try new things for the sake of strengthening their relationships.

Handout: Illustration for session 3

Praising the good



I am very proud of my two daughters. Shubnum, you are working so hard, I know reading is not easy. And thank you Nagma for helping your sister so I can cook. You are a big help to me.



INTRODUCING THE SESSION

Welcome to the Session Four of the Parwarish Programme for Parents and Teens! This session explores emotions, learn how to identify, name and discuss emotions.

In Session Four, teens and parents are in different groups for the core lesson. Inform them that this is a new way of working for some of the sessions.

In this session parents and teens will be taught on the following:

- ❖ How one can be aware of their own emotions
- ❖ Understand how to react and deal with other people’s emotions.
- ❖ How talking about emotions makes us happier and helps us build stronger relationships.

Remind participants that what they say in sessions should not be shared by participants with others outside the group.

About emotions...

Emotions (or feelings) play a big role in how we make decisions. If emotions are not well managed they can affect a persons’ wellbeing and judgement. Strong emotions such as depression, anger or anxiety if not regulated can contribute to poor decision making.

Young people risk the negative impact of unmanaged emotions that can lead them to risky behaviours such as violence, resorting to alcohol etc... and even risky sexual behaviours

Parents are able to play an important role of recognizing the emotional issues that are affecting their children and help them manage them better.

SESSION 4 PREPARATIONS & OUTLINE

Goal of the session	The goal of this session is to help parents and teens to learn how to be aware of their emotions and express them in a healthy way. Both positive and negative emotional experiences are part of our normal life and being aware of them helps one to manage them better.
Core Principles	<ul style="list-style-type: none"> ❖ Talking about our emotions helps develop awareness of our feelings and thoughts. ❖ Talking about our emotions helps us control how we react or respond in difficult situations. ❖ Talking about emotions helps us to move past difficult them and resolve conflicts better.

<p>Training materials & resources</p>	<ul style="list-style-type: none"> ❖ Flip chart, paper, pens, markers, sticky tape ❖ Attendance register ❖ Poster of house, ground rules poster ❖ Name tag materials ❖ Printed copies of Session Illustration “Talking about emotions”
<p>Venue Preparations:</p>	<ul style="list-style-type: none"> ❖ Make sure that the workshop venue is clean. ❖ Set up chairs where the participants will sit in a circle ❖ Prepare all the materials that you will use during the group session

<p>COMPONENT</p>	<p>TIME</p>	<p>ACTIVITIES</p>	
<p>Welcome & Session Preparation</p>	<p>10 mins</p>	<ul style="list-style-type: none"> ❖ Facilitators take attendance. ❖ Participants settle down with chai and snack ❖ Welcome, thank everyone for coming and praise time keeping ❖ Home activity discussion 	
<p>Session overview for the day</p>	<p>15 mins</p>	<ul style="list-style-type: none"> ❖ Framing the day ❖ Physical exercise ❖ Game: Contagious Emotions ❖ Discussion on Contagious Emotions Game 	
<p>Core Lesson</p>	<p>50 mins</p>	<p>PARENTS SESSION</p> <ul style="list-style-type: none"> ❖ Negative Role play: Ignoring our own emotions ❖ Discussion about negative role play ❖ Positive role play: Acknowledging our own emotions ❖ Discussion about positive role play ❖ Taking a pause 	<p>TEENS SESSION</p> <ul style="list-style-type: none"> ❖ Negative Role play:’s Test ❖ Discussion about negative role play ❖ Positive role play: Nagma’s Test ❖ Discussion about positive role play ❖ Taking a pause
<p>Session Close</p>	<p>15 mins</p>	<ul style="list-style-type: none"> ❖ Preparing for Home Activity Home activity for the Week <ul style="list-style-type: none"> ◆ Practice giving each other structured 	

COMPONENT	TIME	ACTIVITIES
		<p style="text-align: center;">praise once a day</p> <ul style="list-style-type: none"> ◆ Visit your Buddy at least once a week ◆ Complete a physical exercise once a day ❖ Today's session review ❖ Reminder of next session date and thank & close
Facilitator Wind up	10 mins	<ul style="list-style-type: none"> ❖ Make sure you leave the room in order ❖ Share your observations in facilitator report

Welcome & session preparations 10 minutes

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down with a chai and snack. Remember to take attendance as each new person arrives.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are in a sentence or two.

1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behaviour – including providing praise!

1.4 HOME ACTIVITY DISCUSSION

Lead a discussion about the previous week's home activity. As a reminder, last week participants were asked to try to give each other structured praise at least once a day.

They also tried out the Parwarish Buddy system last week, so we'd love to hear about their experiences!

Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- ❖ Brainstorm solutions with participants
- ❖ Practice applying the solution.
- ❖ Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them. Remember that you can use Who? What? Where? Why? When? How? during the discussion.

Always give big praise and applause to everyone brave enough to share.

Session overview

15 minutes

2.1 FRAMING THE DAY

In Session Four, participants continue to practice communication skills, this time by focusing on naming feelings and talking about them.

Facilitator refers to the house poster (and has it stuck up on the wall)

We also work on being aware of the feelings that others have and responding to their feelings by showing that we understand. Before we start it's important to say that talking about emotions is probably a new thing for lots of us. It's something we may not have tried before, especially with our children/parents, and this means that it might feel strange or hard to do.

We use this group to try talking about emotions for the first time, remembering that there is no right or wrong way to do this and remembering that each person's feelings or emotions are important.

- ❖ "Naming feelings" is being aware of emotions and learning to talk about them.
- ❖ This is an important step to help people deal with anger, disappointment and frustration.
- ❖ Emotions connected to difficult behaviour can lead to poorly thought through choices which may have negative consequences.

For example, an adolescent experiencing emotional problems such as depression may feel very sad and try to look for ways to help them feel better. However, some of the choices that they make may not be good choices.

For example they might use alcohol to make them feel better, For example they might use alcohol to make them feel better,

The way parents sometimes respond to their children when they face emotional issues can either result in positive or negative management of those issues. That is why it is important that parents too are able to model positive control of their own emotions so that the children to may learn from them.

2.2 PHYSICAL EXERCISE

Encourage participants to do their physical exercises once a day! Lead them through the head-to-toe stretch that we introduced in the first session.

Remind parents and teens that it is a good idea to do the physical exercise every day at home because physical exercise can actually help improve our mental health!

2.3 GAME

CONTAGIOUS EMOTIONS GAME

This is an ice-breaker, a game that will help us all to loosen up our feelings and feel more open about sharing our emotions

GUIDELINES: Facilitating the Contagious Emotions Game

1. Participants sit in a circle.
2. The facilitator starts by naming an emotion and then showing that emotion on their face.
3. The facilitator will then turn to the person sitting next to them, make the face, and the participant will have to make the same face and “pass it on” to the person sitting next to them.
4. Participants will pass an emotion around from person to person. Don’t worry if an emotion gets lost in a chain!
5. Once the emotion has been passed around the circle, it’s somebody else’s turn to think of an emotion and make a face to pass around!

Having trouble thinking of emotions? Try out these ideas: Happy, sad, angry, scared, excited, worried, proud, embarrassed, lonely, disappointed.

Facilitator may show the emotions poster. *Included as appendix 2.

DISCUSSION:

Why do you think we played this game? Did we learn anything about emotions from this?

This game should help participants to start thinking about the different emotions we feel and how we express them. This game also introduces the idea that our emotions rub off on those around us and can be “contagious”!

Group divides for core lesson

Core Lesson**50 minutes****Core Lesson for Parents: NAMING FEELINGS & TALKING ABOUT EMOTIONS****3.1 ROLE-PLAY Ignoring our own emotions (negative)**

Ma has just come back from the doctor after she has been informed that she has Tuberculosis. Ma is very sad and afraid. On her way home she meets up with her friend.

Ma's friend: "Hello my friend! How are you?"

Ma (*low energy*): "I'm not sure how I am."

Ma's friend: "Did I see you at the clinic? Are you feeling unwell?"

Ma: "I am fine, just needed to see a doctor."

Ma's friend: "I see. But you don't look too good?"

Ma (*shouting*): "No! I am not well! And I'm sure that will give you plenty to talk about with the neighbors!"

Ma comes home upset. Nagma greets her when she enters the house.

Nagma: "Hello Ma! You don't look very happy. Is everything okay?"

Ma (*shouting*): "Leave me alone Nagma and mind your own business!"
Nagma cries.

3.2 DISCUSSION ABOUT ROLE-PLAY

Discuss how the way Ma handles her emotions affect the action on the role play you just saw. Here are some questions to get you started:

- ❖ What emotions was Ma experiencing?
- ❖ How did her emotions affect the way she was responded to her friend and Nagma?
- ❖ How do you think Ma felt at the end?
- ❖ How do you think the friend and Nagma felt?
- ❖ What advice would you give Ma?
- ❖ What advice would you give Ma's friend?

When discussing the role-plays in this session, be sure to have participants talk about and try the following steps:

1. Identifying emotions
2. Accepting emotions
3. Responding in a controlled way to emotion

3.3 ROLE-PLAY: ACKNOWLEDGING OUR OWN EMOTIONS (POSITIVE)

Ma has just come back from the doctor after she has been informed that she has TB. Ma is very sad and afraid. On her way home she meets up with her friend.

Ma's friend: "Hello my friend! How are you?"

Ma (low energy): "I'm not sure how I am."

Ma's friend: "Did I see you at the clinic are you feeling unwell?"

Ma: "Yes it was me. I needed to see a doctor, I have not been feeling too well."

Ma's friend: "I see. You look sad"

Ma (*shouting*): "I am feeling sad. The doctor told me I have bad arthritis which is sometimes difficult to treat and I am afraid that it will make it difficult for me to take care of the family when I go on treatment. This is also making me worry about my children's health, what if they get it too!"

Ma's friend: "I know for now the news from the doctor may seem overwhelming to you my friend. The good thing is that the pain of arthritis can be treated. It's important to focus on getting better so that you can care for your family. It's difficult to make good decisions when you feel down."

Ma comes home upset. Nagma greet her when she enters the house.

Nagma: "Hello Ma! You don't look very happy, are you okay?"

Ma: "Thank you for asking, Nagma. I'm feeling a bit down at the moment."

Nagma (*worried*): "Oh no."

Ma: "Don't worry too much. I'm a little overwhelmed about a problem I am facing. But I feel very blessed to have you with me right now! Come, let us cook together now."

3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Discuss how the way Ma handles her emotions affect the action in the role-play you just saw in a positive way. Here are some questions to get you started:

- ❖ Why is Ma feeling down?
- ❖ Do you think it helps her to say how she is feeling? How does Ma feel at the end?
- ❖ How does she respond to Nagma's question?
- ❖ Have you ever felt any of the things that Ma feels?

Now let's talk more generally about why we think it is important to speak about emotions.

While one facilitator is in charge of asking the questions that guide this discussion, the other one writes the participants' ideas on the flipchart.

Importance of expressing emotions:

There are a number of life experiences which can make us experience negative difficult emotions: loss of job, maybe a family member is sick or has died or even our own child has failed at school or fallen pregnant for example.

Our responses to these issues may lead us and our children to react in a certain way. Parents should allow their children to feel safe to express their emotions. When they are angry or sad, parents should be able to recognize or find out the emotional issues that are affecting their children.

This can help children process how they feel before they seek other ways to express their emotions which may have a negative impact on their lives. As parents talk about emotions let us consider how naming and acknowledging emotions can help us and our children manage them better.

Some things that might come up during the discussion:

- ❖ Talking about emotions helps us control our reactions to these emotions. If we are frustrated and we speak about it, we are less likely to shout in anger at other people.
- ❖ It helps us to decide what we want to do about this situation we are in, and helps show our kids that they can do this.
- ❖ It increases the joy we get from the positive emotions.
- ❖ By sharing our emotions, we strengthen our relationships. It helps us understand each other better so we can learn how to support each other.
- ❖ Letting feelings "out" in a controlled way actually helps us stay healthy (by reducing the risk of heart disease, high blood pressure etc.).
- ❖ NOTE some very strong emotions can be difficult to express well in the 'heat of the moment'. Sometimes we need to pause or even walk away and calm down before we are ready to respond to our emotions. It is ok to take time to 'cool down' or to cry (grief) etc... We will talk more about managing strong emotions in the next session.

Core Lesson

50 minutes

Core Lesson for Teens: NAMING FEELINGS & TALKING ABOUT EMOTIONS

3.1 ROLE PLAY: Nagma's Test (NEGATIVE)

Nagma comes home from school. Papa is sitting at home.

Papa: "Hello my dear, how was your day at school?"

Nagma (*in a terrible mood*): "Who cares?"

Papa: "Nagma, please don't talk to me that way. Did you get the results of your math test? How did you do?"

Nagma: "Yes! I failed, OK?! I hate school! And I hate you for making me go!"

Nagma storms out of the house.

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY:

Think about how Nagma's emotions affect the negative action in the role-play you just saw. Here are some questions to get you started:

- ❖ What is upsetting Nagma?
- ❖ How does she respond to her baba's question about her test?
- ❖ How do you think Papa feels about her response?

When discussing the role-plays in this session, be sure to have participants talk about and try the following steps:

- ❖ Identifying emotions
- ❖ Accepting emotions
- ❖ Responding in a controlled way to emotion

3.3 POSITIVE ROLE PLAY: Nagma's Test (POSITIVE)

Nagma comes home from school. Papa is sitting at home.

Papa: "Hello my dear, how was your day at school?"

Nagma (*in a terrible mood*): "Who cares?"

Papa: "Nagma, you don't seem very happy, do you want to talk about it?"

Nagma: “I’m sorry, I just find it so frustrating that I studied so hard for my math test and still failed!”

Papa: “That is frustrating. I know how hard you studied. Maybe we can ask your tutor for extra help with math? I can come in to talk to her tomorrow if that would help?”

Nagma: “Thank you, I think that might be a good idea.”

Papa: “You know, you might feel frustrated about not being good at math right now, but I’ve never met someone who can write stories the way you can Nagma!”

Nagma smiles at her Papa

3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Think about how the way Nagma handles his emotions affect the positive action in the role-play you just saw. Here are some questions to get you started:

- ❖ How does Nagma handle her bad mood at first?
- ❖ Does Nagma get a good response when she is rude to her baba?
- ❖ What happens when Nagma apologizes to her baba and explains to him what is wrong?

Sometimes when we experience something we tend to respond in a negative way and make bad decisions. Can you give examples of when one experiences negative emotions and makes a wrong decision as a result of that emotion?

What are some bad decisions can one make when:

1. They are angry
2. They are sad or feeling low

Sometimes we go through experiences that affect us deeply that may cause us to see life’s experiences in a negative way. It is important that we realize that negative experiences are part of life but they should not determine the decisions we make or the goals we have set for ourselves. Remember at the beginning of the programme you set some great goals about what you would like to see in your future?

If something happens that affects how we feel we should not allow it to affect our plans. We are going to do another role play and, in this role-play we will discuss a bit more about how emotions and how they can affect one’s future decision-making

3.5 ROLE PLAY: FEELING POSITIVE ABOUT THE FUTURE (POSITIVE)

Nagma is leaving her classroom when her teacher holds her back.

Nagma teacher: “Nagma, I’d like to speak to you.”

Nagma: “Yes, teacher? Am I in trouble?”

Nagma’s teacher: “Nagma you did so well on your maths test. I was very impressed.”

Nagma (*shrugs her shoulders*): “Really? Oh, okay. Whatever.”

Nagma teacher: “That’s not the attitude I expect from you, Nagma. I am trying to talk to you.”

Nagma: “I don’t really care. Since my old maths teacher passed away in an accident, it is a sad time. It feels wrong somehow to be happy about something in her classroom.”

Nagma teacher: “Your teacher’s passing was very sad. I remember the funeral well. But let’s think about this together. What would she say if she knew about your maths test?”

Nagma (*thinking*): “I don’t know... maybe she would be happy?”

Nagma’s teacher: “I think she would definitely be happy! She would see that you have worked hard to get stronger at maths and she would be very proud of you.”

Nagma (*smiling a little bit*): “I guess you are right.”

Nagma’s teacher: “You should be so proud of yourself, you had one of the top grades in the class. You deserve to feel happy about that.”

3.6 DISCUSSION FOR ROLE PLAY:

- ❖ How does Nagma express her sad feelings at first?
- ❖ How does the teacher’s death affect how she sees life? Is it hopeful?
- ❖ What happens when she explains how she is feeling to her teacher?
- ❖ How does Nagma feel at the end of the scenario?

Facilitators can close-off the core lesson discussion with the following text:

Now let’s talk more generally about why we think it is important to speak about emotions.

It’s easy sometimes to allow our emotions affect the decisions we make or how we look at life. Sometimes these decisions have a lasting effect.

For example, when one is angry it is easy for them to resort to violence or if feeling sad drink alcohol and even when depressed seek other ways to make them feel happy like having sex.

We always have a choice about our actions but if we allow emotions to rule we can make unwise decisions without thinking. Each action has consequences and we need to carefully consider the effects of different actions before we can make a good decision.

That is why it is important for us to talk about emotions. By naming and acknowledging our emotions it can help us process them better and make better decisions.

While one facilitator is in charge of asking the questions that guide this discussion, the other one writes the participants' ideas on the flipchart.

Some things that might come up:

- ❖ Talking about emotions helps us control our reactions to these emotions. If we are frustrated and we speak about it, we are less likely to shout in anger at other people.
- ❖ It increases the joy we get from the positive emotions.
- ❖ By sharing our emotions, we strengthen our relationships. It helps us understand each other better so we can learn how to support each other.

Letting feelings “out” in a controlled way actually helps us stay healthy (by reducing the risk of heart disease, high blood pressure etc.).

NOTE some very strong emotions can be difficult to express well in the ‘heat’ of the moment. Sometimes we need to pause or even walk away and calm down before we are ready to respond to our emotions. It is ok to take time to ‘cool down’ or to cry (grief) etc... We will talk more about managing strong emotions in the next session.

Group comes back together

3.7 ACTIVITY: TAKING A PAUSE

Taking a Pause is an activity that participants can use to help them deal with stress and strong emotions like anger.

This might be a new thing for you – it was new for us!

Taking a Pause is a simple exercise that allows us to stop and feel calm by taking a deep breath. Sometimes, if emotions are very strong, we need to walk away from the immediate situation and take a pause, but often we can do it on the spot.

Taking a Pause can be used at any time during the day. It can also be a short activity (30 seconds) or as long as 5 minutes. We should take as long as we need to ‘calm down’ and start to think clearly about how we want to respond.

GUIDELINES: Leading taking a pause

Sometimes when we are experiencing stress or our children are making us very annoyed, we need to take a moment to stop, acknowledge our experience, and compose ourselves.

We call this Taking a Pause. (Warn participants that sometimes participants fall asleep during this activity – that’s ok. facilitator will gently wake them after a few minutes if this happens.)

Step 1: Preparation

You can learn to do this on the spot (even standing) but at first you might find it helpful to find a comfortable sitting position. Close your eyes if you feel comfortable.

Step 2: Becoming Aware

Notice what thoughts you are experiencing. Notice if they are negative or positive.

Notice how you feel emotionally. Notice if your feelings are pleasant or unpleasant.

Notice how your body feels. Notice any discomfort or tension.

Step 3: Gathering Attention

Take a deep breath and let it out slowly

Notice your breathing and focus only on your breathing for a moment or two.

If you notice that you have started to think about something, this is completely natural.

Just keep bringing your focused attention back to the feeling of your breath.

Step 4: Expanding Awareness

Notice other parts of your body.

Is there is any discomfort, tension, or pain

Try to relax that part of your body.

You may want to reassure yourself by saying something like “ I can get through this”

When you are ready, open your eyes.

Step 5: Reflecting

Taking a moment to reflect whether you feel any different from before taking a Taking a Pause.

Session Close

5 minutes

4.1 HOME ACTIVITY

At least once during the week comment on your own emotions and ask your teen about theirs. Need a tip? This is often easiest to do when they look happy. Or maybe when you are spending quality time together!

- ❖ Try Taking a Pause at home
- ❖ Think about how you feel
- ❖ Share that feeling with your parent or teen. You can also share with teachers and neighbours and friends!

If you find this strange to do at first, keep it very simple:

- ❖ “Right now I feel...”
- ❖ “How are you feeling?”

Don't forget to spend positive time together and praise each other also.

VISIT YOUR BUDDY AT LEAST ONCE A WEEK

Need something to discuss? How are you finding talking about your emotions at home?

COMPLETE A PHYSICAL EXERCISE ONCE A DAY

Participants can go for a walk or they can invent their own exercises.

4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today? Ask if the participants can remember any of the core principles from this session? Let participants repeat the core principles after the facilitator:

- ❖ Be aware of your own emotions
- ❖ Understand how to react and deal with other peoples' emotions
- ❖ Speaking about emotions makes us happier and helps us to build stronger relationships

*Use the **illustration** from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.*

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

In the next session, we will build on what we learnt about emotions in this session.

We will focus on one important emotion in particular: anger and how best to handle ourselves when we feel angry.

In the next session, we also separate the participants into teen and parent groups for the core lesson.

But before then, don't forget to do your home activity!

Facilitators remind participants about time and location of next session.

It's important to stress that they meet at the same time, even though the group will separate into smaller teen-only and parent-only groups for the core lesson.

4.4 THANK AND PRAISE PARTICIPANTS

Thank participants for being willing to try new things that at first seem strange – like “Taking a pause”

Handout: illustration for session 4

Nagma's Test



I find it so frustrating that I studied so hard for my math test and still failed!



You know, you might feel frustrated about not being good at math but I've never met someone who can write stories the way you can





Parwarish Teens Parenting Programme CATCH-UP

Guardian's Name _____

Teenager's Name _____

Date _____ Group _____

Facilitator's Name _____

Session Four: Talking About Emotions

Goal: Learn to identify, name and discuss emotions

Overview: Participants continue to practice communication skills, this time by focusing on naming feelings and talking about them.

We also work on being aware of the feelings that others have, and responding to their feelings by showing that we understand. Talking about emotions is probably a new thing for lots of us.

Illustration: Talking about emotions

Core Lesson: Can participants guess the emotion expressed in the illustration? Can they mimic the emotion? Can they offer a response in their own faces?

Now let's talk about why we think it is important to speak about emotions:

- ❖ Talking about emotions helps us control our reactions to these emotions. If we are frustrated and we speak about it, we are less likely to shout in anger at other people.
- ❖ By sharing our emotions, we strengthen our relationships.
- ❖ Letting feelings "out" in a controlled way actually helps us stay healthy.

Try **Taking a Pause** – which can help us control our reactions to stressful emotions:

- ❖ We stop ourselves from thinking over and over about a problem.
- ❖ We become aware of our thoughts, emotions and physical feelings.
- ❖ We focus on the feeling of the breath moving in and out of your body.

Home activity: At least once during the week comment on your own emotions and ask your teen about theirs.

Try taking a pause once through the week.

Attending sessions can be difficult. Is there anything we can do to help you attend sessions?
It is important to have a non-blaming attitude about attendance!

Did any other members of the household participate in this catch-up? Who?

INTRODUCING THE SESSION

Welcome to Session Five of the Parwarish Programme for Parents and Teens! In this session, we will be talking about managing strong emotions such as anger and stress. Like in the last session, the teens and parents are in different groups for the core lesson. In Session Five, parents and teens will be taught that

- ❖ Strong emotions like feeling stressed or angry are part of life
- ❖ We can learn to manage our reactions to feeling stressed and angry
- ❖ Managing emotions like anger will make us feel better and be healthier

Remind participants that what they say in the sessions remains confidential, unless someone is in danger or discloses sexual abuse. Then the facilitator would need to respond. (Protection of Children from Sexual offences (POCSO Act 2012).

Guidelines on how to respond if a young person or adult discloses experiences of violence of any kind are provided in Facilitator introduction. childline call 1098

Anger is a normal human emotion that most of us experience but it can be a strong and can become harmful if not managed well. Not only does it affect those who are feeling the emotion but it can be destructive to other people too when expressed negatively. Anger can range from mild annoyance to violent outbursts which can be damaging to

family relationships. Home environments where anger and stress are not managed well tend to negatively affect the way family members relate. Often when people relate in this way at home, they also recreate this environment outside the home with their friends - at school and at work.

Damaged family relations can cause people to seek out anything to help them cope with the effects. Adults and children might turn to alcohol and drugs or other self-destructive behaviours which affect their overall quality of life. In this session, we learn ways in which strong emotions (like strong anger and stress) can be better managed in the home.

SESSION 5 PREPARATIONS & OUTLINE

Goal of the session	In this session parents and teens learn about how to manage anger in an effective way. Especially for parents, sometimes it can be difficult and frustrating when dealing with difficult teen behaviours. It is important that both parents and teens develop strategies that will help them respond to situations that make them angry in a more effective and non-aggressive way.
Core Principles	<ul style="list-style-type: none"> ❖ Managing strong emotions like anger helps us to control aggressive reactions towards a situation. ❖ Learning to manage our stress and anger can improve our situation and help us feel better and be healthier.

Training materials & resources	<ul style="list-style-type: none"> ❖ Flip chart, paper, pens, markers, tape ❖ Attendance register ❖ House poster, ground rules poster ❖ Name tags ❖ Printed copies of Session Illustration “Mama is sick positive”
Venue Preparations:	<ul style="list-style-type: none"> ❖ Make sure that the workshop venue is clean. ❖ Set up chairs where the participants will sit in a circle ❖ Prepare all the materials that you will use during the group session

COMPONENT	TIME	ACTIVITIES	
Welcome & Session Preparation	10 mins	<ul style="list-style-type: none"> ❖ Facilitators take attendance. ❖ Participants settle down with chai and snack ❖ Welcome, thank everyone for coming and praise time keeping ❖ Home activity discussion 	
Session overview for the day	10 mins	<ul style="list-style-type: none"> ❖ Framing the day ❖ Physical exercise 	
Core Lesson	50 mins	PARENTS SESSION <ul style="list-style-type: none"> ❖ Negative Role play: Mama is sick ❖ Discussion about negative role play ❖ Positive role play: Mama is sick ❖ Discussion about positive role play ❖ Energizer ❖ Taking a pause 	TEENS SESSION <ul style="list-style-type: none"> ❖ Negative Role play: The Test ❖ Discussion about negative role play ❖ Positive role play: The Test ❖ Discussion about positive role play ❖ Energizer ❖ Taking a pause
Session Close	15 mins	<ul style="list-style-type: none"> ❖ Preparing for Home Activity Home activity for the week <ul style="list-style-type: none"> ◆ When you feel stressed or angry, practice the skills you have chosen. ◆ Visit your Buddy at least once a week ◆ Complete a physical exercise once a day 	

		<ul style="list-style-type: none"> ❖ Today's session review ❖ Reminder of next session date and thank & close
Facilitators wind up	15 mins	<ul style="list-style-type: none"> ❖ Make sure you leave the room in order ❖ Share your observations in facilitator report

Welcome & Session Preparations 10 minutes

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down with a chai and/or fruit. Remember to take attendance as each new person arrives.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today in one word.

1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behaviour – including providing praise!

1.4 HOME ACTIVITY DISCUSSION

Facilitators lead a discussion about the previous week's home activity.

As a reminder, last week participants were asked to try to comment on their emotions and ask their parent/teen about theirs.

They also tried out the Buddy/Partner system last week, so we'd love to hear about their experiences! **Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:**

- ❖ Brainstorm solutions with participants
- ❖ Practice applying the solution.
- ❖ Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

Remember that you can use Who? What? Where? Why? When? How?

Always give big praise and applause to everyone brave enough to share.

Session Overview

15 minutes

2.1 FRAMING THE DAY

In Session Five, we continue thinking and talking about strong emotions. We will focus on anger and stress but grief, fear, shame and jealousy are just a few of the other emotions that can be strong and difficult to manage and these tools can help.

We know that it can be challenging to manage the demands of life whether as a parent or as a teenager. Sometimes we encounter situations or people that make us angry or upset. Stress or anger resulting from life's difficulties, such as challenges at school, relational problems we have at home and at school with friends and family and even worries about the future. You may have experienced a situation or behaviour that you see as being unfair, hurtful, or in some other way 'wrong'. Whatever the reason may be, it is important that we find constructive ways to relieve and manage stress and anger.

Teenagers often get overwhelmed by life experiences especially when they feel like the situation or problem is outside their control. That is why it is important for them to learn means of coping with the stresses that they face.

It is also equally important that teens, are protected from violent forms of anger applied by other people. It is a sad reality that such experiences happen in our communities and sometimes even in our homes. We will talk more about this in a later on session, for now let's talk about how we can manage how respond to stressful experiences.

Key points of Session Five

- ❖ It's important to understand that stress and anger are normal part of life. Everybody experiences stress and anger sometimes. Sometimes these emotions are strong.
- ❖ Stress and anger are not 'bad' emotions and shouldn't be ignored. What is important is managing what we do and say when we feel stressed and angry.
- ❖ We use this session to help participants come up with and practice ways of dealing with these emotions and expressing them in non-harmful, non-violent ways.

2.2 PHYSICAL EXERCISE

Encourage participants to do their physical exercises once a day! Lead them through the head-to-toe stretch that we introduced in the first session.

Remind parents and teens to do the physical exercise every morning!

GROUP DIVIDES FOR CORE LESSON

Core lesson**50 minutes****Core Lesson for Parents: WAYS OF COPING WITH ANGER AND STRESS
(45 minutes)****3.1 ROLE PLAY: Mama is sick (NEGATIVE)**

Remember last time Ma was sick and decided to go to the clinic. When she went there she found out that she had arthritis and that the treatment will be expensive which is stressful to think about. She is sitting in her room, looking and feeling stressed. Nagma walks in.

Nagma: “Hi Mama you don’t look well, is there anything wrong? What did they say at the clinic?”

Ma (*becomes angry*): “You come and ask silly questions, huh! You spend your days at school and it costs so much money. So how can I even pay for my own health costs. Anyway, Who told you to come into my room! Silly child.”

Nagma (*scared*): “I am sorry Ma, I didn’t mean to make you angry, I was just asking. Are we in a bad financial situation?”

Ma (*shouting*): “All this isn’t your problem, Nagma. Just leave me in peace”.
Nagma runs out of the room, crying.

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY**Questions to ask regarding the role play:**

- ❖ Why does Ma respond to Nagma’s question the way she does?
- ❖ How does Nagma feel about her ma’s reaction?
- ❖ Does Ma’s anger help her to feel better?
- ❖ What are the ways that Ma could deal with her stress that would be better for both her and Nagma?

Ways of Coping with Anger and Stress:

This should be a guided discussion led by the facilitator.

We saw how Ma acted when she was stressed and angry.

Remember that all parents and teenagers experience stress and anger and that all relationships sometimes have conflict – it’s a normal part of life. There are lots of different ways of dealing with these things.

- ❖ What do anger and stress (or “tension”) mean to you?
- ❖ What happens in your body with stress and anger? (do your shoulders tighten?)

- Do you get a headache?)
- ❖ Why might it be good for us to learn more about how to cope well with stress and anger?
 - ❖ How do you feel when someone yells at you or scolds you? How do your mind and body react?
 - ❖ How do you feel when someone is physically violent with you? How do your mind and body react?

We do not want our anger or stress to negatively effect others. We need to able to control our anger so we don't act out violently.

3.1 ROLE PLAY: Mama is sick (POSITIVE)

Remember last time Ma was sick and decided to go to the clinic. When she went there she found out that she had arthritis. She is sitting in her room, looking and feeling stressed. Nagma walks in.

Nagma: "Hi Ma you don't look well, is there anything wrong? What did they say at the clinic?"

Ma (sighs): "They found out that I have arthritis."

Nagma (worried): "Oh no! That sounds bad! Arthritis! Should I worry?"

Ma: "Don't you worry too, Nagma – it will only make everything feel worse."

Nagma: "Ok, well, I understand why you look worried, Ma... But you know what? My teacher also had arthritis and she's taking some medicines so she can work and has less pain! (smiling) I think you are going to be fine like my teacher Ma."

Ma: "Yes, the nurses at the clinic told me and other women that we will be fine. I need to look after ourselves, eat healthy and make sure I take my medication every day."

Nagma looks at her ma and they both smile and look more relaxed.

Mama: "It's always nice to talk to you my girl, every time we talk I feel better and stronger. Come, let's do something fun together. Do you want to listen to some music?"

Nagma: (smiling) Yes let's listen to your favourite song.

3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Questions to ask participants:

- ❖ How does Ma deal with her stress?
- ❖ How does it affect Nagma?
- ❖ How does Nagma's reaction to her ma's stress feel for Nagma? And for Ma?

In this role-play Ma dealt with her stress very differently than in the first role-play, where we saw her get angry and shout.

- ❖ What did Ma do this time?

Now let's talk about some ways of halting our anger and stress in the heat of the moment:

Can anybody remember any of the coping skills we talked about in other sessions?

- ❖ **Being aware of our emotions** – realising how we feel helps us respond (the anger is not wrong)
- ❖ **“Take a pause”** this works well for some people (but we are all different so it is ok if you want to find a different strategy!).

What else works for people?

- ❖ Do you have certain things you do that help you to help become calm and think clearly when you get stressed and angry? What are those?

Facilitator makes notes on chart paper.

It is also good to practice ideas with the participants and discuss.

After hearing from the participants, Facilitator can include some suggestions from previous groups:

- ❖ Take a deep breath and let it out slowly
- ❖ Walk away
- ❖ Go and get a glass of water
- ❖ Count to ten
- ❖ Repeat a calming phrase like “take it easy” or “it will be ok”.
- ❖ Use a physical action to remind myself that I want to stay calm (like patting my chest with my hand, grasping both hands together or closing my eyes)
- ❖ Tensing up body and then relaxing my muscles while I breathe out
- ❖ Telling teenager (if they have behaved badly) to go to their room/ sit quiet until you calm down and think how to respond
- ❖ Tell myself that what happened was bad but ‘We can get through this’

Note: some people use a combination of the strategies. They may walk away and get a glass of water then take a deep breath and slowly let it out.

Note: that many of the strategies are about understanding that it is good to create some time and space to calm down. After we have had time to calm we also know that we have learnt that **talking** helps to reduce stress.

Activity:

Sitting in groups of 2 or 3 (teens or parents but not together) decide how you want to try and manage your stress and anger.(if time permits)

3.5 ACTIVITY: REHEARSING FOR LIFE

INNEW TOOLS:

FORGIVENESS

When we feel hurt, disappointed and wronged we can tend to be rude, ignore and distance ourselves from the person who hurt us. It is not unusual to feel this way. One of the toughest things when this happens is to let go and forgive. Forgiving is not easy, but it plays an important role in relationships. Forgiveness is a key concept that can bring us release from anger and hurt and restores relationships.

We might not always 'feel like' forgiving or apologising at first, but apologising for our mistakes or bad behaviour and forgiving others can allow us to move ahead from the event that caused us pain. It can also make us feel better to know we have been forgiven if we are the one who has made the mistake.

Discussion:

- ❖ Were there incidences in your life when you fought or distanced yourself from someone? What emotions did you feel at that time?
- ❖ How can we bring back the comfort and warmth in a relationship after an argument/ fight or outburst of stress and anger?
- ❖ Have you ever forgiven someone who hurt you? How did you feel after that?
- ❖ Does forgiveness help your relationships? How?

CHANGING NEGATIVE TO POSITIVE THOUGHTS

This activity gives participants a new way to stay calm and deal with stress, sadness, anger and frustration. It helps us to catch negative thoughts before they become too big, and turn them into positive thoughts that are more helpful!

How to change negative to positive thoughts?

1. Participants share what happens to them when something is frustrating. E.g.: My son is failing in maths.
2. Participants share some of the negative thoughts and feelings that come up in a situation like this. E.g.: "That lazy boy is never going to get anywhere in life."

Facilitators write these on one half of a flipchart.

3. Facilitators ask participants to change the negative thoughts and feelings into positive thoughts that can help them during stressful situations. E.g.: He finds maths difficult. Maybe he can play less cricket and we can ask a neighbour to tutor him a bit so he can improve.

Write these on a flipchart as well.

Notice and discuss: Often our first negative thoughts are extreme or absolute and based in fear: "He will never pass grade 9" Rather than the more truthful balanced thought: "He might take more than one try at passing grade nine."

It is not that the problem goes away but changing our negative thoughts to more positive ones helps us move ahead rather than just staying stuck in the anger or stress.

Rehearsing for Life: Now that we know a few different ways that we can deal with and anger, let's practice.

GUIDELINES: Facilitating Rehearsing for Life:

1. Participants pair up and "practice" telling each other they have tuberculosis.
2. One person starts by telling their partner how they feel about the fact they have tuberculosis.
3. Practice thinking and then telling your partner a positive thought that might help to make the negative situation feel less stressful.
4. Change places!

Core lesson

50 minutes

Core Lesson for Teens: WAYS OF COPING WITH ANGER AND STRESS

3.1 ROLE PLAY: The Test (NEGATIVE)

Papa, Ma, and Samir are at the dinner table. They have just finished eating. Shubnum and her brother Samir got their final reports today at school. Samir has failed and Shubnum has passed.

Papa: "Mhh! Children now it's time for me and your ma to see how did you do at school."

Ma: "Yes, I can't wait to see your reports my children."

Shubnum runs to get hers, Samir walks slowly, with his head down, to fetch his. They both give their reports to their papa.

Papa frowns as he looks at Samir's report first.

Shubnum (*smiling, pushes her report into her baba's hands*): "Dad! Look! I passed!"

Papa looks at Shubnum's report and smiles.

Papa: "And this Samir? Do you know how much I pay towards your fees and you waste my money like this! You will ever come to anything!"

Samir (*angry and shouting*): "I hate school! I want to drop out anyway, I am a man I will take care of myself I don't need school"

Samir storms out.

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions to ask after the role play:

- ❖ How does Samir feel about his school grades?
- ❖ How does Samir feel about the fact that Shubnum has passed?
- ❖ What are Samir's feelings about how his papa will react?
- ❖ What could Samir do to make it easier for him to show bad school grades to his family?
- ❖ How does Samir feel when his papa says what he does?
- ❖ Why might it be good for us to learn how to cope with stress and anger?
- ❖ What are the consequences of not controlling stress and anger in this role-play?

3.3 ROLE PLAY: THE TEST (POSITIVE)

Papa, Ma, Shubnum and Samir are at the dinner table. They have just finished eating. Shubnum and her brother Samir got their final reports today at school. Samir has failed and Shubnum has passed.

Papa: "Mhh! Children now it's time for me and your mama to see how did you do at school."

Ma: "Yes, I can't wait to see your reports my children."

Shubnum runs to get hers, Samir walks slowly, with his head down, to fetch his. They both give their reports to their baba.

Baba frowns as he looks at Samir's report first.

Shubnum (*smiling, pushes her report into her Papa's hands*): "Dad! Look! I passed!"

Papa looks at Shubnum's report and smiles.

Samir (*takes a deep breath*): "Shubnum, hold on a second, he was looking at my report."

Samir (*addressing his papa*): "I know you will be disappointed, and I am too. I felt really scared about showing you my report. I know I can do better at school, it's just that I feel like I don't get it sometimes."

Papa: "I know you are doing your best, Samir. We'll have to put our heads together and think of how we can help. You are so clever, after all! Shubnum, congratulations on a great report. You are both doing your best, and I am proud of my children for this."

3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Questions regarding the role play

- ❖ How does Samir deal with his stress?
- ❖ How does Papa's reaction to Samir stress feel for Samir?
- ❖ How did the Papa's response help Samir deal with the stress he had?

During this discussion, one facilitator can write down participant's suggestions while the other can guide the discussion and make suggestions.

All parents and teenagers experience stress and anger and all relationships sometimes have conflict – it's a normal part of life. There are different ways of dealing with these things. Now that we've seen Samir handle his stress at showing his papa his report in two different ways, let's think about ways we think are healthy to respond to a stressful situation.

Remind participants that we don't have to let emotions rule over us. That it can be important to decide that we don't want to act out anger in ways that hurt other people or relationships. That we can learn to respond to strong emotions positively.

Controlling our anger and stress can be difficult. A positive first step is to understand that it can make things feel worse and not better to use violence when we feel angry or stressed and that there are other things we can do instead.

Now let's talk about some ways of halting our anger and stress in the heat of the moment:

Can anybody remember any of the coping skills we talked about in other sessions?

- ❖ Being aware of our emotions – realising how we feel helps us respond (the anger is not wrong)
- ❖ "Take a pause" this works well for some people (but we are all different so it is ok if you want to find a different strategy!).

What else works for people?

- ❖ Do you have certain things you do that help you to help become calm and think clearly when you get stressed and angry?

Facilitator make notes on chart paper.

It is also good to practice ideas with the participants and discuss.

After hearing from the participants, Facilitator can provide some suggestions from previous groups include:

- ❖ Take a deep breath and let it out slowly
- ❖ Take deep breath and find a distraction

- ❖ Move away from the situation
- ❖ Go and get a glass of water
- ❖ Count to ten
- ❖ Talk to someone
- ❖ Use a physical action to remind myself that I want to stay calm (like patting my chest with my hand, grasping both hands together or closing my eyes)
- ❖ Tensing up body and then relaxing my muscles while I breathe out
- ❖ Tell myself that what happened was bad but 'We can get through this'

Note: some people use a combination of the strategies. They may walk away and get a glass of water then take a deep breath and slowly let it out.

Note that many of the strategies are about understanding that it is good to create some time and space to calm down. After we have had time to calm we also know that we have learnt that talking helps to reduce stress. It is important to identify people we can talk to about our stresses. Talking to friends can be very helpful and our parents are learning to listen to us better on this course.

ACTIVITY: Take a quiet moment to think about this on your own. How do we want to respond when we are angry or stressed? that we don't act out our anger and stress violently?

3.5 ACTIVITY: REHEARSING FOR LIFE

NEW TOOL: FORGIVENESS

When we feel hurt, disappointed and wronged we can tend to be rude, ignore and distance ourselves from the person who hurt us. It is not unusual to feel this way. One of the toughest things when this happens is to let go and forgive. Forgiving is not easy, but it plays an important role in relationships. Forgiveness is a key concept that can bring us release from anger and hurt and restores relationships

We might not always 'feel like' forgiving or apologising at first, but apologising for our mistakes or bad behaviour and forgiving others can allow us to move ahead from the event that caused us pain. It can also make us feel better to know we have been forgiven if we are the one who has made the mistake.

Discussion:

- ❖ Were there incidences in your life when you fought or distanced yourself from someone? What emotions did you feel at that time?
- ❖ How can we bring back the comfort and warmth in a relationship after an argument/ fight or outburst of stress and anger?
- ❖ Have you ever forgiven someone who hurt you? How did you feel after that?
- ❖ Does forgiveness help your relationships? How?

Why is forgiveness important in relationships?

CHANGING NEGATIVE THOUGHTS TO POSITIVE THOUGHTS

This activity gives participants a new way to stay calm and deal with stress, sadness, anger and frustration. It helps us to catch negative thoughts before they become too big, and turn them into positive thoughts that are more helpful!

How to change negative to positive thoughts?

1. Participants share what happens to them when something is frustrating. E.g.: I keep failing math.
2. Participants share some of the negative thoughts and feelings that come up in a situation like this. E.g.: This means I am stupid and will not be able to lead a normal life.

Facilitators write these on one half of a flipchart.

3. Facilitators ask participants to change the negative thoughts and feelings into positive thoughts that can help them during stressful situations.

E.g.: I am going to be fine if I keep working at it and get support and advice from my teacher. My family will also help to support me.

Now that we know a few different ways that we can deal with stress and anger, let's practice.

3.6 ACTIVITY: Tell the Chair

Place chair in the middle of the discussion circle.

Instead of watching a positive role-play, we are going to take turns pretend to be Samir in role-play we just saw.

We will use the following scenarios on how to help use practice how to manage stress and anger in a controlled way.

Facilitator models activity:

- ❖ Tell the chair why Samir is angry!
- ❖ Start with how Samir feels and what he would like to change, and why.
- ❖ Make a suggestion about what would make the situation better for Samir.

Participants volunteer to try "being Samir" one by one.

GROUP COMES BACK TOGETHER

3.7 ENERGISER

Session Close

15 minutes

4.1 HOME ACTIVITY

Home activity:

Maybe you can tell your family about your decision – that you don't want to act out of anger violently? Tell them that this isn't always easy but that you are learning some other skills.

When you feel stressed or angry, practice one of the skills we talked about during the session.

Decide what works for you in the “**Heat of the moment**” and practice doing this. (Be it taking a pause, getting a glass of water, or using the other suggestions from today). Practice **changing a negative thought into a positive one**.

Don't forget to spend quality time together, praise each other, and talk about emotions also.

VISIT YOUR BUDDY AT LEAST ONCE A WEEK

Try to remember what coping strategy worked well and not so well for you and talk about that with your buddy.

COMPLETE A PHYSICAL EXERCISE ONCE A DAY

Participants can go for a walk, or invent their own exercises to increase heart rate.

4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

- ❖ Feeling stressed or angry is a part of life
- ❖ We can learn to manage our reactions to feeling stressed and angry
- ❖ Managing emotions like anger will make us feel better and be healthier

Use the illustration from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

In the next session, we build on what we have done today with how to deal with stress

and anger. We will look at different ways to solve problems and develop peaceful solutions.

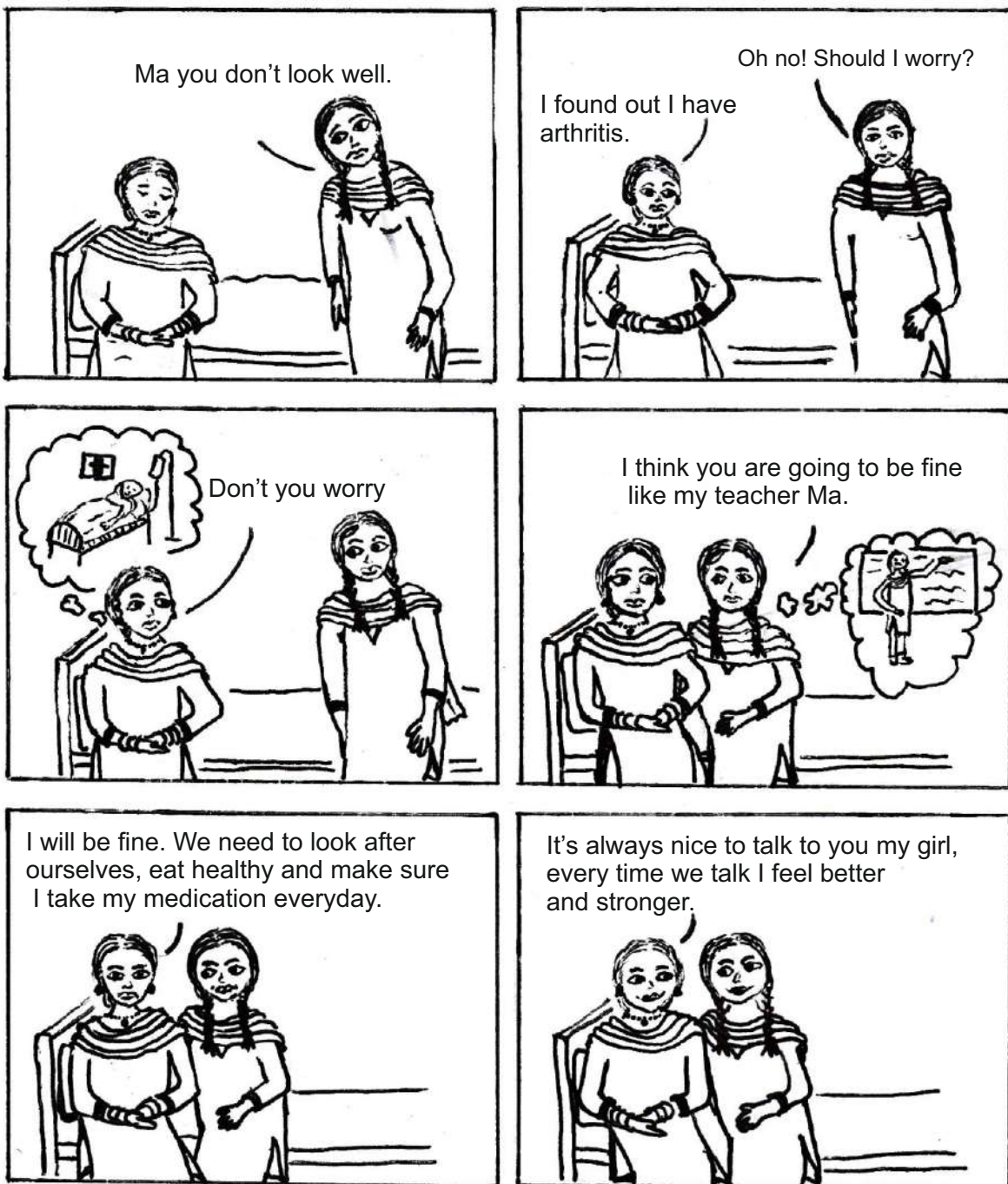
Facilitators remind participants about time and location of next session.

4.4 THANK AND PRAISE PARTICIPANTS

Thank participants for sharing ideas about how to manage strong emotions like anger and being willing to try these out.

Handout: illustration for session 5

Mamma is sick





Parwarish Teens Parenting Programme CATCH-UP

Guardian's Name _____

Teenager's Name _____

Date _____ Group _____

Facilitator's Name _____

Session Five: What Do We Do When We Are Angry?

Goal: Managing anger and solving problems

Overview: In Session Five, participants continue thinking and talking about strong emotions.

- ❖ Strong emotions like feeling stressed or angry are part of life
- ❖ We can learn to manage our reactions to feeling stressed and angry
- ❖ Managing emotions like anger will make us feel better and be healthier

Illustration: Ma is sick (positive)

Core Lesson:

- ❖ What do anger and stress mean to you?
- ❖ Why might it be good for us to learn how to cope with stress and anger?
- ❖ How do you want to manage your strong emotions (anger, stress etc)?
- ❖ What can we do to express our emotions appropriately? Remember being aware of emotions, taking a pause?
- ❖ Can you think of any skills that might be helpful in managing strong emotions?
- ❖ What else can help in the "Heat of the moment?" Maybe you can go and get a glass of water? What works for you to help you calm down so you can think?

We discussed two more skills in this session:

Firstly: Forgiveness. Saying sorry when we have done something wrong and also to forgive when people have hurt us, helps in restoring relationships.

Secondly: Another helpful trick is to change negative into positive thoughts: Change the negative thoughts into positive thoughts that can help during stressful situations.

Try it out now using an example of a time something made you feel stressed out or frustrated.

Home activity: Decide what works for you in the “heat of the moment” When you feel stressed or angry, practice this week.

Practice changing one negative thought into a positive one.

Attending sessions can be difficult. Is there anything we can do to help you attend sessions? *It is important to have a non-blaming attitude about attendance!*

Did any other members of the household participate in this catch-up? Who?

Six steps to problem-solving: Putting out the fire

INTRODUCING THE SESSION

Welcome to Session Six of Parwarish Programme for Parents and Teens!

In this session, we will learn the techniques of solving problems. We are back to having sessions together with the teens and parents.

- ❖ In Session 6, we focus on the following core skills and principles:
- ❖ Peaceful solutions for family problems are usually possible
- ❖ Making a plan of action can help solve problems
- ❖ Listen and take everybody’s opinion seriously

In Session Six, we learn skills on how to solve problems. There are many challenges that families face today which can prove to be stressful.

Many people do not adequately address problems as they arise because they lack the appropriate skills to manage them. Positive family life involves healthy interactions where problems that arise are solved. The ability to solve problems amongst children is learnt from the family as the skills they learn are taken from how the caregivers approach problems.

In this session both parents and teens will be equipped with skills to address any challenges that they encounter in their everyday life.

SESSION 6 PREPARATIONS & OUTLINE

Goal of the session	The goal of this session is for the parents and teens to learn effective methods of solving problems.
Core Principles	<ul style="list-style-type: none"> ❖ Developing and practicing problem-solving skills helps us to face challenges and find new solutions to difficult situations.
Training materials & resources	<ul style="list-style-type: none"> ❖ Flip chart, paper, pens, markers, tape ❖ Attendance register ❖ Poster of house, ground rules poster ❖ Name tags ❖ Printed copies of Session Illustration “Putting out a fire”
Venue Preparations:	<ul style="list-style-type: none"> ❖ Make sure that the workshop venue is clean. ❖ Set up chairs where the participants will sit in a circle ❖ Prepare all the materials that you will use during the group session

COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	10 mins	<ul style="list-style-type: none"> ❖ Facilitators take attendance. ❖ Participants settle down with chai and snack ❖ Welcome, thank everyone for coming and praise time keeping ❖ Home activity discussion
Session overview for the day	15 mins	<ul style="list-style-type: none"> ❖ Framing the day ❖ Activity: “Human Knot
Core Lesson	50 mins	<ul style="list-style-type: none"> ❖ Negative Role play: Night before exams ❖ Discussion about negative role play ❖ Positive role play: Night before exams ❖ Discussion about positive role play ❖ Freeze and play role play – staying out late (negative) ❖ Scenarios to practice problem solving ❖ Energizer:
Session Close	15 mins	<ul style="list-style-type: none"> ❖ Preparing for Home Activity <u>Home activity for the week</u> <ul style="list-style-type: none"> ◆ Practice problem solving on the problem you decided on in the session. ◆ Visit your Buddy at least once a week ◆ Complete a physical exercise once a day ❖ Today’s session review ❖ Reminder of next session date and thank & close
Core Lesson	10 mins	<ul style="list-style-type: none"> ❖ Make sure you leave the room in order ❖ Share your observations in facilitator report

Welcome & session preparations 10 minutes

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling in one word.

1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behaviour – including providing praise!

1.4 HOME ACTIVITY DISCUSSION

Lead a discussion about the previous week's home activity.

In Session 5, participants were asked to try to practice one of the coping strategies (breathing, communicating, changing negative into positive thoughts) when they felt stressed or angry at home.

Did they also manage to share this experience with their Buddy?

Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- ❖ Brainstorm solutions with participants
- ❖ Practice applying the solution.
- ❖ Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them. Remember that you can use **Who? What? Where? Why? When? How?** during the discussion.

Always give big praise and applause to everyone brave enough to share.

Session overview

15 minutes

2.1 FRAMING THE DAY

Session Six builds on the previous sessions, where we spoke about managing difficult feelings such as anger and stress. This session is about developing and practicing problem-solving skills that will help us to face challenges.

Facilitator refers to the house poster (and affixes it to the wall)

Participants have already practiced problem-solving in different ways during the programme (e.g. when finding ways to deal with angry behaviour).

This session also aims to give participants a plan of action they can follow to find a new solution to a problem.

2.2 PHYSICAL EXERCISE

Encourage participants to do their physical exercises once a day. Lead them through the head-to-toe stretch that we introduced in the first session.

Ask the participants if they are doing any exercise at home? Do they feel it is a good thing? Do they think they need to change the type of exercise?

2.3 ACTIVITY: HUMAN KNOT

This activity helps explore how people can work together to solve a problem that they created in the first place. This can be a helpful lesson: When we have a problem without a solution, we can let go. Letting go is different from giving up!

It is important to show how this activity works before you start so that everyone knows what is expected.

GUIDELINES: Facilitating the Human Knot Activity

1. Facilitators should ensure that older participants are able to participate in this activity comfortably. Otherwise they are welcome to sit and watch.
2. Divide parents and teens into two groups. If the group is very big, then divide parents and teens into two groups of about 8. Each group takes a turn to watch each other as they “untie the knot”.
3. To start, everyone stands up. If some participants cannot stand, make sure the standing participants work around them.
4. Everyone lifts his/her left hand and holds the hand of another person across from him/her. Don't hold the hand of someone standing next to you.

5. Now you are in a human knot!
6. Without letting go of hands, the Human Knot must be “untied” until it becomes a circle. Participants should be aware of each other and ensure that nobody gets hurt!
7. Start untangling... but no talking!
8. Facilitators instruct parent/teen group to say what the other group is doing well.
9. Once separate parent and teen groups have a turn, the entire group creates human knot. Entire group tries to untangle the human knot. Remember – no talking!
10. Facilitators comment on what the group is doing well. It is very important that the facilitator does not interfere with the groups – let them do it themselves!
11. Most groups will be able to untie their Human Knot. However, sometimes a group will find themselves stuck.
12. The facilitator can ask the entire group if there is anything they can do to solve this problem. If the knot is still tied, the facilitator can suggest there is another alternative – letting go.
13. Ask participants what they learned from the activity
14. What do we do when we face problems in real life?

Core lesson

50 minutes

3.1 ROLE-PLAY: Night before exams (NEGATIVE)

Facilitators can have the following discussion with parents:

Questions:

- ❖ What was the problem Ma was worried about?
- ❖ Did this discussion have good outcome for Ma? For Nagma?
- ❖ What are the possible dangers from Nagma’s decision?
- ❖ How is Ma and Nagma’s relationship now?

Nagma has school exams tomorrow. Ma thinks she is studying but when she walks in finds Nagma on her phone.

Ma: (*angry*) “What do you think you are doing?”

Nagma: “ I am texting...”

Ma grabs the phone off Nagma without letting her finish her sentence and notices it is a boy who is texting with her daughter.

Ma: “Who is this!?!”

Nagma: “It is Raju... but you don’t understand...”

Ma: (*frowning*) “Nagma I understand plenty! You have a test tomorrow and instead of studying I find you flirting with this boy... Raju!”

Nagma: (*frustrated*): “You’re not even trying to listen to me! I don’t know why I even try with you!”

Nagma bursts into tears and runs up the stairs to the roof of the house.

3.3 ROLE-PLAY: Night before exams (POSITIVE)

Nagma has school exams tomorrow. Ma thinks she is studying but when she walks in finds Nagma on her phone.

Ma: (concerned about Nagma’s exam) “Hi Nagma. What are you doing?”

Nagma: “I am texting for help with my study. There are two questions I really don’t understand. It will only take 5 minutes for me to get some help.”

Ma: (still a little concerned) “Can I see your phone please?”

(Nagma passes the phone to her mother)

Ma: “Who is this?”

Nagma: “It is Raju... He is in my class and he is very good at this subject.”

Ma: “I see. Well Nagma it sounds like a good idea to get help and it seems you are not wasting your time ...but I am still concerned what Raju will think with you texting him in the evening. Don’t you think he might get the wrong idea?”

Nagma: “No I don’t think so Ma, it is ok. He understands this is about the exam tomorrow. These days most people text or call each other if we need help. It doesn’t mean we like the person.”

Ma: “Ok well I will trust you about this but please do be careful. It wouldn’t be good to give this boy the wrong idea.”

Nagma: “Ok Ma, I understand. I promise I will be careful not to give him the wrong idea.”

3.4 DISCUSSION ABOUT POSITIVE ROLE PLAY

- ❖ What did Ma do that was different?
- ❖ What different for Nagma?
- ❖ How did the situation resolve for Ma? For Nagma?
- ❖ How is Ma and Nagma's relationship now?
- ❖ Was this a better outcome than the first role play?

LISTENING to each other's perspectives is REALLY important in problem solving. We cannot work together to solve problems as a family unless we first listen to and understand each other. This is the 'golden rule' of problem solving!

Teenagers are, as life goes on, making more decisions and gaining more confidence and independence. This is a normal and important process. Teenagers also understand a lot about their lives that parents sometimes miss (unless they listen well). Teenagers can, at times, be tempted to be more concerned with enjoying themselves now and thinking less about safety or the future.

Parents are often concerned about protecting their teenagers, making sure that they are staying focused at school, helping them stay healthy and a lot of other things that can affect them today and into the future.

This means that problems can arise because caregivers and teenagers have different perspectives and priorities. If we listen to each other and take each other's opinions (or perspectives) seriously then we are likely to be able to find a good solution to the problem.

PUTTING OUT THE FIRE:

Problems can be a lot like a fire. Think about if you are cooking and accidentally your pot catches on fire. Fires are hot, dangerous and can easily get out of control if we don't tackle them early enough.

When there is a fire, we need to keep calm and think clearly. Otherwise, the fire will be difficult to contain and may cause more damage to our homes. Solving problems can be a lot like putting out a fire because of the steps we have to go through to put the fire out.

Six steps to problem-solving:

1. Identify the problem: Listen to each other's' perspective.

Listen to each other then ask yourself, "What is the problem?"

2. Brainstorm solutions:

Ask yourself, "What are some different solutions?"

3. Figure out what the consequences of each solution would be:

Ask yourself, "What are the pluses and minuses of each solution?" "What might

happen if I choose to do this?”

4. Choose one solution:

Ask yourself, “Which solution should we chose?”

5. Try it out!

Try the solution that you chose.

6. Reflect on whether it worked:

Ask yourself, “Did our solution work?” Were there negative consequences? Was there a good result?

Facilitators can use the illustration with the fire when they are reviewing the steps to problem solving.

Because teenagers are different from small children, working out a problem together can be a good way forward. It also helps train teenagers for adult life.

Now let’s look at this scenario (below) and use the 6 steps we need to put out a fire to find a solution.

Scenario:

Nagma, Samir and Shubnum are all home after school. Samir is trying to finish some homework, but he cannot focus on his study because Nagma and Shubnum are watching their favourite show on the TV. The TV is turned up quite loud so Nagma and Shubnum can hear it over the background traffic noise. Ma comes in when the three children are arguing about this problem.

To start the discussion off, facilitators ask: How could the parent and the teens calm this argument down?

Some of the suggestions that may come up include:

They could...

- ❖ ... Ignore the problem.
- ❖ ... Explore the consequences of different actions.
- ❖ ... Discuss the problem together.
- ❖ ... The parent could punish the teens.

One of the Facilitators should write all the comments on the flip chart.

Once you have a lot of suggestions, ask the participants to put them in the order that we use for problem-solving and re-write them on the flipchart.

At the end, you should have a list of the six problem solving steps.

It is perfectly fine if they are worded differently, but it is important that all six steps are there.

Participants might struggle to think of some steps (especially 1, 3 & 6) and you might have to guide them there with questions.

After the 6 steps are written down then point out

- 1) We listen with respect for the other person's opinion/perspective and we try to define the problem (with both perspectives)
- 2) There is always more than one way forward. It can take practice to learn to come up with different ideas.
- 3) Every solution will have results... (each action has consequences.) So you need to consider the possible consequences for each decision This is a REALLY important life skill to learn and practice. It also helps keep us safe.
- 4) Choose one solution to try based on what seems best after considering the possible consequences.
- 5) Try it out.
- 6) Reflect on what happened. How did it go? Were there negative consequences? Was there a good outcome?

3.5 Freeze and play role play

Now that we have all talked about the problem solving steps, let's practice them! Use the "FREEZE-and-play" method to problem-solve the scenarios in the "Staying out Late" role-play.

GUIDELINES: Facilitating Freeze-and-Play

1. Facilitators should divide the group either in two (one group per facilitator) or into groups of 6 (4 to problem-solve and 2 to act)
2. Participants will be working on solving the problem that is presented in the role-play.
3. They will do this in one of two ways:
Facilitators can either invite participants to "direct" the actors in the scenario, or
they can say "FREEZE" to stop the action where they want to make a "correction". They then take the place of one of the actors and act out the solution themselves.

Remember to encourage participants to use the 6 steps to problem-solving during this role-play activity.

3.6 SCENARIO – STAYING OUT LATE (NEGATIVE)

Nagma has been out with her friends in the nearby neighborhood and has come home after dark, which is later than her parents expected. Nagma feels like she should have the freedom to spend time with her friends on a Sunday afternoon after she has finished chores and homework.

Nagma's parents don't like her being with friends when they don't know where she is and there might be no adult to watch they are safe. They are especially worried about her being out after dark and walking back to her house alone. They are concerned that she could be in a dangerous situation.

Get a pair of participants to act out a role-play using this scenario in front of the group. Explain to the two volunteers the information above and request them to emphasise that Nagma's parents have forbidden her to be out after dark. Use the FREEZE-and- play approach described above to enable other participants to engage.

3.7 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Parents may want to discuss the consequences of forbidding their teens to stay out late. Do they do it anyway?

What other things do we forbid our teens to do that they may go ahead and do anyway?

Teens may want to discuss how this feels to them.

GUIDELINES: Facilitating practicing solving problems

1. Facilitator divide participants break into two groups.
2. Each group will practice 6-steps of problem solving using one case study.
3. They can do this in one of two ways: By creating a role-play to show how could they make this decision together or by presenting the six steps of problem solving based on their case.
4. Facilitator describes one case to each group for them to work on.

3.8 PRACTICING WITH DIFFICULT PROBLEMS

Case 1: Shubnum is finding her science difficult at school. She is trying to study but doesn't understand the work. She is very worried about it so she has taken the step of telling her Ma and Papa. Ma and Papa are also concerned since they don't have enough money for tuition.

Case 2: Samir is fond of his new phone and enjoys spending time on social media. He has lots of friends online and finds it exciting when he gets lots of response to his posts. Sometimes he gets very down if someone has made a negative comment to him/or about him online. His parents are concerned that he is spending more and more time on his device, even late at night when the rest of the family is asleep. They think he is spending less time on school work and they are worried about his grades. They are also concerned about his mood swings and say he even seems less interested in playing cricket.

The two group comes back together for presentation of role-plays or six-steps.

3.9 ENERGISER

Facilitator can choose an energiser from the list in the appendix. Remember to use energizers when participants need a break or when teens need to stretch their legs!

Session close

10 minutes

4.1 PREPARING FOR HOME ACTIVITY

Participants choose a problem from home that they will practice problem-solving during the week. Participants share the problem they will be working on at home with the group their buddy at the session close. Remember we all have problems – it is how we solve them that matters!

Using the problem that was chosen during the session, practice problem-solving at home.

Don't forget to spend positive time together, praise each other, talk about emotions and manage anger also.

VISIT YOUR BUDDY AT LEAST ONCE A WEEK

Discuss how problem-solving at home went together.

COMPLETE A PHYSICAL EXERCISE ONCE A DAY

Participants should be getting good at finding an exercise they enjoy and can do regularly that increase heart rate.

4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember the “golden rule” of problem solving?

(listening to each others perspectives)

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

- ❖ Peaceful solutions for family problems are usually possible
- ❖ Making a plan of action can help solve problems
- ❖ Listen and take everybody's opinion seriously

Remind participants of the six steps to problem-solving:

1. Listen and identify the problem
2. Brainstorm solutions
3. Figure out what the results of each solution would be
4. Choose one solution
5. Try it out
6. Did it work?

Use the illustration from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

The next session is a joint session. We'll be looking at ways that you save and spend your money. But before then, remember to do your home activity!

Facilitators remind participants about time and location of next session.

4.4 THANK AND PRAISE PARTICIPANTS

Thank participants for coming and congratulate them on focusing on positive problem



Parwarish Teens Parenting Programme CATCH-UP

Guardian's Name _____

Teenager's Name _____

Date _____ **Group** _____

Facilitator's Name _____

Session Six: Problem solving: Putting out the fire

Goal: Learn the techniques of problem solving

Overview: This session builds on the last ones, where we spoke about managing difficult feelings such as anger and stress.

- ❖ This session is about developing and practicing problem-solving skills that will help face challenges.
- ❖ Participants have already practiced problem-solving in different ways during the programme (e.g. when finding ways to deal with angry behaviour).
- ❖ This session aims to give participants a plan of action they can follow to find a new solution to a problem.

Illustration: Putting out a fire...

Core Lesson: Solving problems can be a lot like putting out a fire because of the steps we have to go through to put the fire out:

1. Listen to each other and Identify the problem (Where is the fire? What is the problem?)
2. Brainstorm solutions (What are the different options to put out the fire?)
3. Figure out what the advantages and disadvantages of each option (What are the consequences?)
4. Choose one solution (Which solution should we chose?)
5. Try it (Try it out!)
6. Reflect on whether it worked (Did our solution work?)

Can you think of how you could use these six steps to solve the following problem:

Your two teenagers have come home from school much later then you expected, and you were worried.

Handout: Illustration for session 6



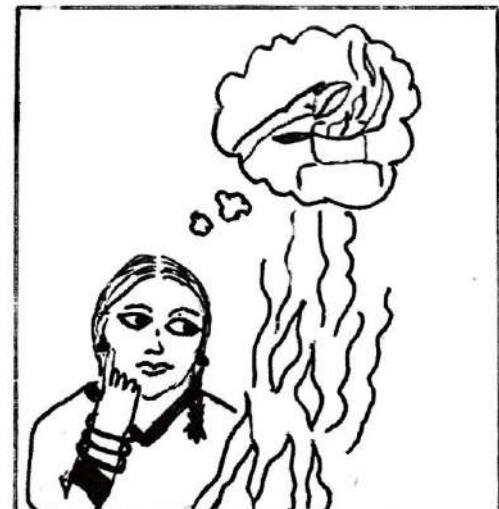
What is the problem?



What are some different solutions?



What the consequences of each solution



Choose one solution



Try it out!



Did our solution work?

How do you use the 6 steps to solve this problem?

Home activity: Practice (6 steps of) problem-solving with a problem from your home.

Attending sessions can be difficult. Is there anything we can do to help you attend sessions? It is important to have a non-blaming attitude about attendance!

Did any other members of the household participate in this catch-up? Who?

Motivation To Save & Making A Budget With Our Money

INTRODUCING THE SESSION

Welcome to Session Seven of the Parwarish Caring Families Programme for Parents and Teens!

Session Seven focuses on how everyone in the family can understand and identifies ways to manage money and reduce stress about money.

In Session 7, we focus on the following core skills and principles:

- ❖ Having goals can help us save money
- ❖ Budgeting – or making plans around money and saving – shows what our choices are when it comes to money
- ❖ Reducing stress about money can reduce family stress

Parents and teens discuss how families can better manage the household income. Having enough money for day to day living is important for every home.

We use money to buy food, clothes, pay for our children's education, pay for transport for us to go to and from work and to meet a number of other needs.

The expenses are many!

If we do not manage our money well, we find ourselves struggling month on month to make ends meet. Without budgeting the family expenses can become more than the amount of money that is available - affecting how families live. We find ourselves not having enough money to buy food, take the children to school and even get medication for when we fall sick.

Teens are also affected! They might be forced to leave school, join forced labour, suffer from scarcity of food and health services and exposed to other forms of harm like high risk behaviours (such as alcohol and drug abuse), slavery and trafficking. Incidents that can suddenly affect household incomes like sickness, job loss, unemployment, or even death can affect the ability of a caregiver to support their family.

That is why it is important that as families we know how to use the available money effectively and work together when such challenges come up. In this session, we are also going to talk about some of the ways that are available to assist families to increase household income and ensure that their children are protected from harm due to lack of income.

SESSION 7 PREPARATIONS & OUTLINE

Goal of the session	In this session parents and teens will learn on how to identify ways to manage money and reduce stress about money.
Core Principles	<ul style="list-style-type: none"> ❖ Managing how money for the family is spent is an important to ensure that parents are able to provide for their children ❖ Budgeting together as a family helps you to reflect on the important things that are most important to the family. ❖ Better management of money reduces family stress
Training materials & resources	<ul style="list-style-type: none"> ❖ Flip chart, paper, pens, markers, tape ❖ Attendance register ❖ Apna ghar poster, ground rules poster ❖ Name tags ❖ Soft Ball, Needs & Wants Game Cards ❖ Fake money (this can be easily made by cutting up sheets of paper)
Venue Preparations:	<ul style="list-style-type: none"> ❖ Make sure that the workshop venue is clean. ❖ Set up chairs where the participants will sit in a circle ❖ Prepare all the materials that you will use during the group session

COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	25 mins	<ul style="list-style-type: none"> ❖ Facilitators take attendance. ❖ Welcome, thank everyone for coming ❖ Home activity discussion ❖ Framing the day ❖ Activity: "Needs & Wants"
Session overview for the day	50 mins	<ul style="list-style-type: none"> ❖ The story of Dadiji ❖ Discussion about the story ❖ Fake money Visual Budgeting ❖ Discussion: Visual Budgeting ❖ Introducing paper budget ❖ Introducing and discuss Money shock

COMPONENT	TIME	ACTIVITIES
Session Close	10 mins	<ul style="list-style-type: none"> ❖ Preparing for Home Activity ❖ Home activity for the week ❖ Make a visual budget with your family. ❖ Visit your Buddy at least once a week ❖ Complete a physical exercise once a day ❖ Today's session review ❖ Reminder of next session date and thank & close
Facilitator wind up	10 mins	<ul style="list-style-type: none"> ❖ Make sure you leave the room in order ❖ Share your observations in facilitator report

Welcome & session preparations 10 minutes

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down with chai and/or fruit. Remember to take attendance as each new person arrives.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today in one word.

1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behaviour – including providing praise!

1.4 HOME ACTIVITY DISCUSSION

Guide a discussion about the previous week's home practice. As a reminder, last week participants were asked to practice problem-solving at home. Home practice discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- ❖ Brainstorm solutions with participants
- ❖ Practice applying the solution.
- ❖ Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

Remember that you can use Who? What? Where? Why? When? How? during the discussion.

Always give big praise and applause to everyone brave enough to share.

Session overview

15 minutes

2.1 FRAMING THE DAY

In this session we build on the problem-solving skills we learnt in the last session. Remember the six steps to problem-solving?

1. Listen and Identify the problem (Where is the fire? What is the problem?)
2. Brainstorm solutions (What are the different solutions?)
3. Figure out what the consequences of each solution would be (What are the pluses and minuses?)
4. Choose one solution (Which solution should we chose?)
5. Try it (Try it out!)
6. Reflect on whether it worked (Did our solution work?)

These problem-solving steps will help us for today's session.

Facilitator refers to the Apna ghar poster

Today we will talk about one very specific kind of problem – money. Money can sometimes make all of us feel worried and sad. It can make us feel stressed when we don't have enough, and happy when we do. Thinking about money during a stressful time, whether that's suddenly having to pay for a funeral or having to think ahead about how to support children or grandchildren because someone in the family has died, can be especially difficult.

Dealing with problems around money can help to reduce stress in families.

In today's session we will focus on a very particular and important kind of stress: stress about money.

- ❖ We will discuss why it might be important to save money.
- ❖ We will learn how to plan carefully with the money we have.
- ❖ We will learn how to make a "budget" with our money. "Budgeting" means making plans around money and it makes it easier for us to avoid running out of money.

Facilitators emphasize that this is a safe space where we can feel free to talk about difficult things like money.

2.2 PHYSICAL EXERCISE

Encourage participants to do their physical exercises once a day! Lead them through the head-to-toe stretch that we introduced in the first session.

Ask if anyone did the exercise at home and praise them for trying!

2.3 ACTIVITY

ACTIVITY: NEEDS ANDS WANTS

We all sometimes struggle to get through without running out of money.

This game will help us to think very carefully about how we spend our money from the first day on.

We start by thinking about “needs” and “wants”.

- ❖ Can anyone describe what “needs” and “wants” are?
- ❖ How they are different from each other?

Facilitator to write these down on a flipchart.

Example: If jewelry is mentioned as a need then ask what is more important - education for their children or a gold necklace? Let them then decide if it is a need or want.

EXAMPLES IF NO ONE IS SPEAKING:

NEEDS: Food, Water, Education for your Children, clothes, transport, decent housing

WANTS: Extra Clothes, Jewelry/Gold, Big Parties/Celebrations, TV, Smart phone, Cigarettes/Alcohol

GUIDELINES: Facilitating the Needs and Wants Game

1. Participants stand in a circle.
2. Facilitator throws a ball or points at a participant and shows one of the printed needs or wants cards
3. The participant explains to the others why he/she thinks the item is a “need” or a “want”.

Facilitator reminds participants there is no right or wrong answer.

4. Facilitator asks the other participants whether they agree or disagree. Encourage a discussion.
5. Once participants have agreed, facilitator puts the card either in the 'wants' pile or the 'needs' pile.
6. The participant throws the ball at another person in the circle who then gets a new word.
7. Repeat steps 3, 4, 5 and 6.
8. Discuss how this activity relates to participant's relationship to money.

Core lesson

50 minutes

3.1 THE STORY OF DADI JI

Facilitator to read this story to the group.

You remember in Session two we were introduced you to the Naatak family. Remember Nagma, Samir, and Shubnum and their Papa and Ma.

Today we are going to meet Dadiji who is Papa's mother. Dadiji lives with her grandchildren, Meena and Sonu who are Nagma, Samir, and Shubnum's cousins. Meena is 18 and has great marks in school. Sonu has just turned 16 and has many friends who admire him a lot.

Dadiji has looked after her grandchildren since their parents died when the children were still very young.

They struggle, but Dadiji receives a small amount of money form old age pension of Rs 2000 per month and widow's pension of Rs 2500 per month to assist her in the caring for the children. Combined with the income that Dadiji makes from selling vegetables at the market, she can almost make ends meet.

Especially the last days of each month – those days tend to be tough!

One day, as she watches her grandchildren come in from school, she thinks:

“Meena is so clever! She will pass her 12th class next year and surely go to study at University. She will need all those books for university!

And Sonu, he is just like his grandfather, honest and serious and responsible. Soon he will go to high school! But he will need a new uniform and transport money to get to school! And food!”

Dadiji then thinks to herself: “Times are so tough, but I want the best possible future for my grandchildren. They deserve all of the happiness and success in the world. I don’t know how; I don’t know where the money will come from. I could borrow the money, from the money lender, but they are so dangerous and paying them back is so expensive. I must make money and save but how?”

This is why we are all here today. Sometimes in life there are times when it feels impossible to save money, or to avoid borrowing more and more money from other people.

In the last session we talked about how we can solve problems together. Money can often feel like a problem that needs to be solved!

Dadiji’s goal is to make sure her grandson can go to high school and her granddaughter could fulfil her dream of going to university. Let’s think together about how she can solve the problem of saving a lot of money with the little money she has?

Facilitator takes a big poster and starts drawing a visual budget for Dadiji’s situation

- ❖ How much does Dadiji earn each month with her pension and small business?
- ❖ What does Dadiji have to spend money on each month?
- ❖ Group to give input and facilitator to draw circles for the things that Dadiji uses the money for e.g. food, school fees, transport, etc.

Facilitator then draws one additional circle and says:

This circle is for savings. Dadiji will put a little bit of money in here every month. This is money that she does not spend but holds back for her grandson’s high school and her granddaughter’s university education.

Facilitator reads the next part of the story.

It will take Dadiji a long time to save up for her two grandchildren that is why it is important to plan well how she will save. First she sits down and makes a budget – a plan for how she could save her money. Then she will begin to save just a little bit of money at a time – she has even joined a savings and loans group (SHG).

She works with Sonu and Meena to choose little things that they could spend on

just a little bit less on each week. The kids are great at helping her to think about the things they don't need.

And over the next few years as her children grow, she is finally able to fulfill her dreams. Without borrowing any money from friends or money lenders, she manages to pay for Sonu's high school costs and save some money for Meena's university expenses. She could not have been more proud.

3.2 DISCUSSION ABOUT THE STORY OF DADI JI

Questions to ask about the story:

- ❖ Why did Dadiji need to intervene in order to help support her grandchildren?
- ❖ How did Dadiji help with her grandchildren's future goals?
- ❖ How do you think Dadiji felt when she finally saved enough?
- ❖ What are your and your family's saving goals?

GOVERNMENT SCHEMES:

Accessing the available government schemes is very important to boost many families income.

A useful website for information on the various schemes in various states and to check eligibility is <https://haqdarshak.com/home>.

Sometimes if people are having trouble with the government office writing an RTI (Right to Information) letter can help.

Do you know which schemes your family is entitled to?
Do participants know of local NGOs which can help with this?

3.3 VISUAL BUDGET

Before we begin this exercise, let's talk about budgeting. What is a budget?
Participants to give ideas about what a budget is.

Here are some ways to start thinking about what a budget is:

A budget describes how we decide what we spend our money on.
A budget helps us to find out how much money we can spend on our needs and wants.

Who remembers one of the needs that we have talked about earlier today? And how much does this cost? You have just made your first budget!

GUIDELINES: Facilitating the Visual Budgeting Exercise: Part One

1. Teens and parents pair up.
2. Each parent & teen is given a big piece of paper, markers, and crayons. Parents and teens discuss and teens draw.
3. Now we are all going to draw our budget together. Start by making circles for all the things that your family spends money on in each month
4. Four things to think about for making your budget:
 - ❖ What are all the needs for your family and for your household?
 - ❖ How much do these needs cost?
 - ❖ What are wants for your family?
 - ❖ How much do these wants cost?

The goal of this exercise is to practice making a budget with fake money or rajma beans and corn.

Facilitator to walk around and check for understanding. Remind participants to spread their drawings out.

5. Who wants to tell us what things your family budget includes? Does anyone want to add something?



Facilitator writes down the answers on the flip chart. Give participants the opportunity to add anything they missed to their visual budget.

1. Explain the following scenario

Now imagine today is the day you get paid and there is income from a small business. We are going to give you fake money and you will pretend that this is your income. The total monthly income is Rs 11,100. Facilitators distribute 20x Rs500 notes, 10x Rs100 notes and 10x Rs10 notes to each family. Or 20 beans and 10 corns

2. Now let's make a budget – a plan – with our beans and maize money.

Pretend that this is all the money that you have available for the next month. You have already drawn all of the things you spend money on in the month.

3. Participants put fake notes on the circles that they have drawn on their visual budgets.

You buy an expensive thing by putting down a Rs500 on the circle; you buy a less expensive thing by putting down a Rs100 on the circle. Two things to think about when making these choices:

- ❖ Which things are most important to you as a family?
- ❖ Which things do not mean too much to you?

4. Participants play around with the “fake money” or Rajma and corn to create a family visual budget. (One rajma bean is worth 500 Rs and one corn is 100 Rs.

Let's keep in mind that with the money we have, we all have to make choices between different things. And sometimes these choices can be very difficult. Facilitator to check for understanding and remind participants that this is a game and they should play around with the money to find the best budget.

Facilitators should walk around and support participants who have difficulties with this exercise and praise the decisions that are being made in each of the groups.

3.4 DISCUSSION: VISUAL BUDGETING

Let's discuss why we did this activity:

- ❖ Why do you think we asked you to make a visual budget?
- ❖ Did we learn anything about how to handle our money? The activity may have helped participants to think about how to spend their money without being stressed.

Also, the exercise may have helped participants to think of things that they spend money on that they might want to change.

- ❖ Teens, what did you learn about how your parents spend money?
- ❖ Did we have enough money to cover our needs? What about our wants?
- ❖ What things could you try to spend less money on as a family?
- ❖ Are there ways to try and earn more?
- ❖ Did parents and teens want to spend money on the same things?

3.5 A PAPER BUDGET

Note: This will potentially be useful where the participants have at least basic literacy

Role Play: Where did it all go? (negative)

It is the end of the month Papa comes home from work.

Papa: (talking to Ma) “Give me some money. I need Rs100.”

Ma: “But there is hardly anything left, and we still have a few days before you get your pay.”

Papa: “What!?!” (angry now) “I work so hard for our money and you have gone and spent it all already? Where did it all go?”

Ma: “Ummm ... well ... I'm not quite sure....”

Papa: “That's so unfair. I do the work then you waste all our money!”

Ma: (feeling bad) “I’m sure I didn’t waste any...”

Papa: “Then where is it huh? (Ma bursts into tears and passes over the Rs 50 she finds in her purse.)

Discussion questions:

- ❖ How is Ma feeling now? Money situations can be very stressful. Many of us have problems making sure we have enough to last the month.
- ❖ Why do you think Ma and Papa ended up having an argument?
- ❖ Why do you think Ma was not able to tell Papa where the money has gone?
- ❖ Does it seem like this family talks about wants and needs or plans how they use their money? What are the consequences of not planning and prioritizing how they use their money?

Introduce the paper budget

Facilitators show the ‘paper’ budget below.

Activity: Fill out example incomes. Take one of the groups visual budget and fill in their expenses for the whole group to watch. Note that expenses should be filled in each day and added up at the end of the week. Teens can help where parents might be illiterate. Cash amounts can be used to work out totals with help where necessary (eg. Ma went to the shop with Rs500 bill and came home with Rs360. She only bought food. Her son helps her fill out that she spent Rs140 on food)

Suggest keeping a financial diary like this is a very useful way of budgeting and keeping track of where your money is going.

Budget diary					
Income					
Income source	Week 1	Week 2	Week 3	Week 4	Total
Surplus (from previous week)					
Income 1 (e.g. father)					
Income2 (Spouse)					
Other income (Teen)					

Expenses					
Item	Week 1	Week 2	Week 3	Week 4	Total
Food					
Transport					
Clothes					
Medicines					
Phone					
Electricity, gas					
Loan repayments					
Savings					
Emergencies					

Role Play: Where did it all go (Positive)

It is the end of the month Papa comes home from work.

Papa: (talking to Ma) “Give me some money. I need Rs100.”

Ma: “But there is hardly anything left and we still have a few days before you get your pay.”

Papa: “What!?!” (*angry now*) “I work so hard for our money and you have gone and spent it all already? Where did it all go?”

Ma: “Ummm ... well ... Let me get the diary and I can tell you.”

Ma gets out her copy book and sits down with Papa, pointing to the book.

Ma: We spent this much on school, this much on food, our rent was this much and oh look we had to get a more gas and we needed that medicine for Samir when he was sick. The bus cost this much. We still have Rs80 in my purse and Rs340 in the trunk but we will need all of that for food.”

Papa: “Well I can see we haven’t been wasting any. Next month we won’t need gas so that will mean there is a little extra. Hopefully no medicines either! I guess I don’t really need to go out tonight.”

Ma: “Maybe I can get some more sewing work next month. I will try then we could choose what to do with that money.”

Questions for discussion:

- ❖ How was this role play different?
- ❖ Was the diary of paper budget helpful in this situation? How?
- ❖ How did having the diary help reduce tension?
- ❖ In what ways did the diary help the family plan how they use their money?

3.5 THE STORY OF DADIJI (PART TWO): INTRODUCING MONEY SHOCKS

Facilitator reads the next part of the story.

Now let's think back to Dadiji. One night there was a horrible storm outside her house. The wind blew and blew so hard that the little house was shaking. And all of a sudden, part of the roof flew off. After the terrible storm, Dadiji suddenly had to find money as quickly as possible to get her roof fixed. First, she had to support her grandchildren after the deaths of their parents, and now this! Times were really tough!

3.6 DISCUSSION: MONEY SHOCK

Things like this can happen to all of us and they usually come very unexpectedly. Can you think of other things that could cause money stress?

Participants to give ideas. The list could include:

- ❖ Funeral
- ❖ Severe illness of a family member
- ❖ Robbery
- ❖ Accident

Let's imagine that all of us have just experienced the same thing as Dadiji– our roof being destroyed.

The facilitator will now go around and take Rs1000 from all participants to put away for an emergency. Facilitator to walk from group to group and draw a separate circle that is labelled “emergency”.

Rs1000 is then put on this circle. Now that you have less money, take another five minutes to move around your fake money and change your visual budget.

Think about the way you have just changed your budgets:

- ❖ If there is an emergency, where can we take the money from to cover the costs?
- ❖ How could savings help us in a situation like Dadiji's?
- ❖ Are there ways we can increase family income?
- ❖ (Note we will be talking about borrowing in session 11)

ENERGIZER: The facilitator can choose an energizer from the appendix

Session Close

10 minutes

4.1 PREPARING FOR HOME ACTIVITY

Think about Dadi Ji and how she finally managed to save some money for her grandchildren's future.

Now think about your own visual budget for each month. Look at the money that you have allocated. Would it be possible for you to save some money each month? Why might it be important to put away some money each month? (e.g. for emergencies, for the future, for big events like a wedding or a funeral etc.)

Parents and teens sit together to think about the need for saving. Facilitator walks around and checks for understanding.

Facilitators should remember to praise whatever suggestions the participants make.

If there is no spare money at all then can the family think of any ways to increase income?

HOME ACTIVITY

Take some fake money home with you and try to make a visual and then paper budget together with the whole family. Think about how much money your family has available each month and think about where this money comes from. Then think about how this money can cover all of your family's "needs" for the whole month. Will it cover some wants? Try to include savings in your budget and in your plan.

Are you getting all the government schemes you are entitled to? How can you access these?

Don't forget to spend quality time together, praise each other, talk about emotions, manage anger and problem solving using the six steps.

VISIT YOUR BUDDY AT LEAST ONCE A WEEK

Share some of the things you have learned while doing your home budget and plan!

COMPLETE A PHYSICAL WARM-UP ONCE A DAY

Participants can go for a walk invent their own exercises.

4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

Reducing stress about money can reduce family stress

Having goals can help us to save money

Budgeting – or making plans around money and saving – shows what our choices are when it comes to money

Use the illustrations from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME PRACTICE

In the next two sessions, we will explore how we can solve problems such as when we have a lot of money stress, trouble at school, or fighting and conflicts in our family.

In the next session, we separate into teen-only and parent-only groups for the core lesson.

But before then, please remember to do your home activities!

Facilitators remind participants about time and location of next session. It's important to stress that they meet at the same time, even though the group will separate into smaller teen-only and parent-only groups for the core lesson.

4.4 THANK AND PRAISE PARTICIPANTS

Acknowledge that talking about money can be stressful and congratulate participants for willingness to work on this topic which causes stress for so many families.

(Note: There should be needs and wants cards for the session)

Handout: Illustration for session 7

Give me Rs100!





Parwarish Teens Parenting Programme CATCH-UP

Guardian's Name _____

Teenager's Name _____

Date _____ Group _____

Facilitator's Name _____

Session seven: Motivation to save & making a budget with our money

Goal: Everyone in the family to understand and identify ways to manage money and reduce stress about money.

Overview: In today's session we build on last week's discussions around problem solving. We focus on a very particular problem and important kind of stress: stress about money.

- ❖ We discuss why it might be important to save money.
- ❖ We learn how to plan carefully with the money we have.
- ❖ We learn how to make a "budget" with our money.

"Budgeting" means making plans about money and it makes it easier for us to avoid running out of money from one grant day or pay day to the next.

Illustration: Dadi Ji (& story); Needs & Wants cards

Core Lesson: Using the Dadi Ji illustration, go through the steps of making a budget.

Think about all the things your family spends money on in each month:

1. What are your household needs? How much do they cost? Use Needs & Wants cards
2. What are your household wants? How much do they cost? Use Needs & Wants cards
3. Where does your household get its income from every month? How much is this income?
4. Are there ways of distributing this money to cover all of the monthly household needs?

5. Are there ways of distributing this money to cover all of the monthly needs and wants?
6. Are there ways of distributing this income to cover needs and wants and to save for an emergency or long-term goal?

Home practice: Try to make a budget together with the whole family. Try to include savings in your budget and in your plan. You can either write or draw your budget. Attending sessions can be difficult. Is there anything we can do to help you attend sessions? It is important to have a non-blaming attitude about attendance!

Did any other members of the household participate in this catch-up? If yes, who?

Dealing with problems without conflict (part 1)

INTRODUCING THE SESSION

The next two sessions will be delivered in separate groups for parents and teens. Welcome to Session Eight of the Parwarish Caring Families Programme for Parents and Teens!

In Session Eight, we will be talking about how to identify problem behaviours that affect the family, whether it be behaviours of teens or parenting behaviours. We will focus on establishing relationships and behaviours that are positive in the family. In Session Eight, the parents and teens sessions will have different lessons. For parents the session discussions will focus on:

- ❖ Sticking to today's problem: Remember it is the behaviour that is bad, not the teenager
- ❖ Saying exactly what you want to get what you want
- ❖ Using praise to get good behaviour

And for teenagers the core lessons will be on:

- ❖ Giving your parent a chance! Sometimes you can work out a problem together.
- ❖ Remembering to consider your parent's point of view, too.
- ❖ It's sometimes good to say sorry

In Session Eight, we will talk about problem behaviours in the family. This may be a challenging topic to facilitate for you as a facilitator and for the parents and the teens. It's important that everyone keeps an open mind during this session and next week's session as much of what will learn focuses on how we behave at times. The fact that we are learning new skills of relating does not mean we have bad relationships...it just means we can have better ones!

Parents: As we mentioned in the beginning of the programme it is challenging to be parent.

None of us were born with the full understanding of parenting skills. Parents had to learn most of them through their own personal experiences and in other cases from others. It is important to remember that the way parents interact with children has a lasting effect on their wellbeing. It is important that parents are satisfied with the way they behave towards their children and be willing to change if their behaviours negatively impact them. Raising teenagers can be challenging. Sometimes the way they behave may affect how parents behave.

It is important that parents are able to effectively handle problem behaviours of their teens in a constructive manner. The teenage years are an important stage for parents to prepare their child for adulthood. A healthy parent child relationship is important for encouraging positive behaviours.

Teens: Being a teenager can be both one’s best or worst experience.

Teens face many pressures. Their bodies are changing and hormones can affect their moods. Hormones are chemicals that our body makes in order to perform different functions. When we are teenagers, the hormones our body needs change. Chemicals responsible for our mood are mood hormones and any change in the level of these hormones can affect our mood and how we feel.

They have new responsibilities and people have high expectations of them.

Sometimes, they are not sure about how to deal with some of these changes.

They also are learning how to take more responsibility for their lives and the decisions that they make. The paths they choose now can affect them forever! That’s why it is important how teens behave during this period. Teens also need to realise that their parents during this period tend to be highly concerned about them and what they do.

They want to know where their teens are, who they are with and what they are doing and this may make them uncomfortable or upset. It can help to try to understand their parents’ fears and understanding that their parents have their best interest at heart. This may help teens see these concerns in a different light. They need to understand that sometimes parents do not know how to express these concerns to them. In this session, we hope that both parents and teens will be able to identify some of the behaviour challenges they encounter in the home and learn to establish habits and practices to improve relations.

SESSION 8 PREPARATIONS & OUTLINE

<p>Goal of the session</p>	<p>Parents and teens will get an opportunity to reflect on some challenges faced in families and how to deal with them. Specifically, the session will assist parents on how to manage difficult teenager behaviours and assist teens to manage their behaviours and be more responsible.</p>
<p>Core Principles</p>	<ul style="list-style-type: none"> ❖ There are peaceful ways to approach difficult situations and resolve conflicts. ❖ It’s good to say “I’m Sorry” <p><i>For parents:</i></p> <ul style="list-style-type: none"> ❖ Stick to today’s problem: Remember it is the behaviour that is bad, not the teenager. <p><i>For Teens:</i></p> <ul style="list-style-type: none"> ❖ Give your parents a chance, sometimes you can work out a problem together

Training materials & resources	<ul style="list-style-type: none"> ❖ Flip chart, paper, pens, markers, tape ❖ Attendance register ❖ House poster, ground rules poster ❖ Name tags
Venue Preparations	<ul style="list-style-type: none"> ❖ Make sure that the workshop venue is clean. ❖ Set up chairs where the participants will sit in a circle ❖ Prepare all the materials that you will use during the group session

COMPONENT	TIME	ACTIVITIES	
Welcome & Session Preparation	10 mins	<ul style="list-style-type: none"> ❖ Facilitators take attendance. ❖ Welcome, thank everyone for coming and praise time keeping ❖ Home activity discussion 	
Session overview for the day	15 mins	<ul style="list-style-type: none"> ❖ Framing the day ❖ Overview for parents ❖ Overview for Teens ❖ Exercise: Seema says ❖ Discussion: Say what you want to get what you want 	
Core Lesson	50 mins	<p><u>PARENTS SESSION</u></p> <ul style="list-style-type: none"> ❖ Negative role-play: “I can’t hear the news!” ❖ Discussion about negative role-play ❖ Positive role-play: “I can’t hear the news!” ❖ Discussion: Tackling problems: Make it positive ❖ Energizer 	<p><u>TEENS SESSION</u></p> <ul style="list-style-type: none"> ❖ Negative role-play: “Late to school” ❖ Discussion about negative role-play ❖ Positive role-play: “Late to school” ❖ Discussion: Tackling problems: You be the parent ❖ Energizer
Session Close	10 mins	<ul style="list-style-type: none"> ❖ Preparing for Home Activity <u>Home activity for the week</u> ◆ Talk about a problem 	

Facilitator wind up	10 mins	<ul style="list-style-type: none"> ❖ Make sure you leave the room in order ❖ Share your observations in facilitator report
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Welcome & session preparations 10 minutes

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down with a chai and/or fruit. Remember to take attendance as each new person arrives.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today in one word.

1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behaviour – including providing praise!

1.4 HOME ACTIVITY DISCUSSION

Facilitators lead a discussion about the previous week’s home activity.

As a reminder, last week participants were encouraged to save and make a budget. Some activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- ❖ Brainstorm solutions with participants
- ❖ Practice applying the solution.
- ❖ Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

Remember that you can use **Who? What? Where? Why? When? How?** during the discussion.

Always give big praise and applause to everyone brave enough to share.

Session overview**15 minutes****2.1 FRAMING THE DAY**

Everybody behaves badly sometimes,

- ❖ Conflicts can happen in every family and house.
- ❖ Teenagers go through a lot of changes and can sometimes act badly.
- ❖ Sometimes parents feel so stressed they let feelings of anger take over.

There are lots of different ways to approach difficult situations like these without hitting and yelling, which is what we will be focusing on in the next two sessions:

In this session, parents will focus on giving clear instructions to their teens in order to encourage good behaviour to happen more often.

Teens will focus on working with their parents in order to problem-solve together.

Facilitators refer to house poster and affix it to the wall.

What skills from previous sessions do you think will be helpful for this session? In the next two sessions we are going to make good use of skills we have already learnt. Before we start, let's remind ourselves in detail about some of the skills we already have that might be useful in these two sessions.

- ❖ Praising positive behaviour (Session Three)
- ❖ Being aware of your emotions (Session Four)
- ❖ Learning to cool down and take a pause (Session Five)
- ❖ Problem-solving (Session Six)

This may have already come up during home practice discussion, but if not, facilitators should remember to use materials from previous sessions.

2.2 OVERVIEW FOR PARENTS

It is our job as parents to try to stay calm and try to control stressful situations. In order to do that as well as we can, let's remember some of the skills from our previous sessions:

Taking a pause: In other sessions we talked about being aware of anger and stress and "taking a pause" (or finding some way that works for you to calm down). Being able to calm down when we are feeling angry is important to remember today. This is because calming down before you react to your teen can help us to solve the problem better than by hitting them or yelling at them.

Listening: Sometimes instead of jumping to thinking bad things about your teen, it can help to remember that there are two sides to every story. It's important to encourage your teen to tell you what they are thinking, what they feel and then to listen to what they have to say.

Talking: Reminding our teenagers that they can behave well encourages more of that good behaviour. It also helps us to be clear about saying exactly what we want from our teenagers.

2.3 OVERVIEW FOR TEENS

It's important to remember that even though they are sometimes not very cool, our parents have been around for longer than we have, and have important things to teach us. Sometimes when we have a problem that scares or worries us or feels too big for us to handle, it can be helpful to talk it through with our parents in case they have good ideas about how to help.

And sometimes we have problems that are with our parents. For example, they may want us to help out so much at home that we don't have enough time to do our homework.

These kinds of problems are also good to talk about with our parents, instead of just letting them make us more frustrated.

In this session, we build on the problem-solving skills we have already learnt. Can anybody remember any (or all?) of the steps we take to problem solve?

Remember the six steps to problem-solving?

1. Listen and identify the problem (Where is the fire? What is the problem?)
2. Brainstorm solutions (What are the different solutions?)
3. Figure out what the consequences of each solution would be (What are the pluses and minuses?)
4. Choose one solution (Which solution should we chose?)
5. Try it (Try it out!)
6. Reflect on whether it worked (Did our solution work?)

Now we focus on problem-solving difficult behaviours (including our own!).

One thing to know is that there are consequences to our behaviours, which means that our actions have an effect or result.

Another thing to remember is to think about our parents' side of the story.

2.4 PHYSICAL EXERCISE

Encourage participants to do their physical exercises once a day! Lead them through the head-to-toe stretch that we introduced in the first session. Ask participants if they

did the exercise at home during the week and praise those who did!

2.5 ACTIVITY

ACTIVITY: SEEMA SAYS

This activity helps everyone to see the importance of giving clear, positive instructions.

1. Participants start by standing in a straight line. Seema is the only one who talks.
2. The aim is for the participants to stay in a straight line by moving at the same time following instructions that the facilitator (“Seema”) gives to them.

(Only Seema is allowed to speak!)

3. Facilitator: “Everybody in a straight line? Ready to play?”
4. First provide the following negative instructions:
 - Facilitator: “Seema says: Do not walk backwards”
 - Facilitator: “Seema says: Do not stand on one foot”
 - Facilitator: “Seema says: Do not jump”
 - Facilitator: “Seema says: Do not smile”
 - Facilitator: “Seema says: Do not walk forwards”

What happens to the line?

5. Now try using the following positive instruction:
 - Facilitator: “Seema says: Walk forwards!”
 - Facilitator: “Seema says: Stand on one foot!”
 - Facilitator: “Seema says: Jump!”
 - Facilitator: “Seema says: Smile!”
 - Facilitator: “Seema says: Walk backwards!”
 - Facilitator: “WELL DONE TEAM!”

What happens to the line now? Remember to praise participants for their efforts to stay together in one line!
6. Try again with some of the following instructions (mixed positive and negative):
 - Facilitator: “Seema says: Don’t sit down” (negative)
 - Facilitator: “Seema says: Stand up” (positive) etc...

2.6 DISCUSSION: SAY WHAT YOU WANT, TO GET WHAT YOU WANT

Let’s talk about the Seema Says game that we just played. Start the discussion by asking the following questions:

- ❖ How did you feel about being given negative instructions?
- ❖ How did you feel about being given clear, positive instructions?
- ❖ How does it feel to get praise?

Parents: It’s important to be clear with your teen about what behaviours are okay and which are not.

Instructions should be clear, positive and short.

When you're trying to teach your teen how to behave well, focus on the (difficult) behaviour that you want to address, and not your teen as a person.

Focus on one behaviour at a time.

Remember to stick to one problem at a time! That usually means making sure your message to your teen is about the thing they are doing wrong, and not them.

It's also important to give specific praise when your teen acts in a way that you want to see more of.

This will help to encourage more of their good behaviour and gives you the chance to be positive!

Group divides for core lesson

Core lesson**50 minutes****Core Lesson for Parents: DEALING WITH PROBLEMS WITHOUT CONFLICT**

These role-plays also look at what happens when we give unclear, negative instructions, and what happens when we use clear instructions and praise! Start by watching the negative role-play and giving Ma advice on how she could have handled her emotions differently.

3.1 ROLE-PLAY: I CAN'T HEAR THE NEWS! (NEGATIVE)

Shubnum and her parents are sitting watching news on T.V. Shubnum is singing her favourite song from school.

Ma: “Shubnum, don’t sing. It’s important for your Papa and I to hear the news. And anyway, shouldn’t you be writing a card to your Aunty? I thought I asked you to write to your Aunty a week ago!”

Shubnum (*sulking*): “But mom, I’m singing quietly. You told me to make sure my homework was done and it’s done! I’m trying to practice for my choir concert. Don’t you want to hear my song?”

Shubnum keeps singing.

Papa (*shouting*): “Shubnum I said, stop this singing nonsense, it is annoying. Now we can’t hear what is happening in the country because of you!”

Shubnum storms out of the room and starts singing VERY loudly.

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY**Questions for role play:**

- ❖ What advice can you give Ma and Papa about how they could have handled the situation better?
- ❖ Before you start brainstorming, let’s think through the following things:
- ❖ What is the difficult behaviour Ma and Papa want to change?
- ❖ What did Ma and Papa think the problem was? What was the end result of the conversation between Ma, Papa and Nagma? How different/similar was it from what Ma and Papa wanted?

3.3 ROLE-PLAY: I CAN'T HEAR THE NEWS! (POSITIVE)

Shubnum and her parents are sitting watching news on T.V. Shubnum is singing her favourite song from school.

Papa (looks annoyed but takes a deep breath): “Mmmm Shubnum my girl, you are singing very beautifully. Can you keep quiet for now, whilst your Ma and I are watching the news? We will sing the song together after the news (smiling). Maybe you can teach it to us?”

Shubnum (smiling): “Yes Papa, I’ll teach you. Let me watch the news too.”

After the news...

Ma: “Thank you Shubnum for keeping quiet when we were watching the news. Come teach us that lovely song you were singing. By the way who taught the song?”

Shubnum: “My teacher at school. We’re going to sing it in the concert later this year so I want to practice as much as possible.”

Papa: “Well done for practicing. Maybe every night after the news you can teach us a little bit of the song and we can all learn it together?”

Shubnum starts teaching them the song.

3.4 DISCUSSION: TACKLING PROBLEMS: MAKE IT POSITIVE

We start the discussion by thinking about the following questions and then move on to practicing making these changes ourselves:

- ❖ What changed in this role-play from the first one you saw?
- ❖ What is the problem Ma and Papa are trying to solve?
- ❖ How do Ma and Papa try to solve the problem?
- ❖ What impact has it had on Shubnum?

Facilitators can write participant ideas down on a flipchart if they want. As a reminder, some of the skills Ma and Papa use include:

- ❖ Papa takes a deep breath before he gets too annoyed with Shubnum.
- ❖ He tries to be specific about what the problem is.
- ❖ Ma remembers to be positive as much as possible!

3.5 MAKE IT POSITIVE

Now we will get a chance to practice making the same changes that Ma and Papa did in the role-plays we just saw!

Practice re-framing – or changing – these different negative reactions to bad behaviours.

GUIDELINES: Facilitating “Make it Positive!”

1. Facilitators divide parents into three groups.
2. Each group gets one scenario from the examples below.
3. Each group discusses their scenario, paying attention to identifying the problem in the scenario.
4. Remember to focus on the behaviour and not the teen! Remember also to be specific about the behaviour that is causing the problem.
5. Small groups come back together to share or present their findings.
6. Facilitator can ask big group to think about how they would change the negative reactions in the scenarios to positive ones.

Scenarios:

Scenario A.

Coming home late: Your teen comes home two hours after they were supposed to. You have been worried about whether or not they are safe.

As soon as they walk in the door you start yelling: “Where have you been? Didn’t you think I would be worried about you? You only ever think about yourself!”

Scenario B.

Chores: You have asked your teenager twice to do the dishes, but instead she or he stays on the phone. After asking a third time, they still won’t put down their phone. You get angry: “Do you think I am the only one who has to do all the work in this house? You are so lazy!”

Scenario C.

You have asked your teenager to help you get your younger children ready for school.

They often don’t do this in time and the children are late for school, but you don’t feel you have enough energy to do it yourself. You find yourself blaming your teenager that everybody is late for school all the time.

Scenario D.

Fight with friend: You hear your teenager fighting with his or her best friend outside. When your teenager comes in, he or she looks very upset and says that they have just lost their friend. You feel relieved and say: “Oh that is good news. That friend was a very bad influence on you, always making you late home after school and talk rudely to your parents.”

Core lesson**50 minutes****Core Lesson for Teens: DEALING WITH PROBLEMS WITHOUT CONFLICT**

In these role-plays and discussions, we want teens to remember that it can be helpful to share problems with their parents. Often parents have helpful suggestions that mean that their problems become smaller and not bigger. Sometimes parents don't understand them and teens have to explain themselves so that they can help them out.

3.1 ROLE-PLAY: LATE TO SCHOOL (NEGATIVE)

Ma (*angry*): "Nagma, the kids were late to school once again today!"

Nagma: "Ma I'm doing my best!"

Ma: "You know I am not well and I don't have any energy. I need your help, but what use is it if everybody is always late?"

Nagma: "They don't listen to me! And Samir and Shubnum are always fighting which is wasting time. Do you even care that they are making me late to school as well? When will this ever end?"

Ma: "Arre, Nagma, you are taking even more energy away from me when what I need is some help!"

Nagma: (*frustrated*): "Well maybe I should just drop out of school then!"

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY**Questions for discussing the role play:**

- ❖ What is Ma's problem?
- ❖ What is Nagma's problem?
- ❖ What solution does Nagma come up with?
- ❖ What do you think about the solution that Nagma came up with?

Facilitators should guide the discussions following each role-play in order to remind teens of the importance of staying calm and explaining themselves and problem solving with their parents.

3.3 ROLE-PLAY: LATE TO SCHOOL (POSITIVE)

Ma (*angry*): “Nagma, the kids were late to school once again today!”

Nagma: “Ma I’m doing my best!”

Ma: “You know I am not well and don’t have any energy. I need your help, but what use is it if everybody is always late?”

Nagma: “They don’t listen to me! And Samir and Shubnum always fighting which wastes so much time. Do you even care that they are making me late to school as well? When will this ever end?”

Ma: “Okay, I can see that we are both upset. Let’s take a deep breath and then see what we can do to solve this problem.”

(Both take a deep breath)

Nagma: “I know you need help in the house because you don’t have any energy these days, Ma, but is there anything else I can do to help?”

Ma: “That’s a great suggestion, Nagma. It would be great if you could help the others with their homework. It is important to me that you are also on time for school – I know you work hard and you are doing so well.”

Nagma: “I can also help put out their school uniforms in the morning. Maybe that will help everybody get out of the house earlier in the morning?”

Ma: “Great idea. And thank you, Nagma, I appreciate all the help you give. I know it is not easy for you, either.”

3.4 DISCUSSION: TACKLING PROBLEMS: YOU BE THE PARENT

Questions for discussing the role play:

- ❖ What is different between the two role-plays you just saw?
- ❖ What solution do Ma and Nagma come up with?
- ❖ Do you think this solution is going to work? Why? Why not?
- ❖ What are the advantages of them working out a solution together?
- ❖ What would you do differently?

3.5 ACTIVITY: YOU BE THE PARENT

In this activity, facilitators let teens be the parent and the facilitators will be the teenager. Present teens with a series of different problems that teenagers sometimes have.

Teens will share how they think parents could be helpful in solving problems by pretending to be the parent.

This will help teens see problems from two points of view. It will also help teens to see that when they work with their parents, they can achieve the things that they want to!

GUIDELINES: Facilitating Tackling Problems: To be the Parent

1. Facilitator will read out a scenario to the whole group.
2. Teens should pretend to “be the parent” in the scenario and give advice to the facilitator about what to do

Facilitators should encourage participants to debate with each other as they work out solutions to the problems that are presented.

3. Teens should remember to try to think of positive solutions to the problems in each scenario. This will help teens to see the problem from two points of view.
Having trouble with this step? Ask teens to imagine what they would want their parents to say if they were the teenager in trouble in each scenario.
4. Repeat with each scenario.

Option: If you have time you can act out two of the scenarios instead of reading all scenarios.

Scenarios:

Scenario A. Lying:

Teen says s/he is visiting his/her Aunt but really goes to a friend’s house. Teen worries that parent will say “no” and they will not be able to go to their friend’s. Parent worries about what else the teen might be lying about.

Scenario B. Out late

Teenage girl wants to hang out with a group of friends including boys Teen wants to be allowed to have boys as friends and go out with them on weekends. Parent is worried about what others think and that boys might take advantage of (or hurt) their daughter and that it is unsafe.

Scenario C. Western clothes:

Teen wears tight western style clothes despite parents telling her not to. Teen wants to show her personality and not look like everybody else. Parent is worried that people will think the teen is flirtatious and sexually promiscuous.

3.6 ENERGISER: RIVER/LAND

Remember to use energisers when participants need a break or when teens need to stretch their legs! The River/Land game is similar to ‘Seema Says’ but is just for fun (and is about listening to instructions.)

Teens stands in a line one behind the other. To their right is the “land”, to their left is the “river” Facilitator faces the group and calls out “River” - all jump to the left. Facilitator calls out “Land” all jump to the right. Facilitator calls out “River, Land, River, Land, Land” etc... and tries to trick the teens. If a teen jumps the wrong direction, then s/he is ‘out’ and stands aside. Game gets faster and faster.

GROUP COMES BACK TOGETHER (also possible before the energiser)**Session Close****10 minutes****4.1 HOME PRACTICE**

Practice talking together about a problem. Remember to: Stay calm, take a pause, Listen to each other, change negative thoughts to positive ones and problem solve together. Also don't forget quality time together giving praise, talking about feeling and budgeting.

VISIT YOUR BUDDY AT LEAST ONCE A WEEK**COMPLETE A PHYSICAL WARM-UP ONCE A DAY**

Participants should be in the habit of doing daily exercises to increase heart rate and improve health.

4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today. Ask if the participants can remember any of the core principles from this session. Let participants repeat the core principles after the facilitator:

Parents:

Stick to today's problem: Remember it is the behaviour that is bad, not the teenager.
Say exactly what you want to get what you want.
Use praise to get good behaviour.

Teens:

Give your parent a chance! Sometimes you can work out a problem together.
Remember to consider your parent's point of view, too.
It's sometimes good to say sorry.

Use the illustration from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME PRACTICE

In the next session, we will continue discussing how to solve problems without conflict.

We will explore another strategy – consequences – that can be used instead of yelling and hitting in order to improve discipline and help avoid problems at home.

The next session will have teen-only and parent-only groups for the core lesson.

But before then, please remember to do your home practice!

Facilitators remind participants about time and location of next session.

It's important to stress that they meet at the same time, even though the group will separate into smaller teen-only and parent-only groups for the core lesson.

4.4 THANK AND PRAISE PARTICIPANTS

Praise participants for working on the difficult issues that happen in family life positively



Parwarish Teens Parenting Programme CATCH-UP

Guardian's Name _____

Teenager's Name _____

Date _____ **Group** _____

Facilitator's Name _____

Session Eight: Dealing with Problems without Conflict (I)

Goal: Identify problem behaviours and focus on the behaviours you want

Overview: Conflicts can happen in every family and house. There are lots of different ways to approach difficult situations without hitting and yelling. In this session:

Parents focus on giving clear instructions to their teens in order to encourage good behaviour.

Teens focus on working with their parents to problem-solve.

Core Lesson:

Practice communicating and problem-solving the following case:

Ma asked her teenager to help get the younger kids ready for school. The kids are now always late for school, but Ma is sick and doesn't have enough energy to do it herself. Ma blames the teen that everybody is late for school. Teen feels resentful that she is being blamed and has extra responsibility.

Home practice:

Practice talking together about a small problem. Remember to: stay calm, take a pause, listen to each other, change negative thoughts to positive ones and problem solve together.

Attending sessions can be difficult. Is there anything we can do to help you attend sessions?

It is important to have a non-blaming attitude about attendance!

Did any other members of the household participate in this catch-up? Who?

Handout: Illustration for session 8



Dealing with problems without conflict (part 2)

INTRODUCTION

Welcome to Session Nine of the Parwarish Caring Families Programme for Parents and Teens! In this session, we continue talking about dealing with problems in the home. We focus on learning relevant and non-harmful methods to dealing with problems at home. We look at issues pertaining to discipline, consequences and how to be constructive in solving problems. Session 9 builds on the last session we had last time we met. We will be using the same format of separate group discussions during the core lesson.

In this session the parents will focus on the following:

- ❖ Hitting and shouting make you and your teen both feel worse, not better.
- ❖ Discipline is about training for the future and not punishment
- ❖ Consequences work better than hitting

The teenagers will focus on the following

- ❖ Stay calm and explain yourself
- ❖ Bad behaviour comes with consequences
- ❖ Remember to problem-solve with your parents
- ❖ “I’m sorry” are two important words

SESSION 9 PREPARATIONS & OUTLINE

Goal of the session	The goal of the session focuses on how problems that arise at home can be effectively addressed without using harsh forms of discipline. The session also builds on the importance of being able to differentiate between discipline and punishment and the benefits of establishing common ground on dealing with problems.
Core Principles	<ul style="list-style-type: none"> ❖ There are alternative ways in which we can deal with problem behaviours that are not harsh or violent. ❖ Everyone needs to take responsibility for their actions
Training materials & resources	<ul style="list-style-type: none"> ❖ Flip chart, paper, pens, markers, tape ❖ Attendance register ❖ House poster, ground rules poster ❖ Name tags ❖ Printed copies of Session Illustration “The Ladoo and the Bully” (positive)
Venue Preparations	<ul style="list-style-type: none"> ❖ Make sure that the workshop venue is clean. ❖ Set up chairs where the participants will sit in a circle ❖ Prepare all the materials that you will use during the group session

COMPONENT	TIME	ACTIVITIES	
Welcome & Session Preparation	10 mins	<ul style="list-style-type: none"> ❖ Facilitators take attendance. ❖ Participants settle down ❖ Welcome, thank everyone for coming and praise time keeping ❖ Home activity discussion 	
Session overview for the day	15 mins	<ul style="list-style-type: none"> ❖ Framing the day ❖ Overview for parents and teens ❖ Physical exercise 	
Core Lesson	50 mins	<p><u>PARENTS SESSION</u></p> <ul style="list-style-type: none"> ❖ Negative role-play: The Ladoo and the bully ❖ Discussion about negative role-play ❖ Positive role-play: The Ladoo and the bully ❖ Discussion about positive role-play ❖ Freeze-and-play role-play ❖ Activity: What is the consequence? ❖ Listening helps ❖ Energizer: facilitator chooses 	<p><u>TEENS SESSION</u></p> <ul style="list-style-type: none"> ❖ Negative role-play: The Ladoo and the bully ❖ Discussion about negative role-play ❖ Positive role-play: The Ladoo and the bully ❖ Discussion about positive role-play ❖ Activity: What is the consequence? ❖ Stay calm and explain yourself ❖ Listening helps ❖ Energizer: facilitator chooses
Session Close	10 mins	<ul style="list-style-type: none"> ❖ Preparing for Home Activity: Introducing “I feel...” sentences <p><u>Home activity for the week</u></p> <ul style="list-style-type: none"> ◆ : “I feel...” statements. ◆ Visit your Buddy at least once a week ◆ Complete a physical exercise once a day <ul style="list-style-type: none"> ❖ Today’s session review ❖ Reminder of next session date and thank & close 	
Facilitators wind up	10 mins	<ul style="list-style-type: none"> ❖ Make sure you leave the room in order ❖ Share your observations in facilitator report 	

Welcome & session preparations 10 minutes

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling in one word.

1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behaviour – including providing praise!

1.4 HOME ACTIVITY DISCUSSION

Facilitators lead a discussion about the previous week's home practice.

As a reminder, last week participants were asked to practice talking together about a small problem. They were to remember to: stay calm, take a pause, listen to each other, change negative thoughts to positive ones and problem solve together.

Does anybody have any ideas about why this might have been useful to practice at home?

Home practice discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- ❖ Brainstorm solutions with participants
- ❖ Practice applying the solution.
- ❖ Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

Remember that you can use **Who? What? Where? Why? When? How?** during the discussion.

Always give big praise and applause to everyone brave enough to share.

Session overview**15 minutes****2.1 FRAMING THE DAY**

In Session 8, we learned about identifying problems (also, remember the six stages to problem solving?).

In this session, we learn how to deal with the problem behaviour participants identify. We focus on how to do that without using very harsh or forceful methods of discipline – physically or verbally. Like the last session, this session focuses on the different ways we can express that we are not happy with our teens' or parent's behaviour without using violence. Can anybody think of any other skills that might help us think and talk about dealing with bad behaviour (remember structured praise)?

Facilitators refer to house poster and affix it to the wall.

In this session we also look in particular at how we can use consequences as a type of discipline:

- ❖ Parents work on making consequences for bad teenage behaviour.
- ❖ Teens focus on staying calm and explaining themselves and being aware of consequences.

So what's a consequence? A consequence is the result of an action: like the consequence of driving drunk might be a car accident. It's important for teenagers to learn that their negative actions have consequences, just like not studying for a school paper can mean failing that paper! Consequences also come from breaking rules. Coming home later than expected from school might mean you are not allowed to go and play cricket with your friends.

It is also important that parents learn the core principles of consequences. Consequences must be expected (or predictable), realistic, immediate, consistent, and reasonable and age appropriate.

- ❖ Expected (or predictable): Consequences should be discussed as a family so the teen expects a certain consequence for a negative behaviour. This is what helps moderate the teen's behaviour.
- ❖ Realistic: Parents must be able to follow through with the consequence they give.
- ❖ Immediate: Consequences should happen as soon as possible after the negative behaviour.
- ❖ Consistent: Whenever your teen breaks a rule or does a negative behaviour, you need to be able to use a consequence. If you only do it some of the time, then your teen will think that s/he can get away with it sometimes!
- ❖ Reasonable: Consequences should be fair and, where possible, related to the behaviour.

Remember it's also important for parents to use praise so that teenagers understand all of their good behaviours, "I can see you worked hard to prepare for that paper. I am proud when you do your best like that." This will encourage them to behave in this way more and more.

2.2 OVERVIEW FOR PARENTS

In this session, parents learn that hitting and screaming make you and your teen feel worse, not better. There are things parents can do that work better than hitting – especially since hitting our teenagers can teach them that it's okay to hit other people. It is important to remember that discipline is about teaching and not about punishment. It can be done effectively in a calm and authoritative way without getting angry.

In this session, we introduce specific alternatives to harsh types of discipline. Parents will learn that if their teen does something wrong, you want to teach them that there are consequences. But before we can discuss consequences with our teens, it's helpful to remember to take a pause (or at least a deep breath) and calm any anger we might be feeling. This lets us focus on teaching our teenagers instead of shouting or hurting them which can damage our relationship. We also learn that we can forgive our teens and that this can repair the relationship.

2.3 OVERVIEW FOR TEENS

In this session, teens will discuss consequences to bad behaviour. Building on the last session, they also remember to give their parents a chance and try to work out problems together. They do this by learning techniques to stay calm and explaining themselves. We also remind teenagers how important it is to practice saying 'I'm sorry' to their parents. Saying 'I'm sorry' can make everybody feel better!

2.4 PHYSICAL EXERCISE

Encourage participants to do their physical exercises once a day! Ask if a teen would like to lead the group through the head-to-toe stretch that we introduced in the first session.

GROUP DIVIDES FOR CORE LESSON

Core lesson**50 minutes****Core Lesson for Parents: DEALING WITH PROBLEMS WITHOUT CONFLICT (Part 2)****3.1 ROLE-PLAY: THE LADOO AND THE BULLY (NEGATIVE)**

Ma enters the room. She is very stressed after a hard and long day at work. She now has to cook a meal for guests about to arrive.

Ma (talking to herself): “Ay. My poor feet. I need to sit down for a moment and have a cup of tea before I start preparing food for all the guests that are coming tonight.”

Ma enters kitchen and sees that Samir has opened up the freshly bought Ladoo sweets and is eating a number of them

Ma (shouting): “Samir! What are you doing? Those ladoos are for the guests coming tonight!”

Samir (looking worried): “Sorry Mom, I didn’t know.”

Ma (angry): “How could you not know? Ladoo are always for guests.

Samir: “I can explain, Ma, you see, the thing is that at school....”

Ma (interrupting Samir raising her hand as if she is going to hit him): “–Samir, money doesn’t grow on trees! I don’t have enough money to go out and buy more! Why are you acting hungry? What happened to your lunch?”

Samir (frustrated, ducking under his mother’s raised hand): “That’s what I was just trying to explain to you! You never listen to me! You hate me!”

Samir storms out frustrated, raising his hand to his sister Shubnum as if to hit her on the way out. Ma follows Samir.

Shubnum looks afraid after her brother threatens to hit her, and then sneaks over to the table and grabs a ladoo and eats it quietly, without getting caught.

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY**Questions for discussing the role play:**

- ❖ Does hitting and yelling help the situation?
- ❖ Does acting out of anger make the situation worse? How? What do you think Samir learns from his Ma’s angry reaction?

- ❖ What has Shubnum learnt by stealing the laddoo and getting away with it?
- ❖ How do you think Ma could have responded differently?

3.3 ROLE-PLAY: THE LADDOO AND THE BULLY (POSITIVE)

Ma enters the room. She is very stressed after a hard and long day at work. She now has to cook a meal for guests about to arrive.

Ma (*talking to herself*): “Ay. My poor feet. I need to sit down for a moment and have a cup of tea before I start preparing food for all the guests that are coming tonight.”

Ma enters kitchen and sees that Samir has opened up the freshly bought Laddoo sweets and is eating a number of them

Ma (*shouting*): “Samir! What are you doing? Those laddoos are for the guests coming tonight!”

Samir (*looking worried*): “Sorry Mom, I didn’t know.”

Ma (*angry, but takes a deep breath and calms herself down before she starts speaking again*): “How could you not know, Samir? Laddoos are always for guests! Now I am worried we won’t have anything special for them. This makes me feel very bad.

Samir: “I’m really sorry Mom, and I can explain.”

Ma: “Maybe that’s a good idea. Let me just make myself a cup of tea and we can sit down and talk. I’ve had a long day and the guests will arrive in a few hours.

Samir: “Let me help you.”

Ma: “Thank you. That would be good. First tell me, what is going on? Why are you acting so hungry? Did you not eat your lunch?”

Samir: “Well actually, that’s the problem. There’s a bully at school who is picking on me and he takes my lunch every day. He says if I don’t hand it over he will hurt me.”

Ma: “I’m sorry to hear that and glad that you told me. That still doesn’t mean that it’s okay to eat the laddoo, Samir, so after we speak I’m going to ask you to run to your uncle and borrow some money, then go to the shop to buy some more laddoo. We also need to work out how you can pay Uncle back. Maybe you can do some piece work for him? Ask him about it okay?”

Samir: “OK Ma.”

Ma: “Also let’s quickly work on a solution to the bully problem together. Do you think it would help if I speak to your teacher about the bully tomorrow?”

3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Questions for discussing the role play:

- ❖ How does Mama feel in this scenario? How does Samir feel?
- ❖ What are the problems they have to solve? How do they resolve the problems?
- ❖ Should there be a consequence for Samir eating the ladoo? Why?
- ❖ What do you think about the consequences you just saw?
- ❖ What does the consequence teach Samir?
- ❖ Can you think of a better consequence?

Facilitators should continue to guide the discussion by stressing the importance of remaining calm and developing clear consequences for bad behaviour from their teen.

3.5 WHY HAVE CONSEQUENCES FOR BAD BEHAVIOUR?



Facilitators can use the information about consequences to help guide the conversation.

Sometimes it feels like teenagers are experts at making parents feel stressed or frustrated. This can sometimes make us want to react with hitting or yelling. Hitting is a way of punishing that usually only makes the problem worse for everyone in the long run. If we hit our teens they learn not to share their problems with us. It may also teach your teen that it is okay to hit or yell, which may cause more problems: What if they hit their little sister or yell at their teacher?

The first step to dealing with their bad behaviour is to remember what we have discussed in other sessions about being in control of our own emotions. That means remembering to walk away (if the emotions are very strong), take a 'pause' or at least a deep breath or use your own strategy, and then after that, talking about the consequences of bad behaviour with our teenagers.

So why have consequences? Here are three things to remember about consequences:

1. Consequences teach our teenagers that their negative behaviours, like coming home late or not doing the dishes when you ask them, have results that they might not like. These could be things like not being allowed to play cricket, or not being allowed to watch television until they wash the dishes are done. And these results will help teenagers to remember to fix their bad behaviour.
2. While praise focuses on positive behaviour, consequences should focus on the negative behaviour you want to change.
3. In order for consequences to work, they must be expected (or predictable), realistic, immediate, consistent, and reasonable:

- ❖ Expected (or predictable): consequences should be discussed as a family and so a teen would expect a certain consequence for a negative behaviour. This is what moderates the teen’s behaviour.
- ❖ Realistic: Parents must be able to follow through with the consequence they give
- ❖ Immediate: Consequences should happen as soon as possible after the negative behaviour
- ❖ Consistent: Whenever your teen breaks a rule or does a negative behaviour, you need to be able to use a consequence. If you only do it some of the time, then your teen will think that s/he can get away with it sometimes!
- ❖ Reasonable: Consequences should be fair and where possible related to the behaviour and age appropriate

It is ok to have a few general consequences that have been discussed as a family to use when necessary. This may include withdrawing a privilege (like not being allowed to play cricket or play on a phone) or perhaps might include an extra chore.

3.6 BRAINSTORMING ALTERNATIVES TO VIOLENCE AND YELLING

Use the role-play “Turn down the volume!” to help participants think about alternatives to violent behaviour. Facilitators can start acting out the following role-plays, and participants can yell “STOP!” or “FREEZE” at any stage in order to make a “correction” to the action and suggest what they might do differently. When the role-play is frozen, facilitators should remind participants that it is important to think about managing their anger, talking to their teen and developing consequences.

3.7 ROLE PLAY: TURN DOWN THE VOLUME (NEGATIVE)

Ma has lost her job. She comes home, frustrated and stressed, and finds Samir listening to loud music. She sits down and tries to think through her situation, but she can’t concentrate because of the music.

Ma (*shouting*): “Samir why do I have to repeat myself every day? Please stop playing music so loud! I can’t hear myself think!”

Samir (*shouting over the music*): “What’s wrong Ma?”

Ma (*angry*): “You don’t listen to me when I am talking, Samir – I asked you to TURN THE VOLUME ALL THE WAY DOWN! I can’t hear myself think! Come here so I can twist your ear!”

Samir (*covering his ears*): “No! Ma! You will hurt me if you do that!”

Samir’s sister Shubnum comes running into the room to show her brother that she has made a house out of paper.

Shubnum: “Samir! Look! I have built a house made out of paper!”

Samir (*angry*) is not interested in playing with his sister and crushes her house with his hand.

Samir: “Who cares about your stupid house!”

Shubnum runs out of the house, crying... Ma sits and watches, looks upset and discouraged.

3.8 ROLE-PLAY DISCUSSION:

Questions to help discuss the role play:

- ❖ How do you feel about the role play that you saw?
- ❖ How did Ma handle the situation?
- ❖ Is there a better way Ma could have expressed herself or managed the situation a bit better?
- ❖ Is there a relationship between Ma’s reaction and how Samir treated his sister?
- ❖ What are some alternative methods that Ma can use to handle the situation?

Break into groups of 3 or 4 and try to decide what a consequence could be in this situation. Share your group’s ideas with the big group.

Try the role play again using the freeze method to act out a different ending.

3.9 ACTIVITY: WHAT IS THE CONSEQUENCE?

Sometimes consequences happen naturally: For example; If I don’t take a jacket when it is winter I will feel cold OR- If I smoke I might get cancer. Other times parents use imposed consequences to teach children that there are consequences to certain behaviours. This helps children to make good choices instead of having to deal with the consequences of breaking a rule. Using consequences takes some practice so let’s try it!

Break again into small groups of 3 or 4 participants each. Facilitator provides chart paper and marker pens. Each group draws up a table with 3 columns as below. In the first column write a possible family rule. It could be one of your family rules or one you make up now. In the second column write down the actual behaviour that might have broken the rule (imagine this). Then in the third column decide on an appropriate consequence. Share with the wider group at the end.

The first one here is an example that can be used by the facilitator.

Note: If groups are illiterate they can do this orally –in this case, require just one or two rules/consequences.

Family Rule	Broken	Consequence
Everyone should be home by 5pm	Teen comes home from playing cricket with friends 2 hours late. Parents were worried.	Teen is not allowed to play cricket with friends for one whole week.

While doing the exercise participants can also discuss and reflect on following prompts:

How do consequences work in your household?

What kinds of consequences can have a positive impact? Why?

What kinds of consequences do not have a good impact? Why?

How can we decide on consequences that are healthy for a relationship?

3.10 STAY CALM AND EXPLAIN YOURSELF: “I FEEL” STATEMENTS

Sometimes it feels very difficult to get through to our teens. Sometimes teens are so absorbed in their own feelings and thoughts that they forget to consider others. We need to train teens to consider others. One way we do this is by expressing what we are feeling in a simple way. It works like this:

“I feel [emotion]” ... when you [name action] ... and I would like you to [name wish].”
 So one example could be: “I feel worried when you don’t come home on time. I would like you to message me if you are late for some reason.”

Let’s practice with Samir’s role play!

Can you think of some ways Ma could use an “I feel...” statement based on the role-play you just saw?

Can you think of any other “I feel...” statements that might work in this role-play?

Can you offer any “I feel...” statements about yourself right now?

Listening.

Discussion in groups of fours:

How will the “I” statement work with your teenager?

Why is it important to listen in a relationship?

What difficulty can you face if you do not try to listen/ do not listen to your teenager?

How would you feel trying to use “I” statement with your teenage child, if you have never used it before?

What are the ways in which listening can be practiced between parents and teens (remember spending quality time)?

Let's practice listening to them through the week.

Core lesson

10 minutes

Core Lesson for Teens: DEALING WITH PROBLEMS WITHOUT CONFLICT (Part 2)

3.1 ROLE-PLAY: THE LADOO AND THE BULLY (NEGATIVE)

Ma enters the room. She is very stressed after a hard and long day at work. She now has to cook a meal for guests about to arrive.

Ma (talking to herself): “Ay. My poor feet. I need to sit down for a moment and have a cup of tea before I start preparing food for all the guests that are coming tonight.”

Ma enters kitchen and sees that Samir has opened up the freshly bought Ladoo sweets and is eating a number of them

Ma (shouting): “Samir! What are you doing? Those ladoo are for the guests coming tonight!”

Samir (looking worried): “I didn't know!”

Ma (angry): “How could you not know? Ladoo are always for guests.

Samir: “I can explain, Ma, you see, the thing is that at school...”

Ma (interrupting Samir raising her hand as if she is going to hit him): “–Samir, money doesn't grow on trees! I don't have enough money to go out and buy more! Why are you acting so hungry? What happened to your lunch?”

Samir (frustrated, ducking under his mother's raised hand): “That's what I was just trying to explain to you! You never listen to me! You hate me!”

Samir storms out frustrated, raising his hand to his sister Shubnum as if to hit her on the way out. Ma follows Samir.

Shubnum looks afraid after her brother threatens to hit her, and then sneaks over to the table and grabs a ladoo and eats it quietly, without getting caught.

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions for discussing the role play:

- ❖ What does Samir feel when he gets angry with his Ma? How does Ma feel?
- ❖ What could Samir say differently to his Ma?
- ❖ Why does Ma act the way she does?
- ❖ What does Samir's Ma do when she sees him eating ladoo?
- ❖ What would he like her to do instead of getting angry with him?

Facilitators should continue to guide the discussion by stressing the importance of teens trying to remain calm when confronted with angry parents.

3.3 ROLE-PLAY: THE LADOO AND THE BULLY (POSITIVE)

Ma enters the room. She is very stressed after a hard and long day at work. She now has to cook a meal for guests about to arrive.

Ma (talking to herself): "Ay. My poor feet. I need to sit down for a moment and have a cup of tea before I start preparing food for all the guests that are coming tonight."

Ma enters kitchen and sees that Samir has opened up the freshly bought Ladoo sweets and is eating a number of them

Ma (shouting): "Samir! What are you doing? Those ladoo are for the guests coming tonight!"

Samir (looking worried): "Sorry Mom, I didn't know."

Ma (angry, but takes a deep breath and calms herself down before she starts speaking again): "How could you not know, Samir? Ladoo are always for guest! Now I am worried we wont have anything special for them. This makes me feel very bad.

Samir: "I'm really sorry Mom, and I can explain."

Ma: "Maybe that's a good idea. Let me just make myself a cup of tea and we can sit down and talk. I've had a long day and the guests will arrive in a few hours Samir: "Let me help you."

Ma: "Thank you. That would be good. First tell me, what is going on? Why are you acting so hungry? Did you not eat your lunch?"

Samir: "Well actually, that's the problem. There's a bully at school who is picking on me and he takes my lunch every day. He says if I don't hand it over he will hurt me."

Ma: "I'm sorry to hear that and glad that you told me. That still doesn't mean that it's okay to eat the ladoo, Samir, so after we speak I'm going to ask you to run to your uncle and borrow some money, then go to the shop to buy some more

ladoo We also need to work out how you can pay Uncle back. Maybe you can do some piece work for him? Ask him about it okay?

Samir: “OK Ma.”

Ma: Also let’s quickly work on a solution to the bully problem together. Do you think it would help if I speak to your teacher about the bully tomorrow?”

3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Questions for discussing the role play:

- ❖ Samir said sorry for doing what he did. Do you think this helped?
- ❖ Should there be a consequence for Samir eating the ladoo? Why?
- ❖ Is Ma unfair with the consequences she gives when Samir steals the ladoo? What do you think about the consequences you just saw? What does the consequence teach Samir?
- ❖ Can you think of a better consequence?

3.5 ACTIVITY: WHAT IS THE CONSEQUENCE?

Sometimes consequences happen naturally: For example; If I don’t take a jacket when it is winter I may feel cold OR - If I smoke I might get cancer. Other times parents use imposed consequences to teach children that there are consequences to the wrong behaviour so we should make good choices and not break rules.

Break again into small groups of 3 or 4 participants each. Facilitator provides chart paper and marker pens. Each group draws up a table with 3 columns as below. In the first column write a possible family rule. It could be one of your family rules or one you make up now. In the second column write down the actual behaviour that might have broken the rule (imagine this). Then in the third column decide on an appropriate consequence. Share with the wider group at the end.

The first one here is an example that can be used by the facilitator.

Note: If groups are illiterate they can do this orally –in this case, require just one or maybe two rules/consequences.

Rule	Broken	Consequence
Everyone should be home by 5pm	Teen comes home from playing cricket with friends 2 hours late. Parents were worried.	Teen is not allowed to play cricket with friends for one week.

While doing the exercise participants can also discuss and reflect on following prompts:

How do consequences work in your household?

What kinds of consequences can have a positive impact? Why?

What kinds of consequences do not have a good impact? Why?

How can we decide on consequences that are healthy for a relationship?

3.6 STAY CALM AND EXPLAIN YOURSELF: “I FEEL” STATEMENTS

Sometimes it feels like our parents just don’t understand us! Other times it feels like they just don’t listen. This can be very frustrating and make us feel like we should just give up trying to talk to them. One way to try to talk to your parents about something difficult is to use an “I feel” sentence. These are easy ways to express exactly what you are feeling in a simple way. It works like this:

“I feel [emotion]” ... when you [name action] ... and I would like you to [name wish].”

So one example could be: “I feel sad when you yell at me. I would like you to talk to me in a normal voice.”

Let’s practice with Samir’s role play! The Ladoo and the Bully

What are some ways Samir could use an “I feel...” statement based on the role-play you just saw?

What are some ways Ma could use an “I feel...” statement based on the role-play you just saw?

What are some other “I feel...” statements that might work in this role-play?

What are some “I feel...” statements that you could say about yourself right now?

Listening

Discussion in groups of four:

How do you think the “I feel...” statement will work with your caregiver?

Why is it important to listen in a relationship?

What do you think would happen if you do not try to listen/ do not listen to your caregiver?

How would you feel trying to use an “I feel...” statement with your caregiver, if you have never used it before?

What are the ways in which listening can be practiced between parents and teens?

GROUP COMES BACK TOGETHER

3.7 ENERGISER (5 MINUTES)

Facilitators choose an energiser from the Appendix to do with the group when they feel everybody needs some energy!

Remember to use energisers when participants need a break or when teens need to stretch their legs!

Session close

10 minutes

4.1 PREPARING FOR HOME PRACTICE

Sometimes the best way to let your parent or teen know how you feel is just to start a conversation by saying “I feel”.

Parents can use this sentence as a way to talk about behaviour that they find difficult in their teen. They can then use the same conversation to let their teen know that there will be consequences if they continue the difficult behaviour. Parents should think about whether there is a behaviour that annoys them that they could talk about with their teen in this way.

Teens can say “I feel” as a way to talk to their parents if they feel like their parents are not being fair or not giving them a chance to speak.

It's a calm way to tell your parents exactly what you are feeling, to explain your side of the story... and even to say “I feel sorry”! Is there a recent time when you have wanted to say “I feel sorry” to your parents?

When we hear the words “I’m sorry” the person is saying they don’t want to repeat a certain behavior and is regretting doing what they have done. Forgiveness is letting go of anger. When we let go of anger and forgive people, it helps improve relationship and calms the situation, which makes it more manageable.

HOME PRACTICE: “I FEEL”

Teens should look out for opportunities to say “I’m sorry” to their parents.

Parents and teens should also try to have an “I feel” discussion with each other. Next week you will have a chance to share what you practiced at home.

VISIT YOUR BUDDY AT LEAST ONCE A WEEK

If you haven’t had a chance at home to practice using an “I feel” sentence, try practicing on your Buddy:

“I feel annoyed at my teen because...”

“I feel frustrated with my Ma because...”

“I feel proud of my teen because...”

“I feel sorry when I anger my father...”

COMPLETE A PHYSICAL WARM-UP ONCE A DAY

Participants are now in the habit of doing daily exercise that they enjoy.

4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today.

Ask if the participants can remember any of the core principles from this session.

Let participants repeat the core principles after the facilitator:

Parents:

- ❖ Hitting and screaming make you and your teen both feel worse, not better.
- ❖ Discipline is about teaching for the future and not punishment
- ❖ Consequences work better than hitting
- ❖ “I feel” statements can help someone else understand your situation better
- ❖ We can forgive when we hear the words “I’m sorry”

Teens:

- ❖ Stay calm and explain yourself
- ❖ Bad behaviour comes with consequences
- ❖ Remember to problem-solve with your parents
- ❖ “I’m sorry” are two important words
- ❖ “I feel” statements can help someone else understand your situation better

Use the illustration from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME PRACTICE

In the next session, we focus on household rules and discuss why it is important to have them and how we can make them together. Before then, please remember do your home practice!

Facilitators remind participants about time and location of next session.

4.4 THANK AND PRAISE PARTICIPANTS

Praise participants for being willing to try new things like using consequences, or listening to the other person's perspective

Handout: Illustration for session 9

The laddoo and the bully.





Parwarish Teens Parenting Programme CATCH-UP

Guardian's Name _____

Teenager's Name _____

Date _____ Group _____

Facilitator's Name _____

Session 9: Dealing with problems without conflict (part 2)

Goal: Learn relevant and non-harmful alternatives to harsh discipline.

Overview: In the last session we practiced identifying problems. In this session, we think about acting on problems without violence, by using consequences.

Illustration: The Ladoo and the bully (positive)

Core Lesson: What is the problem in this illustration? How do Samir and Ma feel? How do they solve the problem? Do you think this is a good solution?

Sometimes it feels like teenagers are experts at making parents feel stressed or frustrated. This can sometimes make us want to react with hitting or yelling. Hitting is a way of punishing that usually only makes the problem worse for everyone.

The first step to dealing with their bad behaviour is to remember to try to be in control of our emotions.

We can do this by using **“I feel” statements** to express ourselves when we have to talk about a difficult problem. Talking about the consequences of bad behaviour with our teenagers is also a good idea:

Consequences tell our teenagers that their actions may have results that they don't like, and this may help them fix their bad behaviour.

Consequences should focus on the specific behaviour you want to change.

For consequences to work, they need to be **expected (predictable) realistic, immediate, consistent, and reasonable.**

Home practice: Practice “I feel [name emotion]” statements.

Attending sessions can be difficult. Is there anything we can do to help you attend sessions? It is important to have a non-blaming attitude about attendance!

Did any other members of the household participate in this catch-up? Who?

INTRODUCING THE SESSION

Welcome to Session Ten of the Parwarish Caring Families Programme for Parents and Teens!

This week's session is focused on making family rules and routines. Parents and teens will be together again in this session. In Session 10, we focus on the following core skills and principles on establishing rules and routines:

- ❖ Rules and routines help keep families secure and reduce stress because everyone knows what is expected.
- ❖ Rules should be simple and clear
- ❖ Household rules are for everyone in the home.
- ❖ Parents and teens can make rules and the consequences for breaking them together.

Implementing family rules and routines at home protects young people from a number of harmful experiences and to also helps positively manage their behaviours and health.

Routines are critical for ensuring family stability and help children feel secure. They help life at home to be predictable and orderly. Activities like having meals together every evening also creates connectedness.

Rules help guide young people into understanding how to behave appropriately in and outside the home. Rules define what is expected and what consequences follow if these rules are broken. Especially when developed together and well-articulated, rules and consequences help teenagers to learn to control their actions and make sound decisions – encouraging appropriate behaviour.

When rules are set up at home parents are able to monitor their children a bit better. Monitoring teens includes knowing where they are and what they are doing during supervised and unsupervised times. Parents are able to limit opportunities where a child might be exposed to risky behaviour.

Along with by a warm nurturing environment, rules and routines will promote self-confidence and self-control in children and young people.

SESSION 9 PREPARATIONS & OUTLINE

Goal of the session	The goal of this session is to establish the main skills on how parents can establish rules and routines with their teenagers. The session emphasises the importance of household routines and how rules can also be used to establish a positive home environment.
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Core Principles	<ul style="list-style-type: none"> ❖ Rules and Routines at home help keep families secure and reduce stress because everyone knows what is expected. ❖ Establishing rules helps ensure that everyone at home takes responsibility and makes clear decisions about their actions ❖ Rules should be simple and clear and should have appropriate consequences.
Training materials & resources	<ul style="list-style-type: none"> ❖ Flip chart, paper, pens, markers, tape ❖ Attendance register ❖ Name tags, ❖ House Poster, ground rules poster ❖ Printed copies of Session Illustration
Venue Preparations	<ul style="list-style-type: none"> ❖ Make sure that the workshop venue is clean. ❖ Set up chairs where the participants will sit in a circle ❖ Prepare all the materials that you will use during the group session <i>E.g. papers with “treasure” written on them (or beads)</i>

COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	10 mins	<ul style="list-style-type: none"> ❖ Facilitators take attendance. ❖ Participants settle down ❖ Welcome, thank everyone for coming and praise time keeping ❖ Home activity discussion
Session overview for the day	15 mins	<ul style="list-style-type: none"> ❖ Framing the day ❖ Physical Exercise ❖ Activity: Game of No rules ❖ Discussion on “Game of No Rules”
Core Lesson	50 mins	<ul style="list-style-type: none"> ❖ Negative role-play: Routines for medication (negative) ❖ Discussion about negative role-play ❖ Positive role-play: Routines for medication (positive) ❖ Discussion about positive role-play ❖ Energizer: Facilitator can choose

Session Close	15 mins	<ul style="list-style-type: none"> ❖ Preparing for Home Activity: Why should families make rules? <p><u>Home activity for the week</u></p> <ul style="list-style-type: none"> ◆ Make three rules for your household and share these with your family ◆ Visit your Buddy at least once a week ◆ Complete a physical exercise once a day <ul style="list-style-type: none"> ❖ Today's session review ❖ Reminder of next session date and thank & close
Facilitator wind up	10 mins	<ul style="list-style-type: none"> ❖ Make sure you leave the room in order ❖ Share your observations in facilitator report

Welcome & session preparations 10 minutes

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling in one word.

1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behaviour – including providing praise!

1.4 HOME ACTIVITY DISCUSSION

Guide a discussion about the previous week's home practice. As a reminder, last week parents and teens were asked to practice their "I feel" statements.

Home practice discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- ❖ Brainstorm solutions with participants
- ❖ Practice applying the solution
- ❖ Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

Remember that you can use **Who?, What?, Where?, Why?, When?, How?** during the discussion.

Always give big praise and applause to everyone brave enough to share.

Session overview

15 minutes

2.1 FRAMING THE DAY

Session 10, we discuss the importance of family routines and also rules:

Routines are the times and ways that families like to do things. They help life at home to be predictable and orderly. Routines are critical for ensuring family stability and help children feel secure. Activities like having meals together every evening also create connectedness.

Rules are there to keep family members safe and to make sure that everybody helps in the household. Rules should always be clear and have a good reason that everyone understands. We also think about last session's discussion about consequences. This will help us to think about the consequences of breaking rules. Does anybody remember what a consequence is? A consequence is the result of an action: Like driving drunk may result in a car accident.

It will also help us to think about why it is important to take responsibility for our actions.

Facilitator refers to house poster and affixes to the wall.

Remember the rules we made during our first session? Can anybody remember any of the group rules we made? Like those, family rules should have a clear reason, be simple and specific.

They also apply to everyone, even if they change according to the needs of the house and age of the teenagers. Can anybody think of a rule they might already have in their household?

Parents can use consequences if teenagers or children break household rules, like coming home late. These consequences can mean taking away privileges, or things that teens are allowed to do, like going to a friend's house. As we discussed last week, consequences help teach teenagers how to be responsible and make considered decisions about their actions. Teenagers like responsibility because it is a sign of

growing up and becoming useful and needed. Responsibility also helps us display our trustworthiness. Can any of the teens think of responsibilities they might have? Can any of the teenagers think of a time they chose to act responsibly even when that choice was hard to make?

Praising responsibility is rewarding for teens and a positive experience for parents.

2.2 PHYSICAL EXERCISE

Encourage a participant to lead the exercises today! (Their own choice)

2.3 GAME

GAME OF NO RULES

1. Ideally there should be 4 teams of about 5 players each.
You will need some sort of treasures e.g. small stones, individually wrapped sweets, packets of biscuits or even papers with “treasure” written on them.
2. Each team is assigned an area in a playing field.
3. At the centre of the area at equal distance from each team, there is a pile of “treasures” (12-20 treasures works best for 20 participants).
4. At the signal of the facilitator the teams are told to collect as many “treasures” as they can for their teams and to deposit the treasure in their corner.
The expected outcome is that first all teams scramble to the centre and grab the treasure like crazy, then they will start “stealing” from each other/ snatching them from each other/from each other’s corners, then they will begin devising methods of “protecting” their treasures... The facilitator must be careful that no one gets hurt!!!
5. At the signal of the facilitator the game stops. Participants are out of breath and should be accusing each other of treasure theft at this point and no winner/loser can be decided!
6. Warning! Participants should be careful and play gently with each other so that nobody gets hurt as they race for the treasure!

2.4 DISCUSSION ABOUT THE GAME OF NO RULES:

Ask teams to explore why having no rules was not a good way to play a game:

- ❖ Was the game fair?
- ❖ How could teams score points with this game?
- ❖ Were people being considerate of others?
- ❖ Why did people behave the way they did?
- ❖ How can this be made so it doesn’t happen?
- ❖ What rules would you make for the game?
- ❖ Why are rules so important for a game?

Core lesson

50 minutes

3.1 ROLE-PLAY: RULES FOR CLEANING UP (POSITIVE)

The following role-play helps participants to think about how household rules can be negotiated to be fair for teens – both boys and girls.

Mother is standing by the kitchen sink (or washing up tub).

Ma: “Nagma! The rule in the house is that you need to help out with the cleaning up after dinner!”

Nagma: “But, Ma, why can’t Samir help out instead!”

Ma (being firm): “Samir is helping his father fix our bicycle.”

Nagma (sulking): “Aw...that’s unfair. He gets to do fun things with Papa just because he is a boy.”

Ma: “You know, you are right, Nagma, it is unfair. Samir should learn how to clean up, and you should get quality time with your father.

How about we change the household rule so that every second night you and Samir trade chores with quality time with your father?”

Nagma (hugging her mother): “That would make me very happy, Ma. Thank you for listening to me.”

They start cleaning the dishes together.

3.2 DISCUSSION ABOUT ROLE-PLAY

Think about the role-play you just saw:

What is the rule in the role-play you just saw?

Why does Nagma feel like the household rule is unfair?

How do you think Samir will feel about this household rule?

Do you think boys and girls should have different rules? Why?

What are some other rules that you could have in your household?

What’s a rule?

Rules help to tell us what is okay and not. Like the laws that run a country, they usually have a reason, like keeping us safe or making sure that things run smoothly. They also help us to understand each other and to know what we expect from one another. And this helps bring down stress for everyone in the home. Everyone in the house should know the rule and consequences from the family discussion.

3.3 ROLE-PLAY: ROUTINES FOR MEDICATION (NEGATIVE)

Meena and Dadi Ji both have TB and the doctor says it is important that they take their medicines or they wont get better

Meena is lying in her bed, reading a book.

Dadi Ji (*enters*): “Meena why are still reading your book; what time is it? Huh!”

Meena: “It’s 7 o’clock Dadi Ji and I’m reading my book, I don’t see any problem with that.”

Dadi Ji: “It is medication time and I have already taken mine. Are you not taking yours today? You know we are supposed to take it every day!”

Meena: “I don’t like taking medication, I’ll take mine tomorrow.”

Dadi Ji: “Ok, that’s your choice but it’s not my fault if you get sick!”

Dadi Ji walks out and slams the door.

3.4 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions regarding the role play:

- ❖ What rule is broken in this role-play?
- ❖ What could Dadi Ji do differently in this role-play?
- ❖ What could Dadi Ji and Meena do together to help them to remember to take their medication?
- ❖ Can you think of a time this sort of thing has happened to you? What did you do?
- ❖ Even though Dadi Ji didn’t impose a consequence, what could be a natural consequence of not taking important medication?

3.3 ROLE-PLAY: ROUTINES FOR MEDICATION (POSITIVE)

Meena is lying on her bed, reading a book.

Dadi Ji “It’s 7 o’clock. Time to take your pills.”

Dadi Ji and Meena (with pills in her hand) in the kitchen.

Dadi Ji (*handing Meena a glass of water*): “I know that it is hard to have to take your pills every day. I have to take medicine too. Let’s take it together, so we can remind each other.”

Meena: “Good idea, Dada. It will help us not to forget.”

Dadi Ji (*hugs Meena*): “Knowing about our health and taking our medication every day will keep us strong and healthy. You are such a responsible young lady now, tomorrow it will be your turn to remind me.”

3.6 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Questions to guide discussion about role play:

- ❖ How does having a routine – doing the same thing every day – help Meena and Dadi Ji?
- ❖ How is this different from Ma and Nagma's household rules?
- ❖ What kind of routines do you follow in your household? (eg morning routine or bedtime, etc...)
- ❖ In what ways do you think the rules are different from routines? Why is it important to take medications for chronic illnesses e.g. diabetes, high blood pressure, TB or HIV every day?

Rules and routines usually go hand-in-hand.

If the rule is that school starts at 8am every day in order to ensure that everybody can start learning at the same time, it's usually helpful to have a routine in the morning to make sure that all teenagers attending school get there by 8.

Routines are things that we do that we follow regularly. Like rules, they usually have a reason, like making sure that we take medication every day, or helping to make sure everybody is ready for school at the right time. Routines are usually helpful in getting things done on a regular basis.

What are some good things about routines?

Some good things about routines:

- ❖ They help create a sense of security in the household.
- ❖ Normal routines reduce the stress of a busy life because everyone knows what they are doing.
- ❖ They make it easier to have healthy eating and sleeping and homework habits.

3.7 ENERGISER

Facilitators can choose an energiser from the Appendix to do with the group when they feel everybody needs some energy!

Remember to use energisers when participants need a break or when teens need to stretch their legs!

Session close**10 minutes****4.1 PREPARING FOR HOME PRACTICE: WHY SHOULD WE MAKE FAMILY RULES AND ROUTINES?**

Now that participants have had a chance to think about how hectic it can be to try play a game with no rules and a chance to think about the differences between rules and routines, we start thinking about how rules and routines might work in a house and why they are important.

What are some of the rules and routines you think work well in your house? Why do you think they work well? Let's list some helpful rules. Facilitator asks members to take two minutes and think of rules they want to try in their families and then shares them with the group (One facilitator notes down rules on chart paper.)

Talk about the "why" behind each rule. Talk about how to frame rules in a positive way.

More prompts: (to be provided if participants struggle to come up with set of rules)

- ❖ My parents always know where I am, and I know where they are
- ❖ One parent is always home to help teens with homework before dinner in the evening
- ❖ We all help with the chores (list on the wall)
- ❖ We listen to each other and use problem solving steps together
- ❖ We eat healthy food and drink plenty of water and stay away from unhealthy habits like tobacco and alcohol.

Some of the good things about house rules and routines could include:

- ❖ They teach responsibility.
- ❖ They help keep family members safe and healthy.
- ❖ Children and teenagers understand what is expected of them.

HOME PRACTICE

Sit down with your parent/teen and make three rules for your house. Decide together on a possible consequence for breaking rules too. Write these rules and consequences in your home workbook. Facilitator should encourage them to also draw a picture or make a symbol in their workbook for every rule they have framed. It will help participants with limited or zero literacy to follow. Share these with your family. Don't forget quality time, giving praise, talking about feeling, managing anger, six steps of problem solving, forgiving, changing negative thoughts to positive thoughts and budgeting

**VISIT YOUR BUDDY AT LEAST ONCE A WEEK
COMPLETE A PHYSICAL WARM-UP ONCE A DAY**

Participants can take a walk every day.

4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today? Ask if the participants can remember any of the core principles from this session? Let participants repeat the core principles after the facilitator:

- ❖ Rules should be simple and clear
- ❖ Household rules are for everyone in the home
- ❖ Parents and teens can make rules and the consequences for breaking them together
- ❖ Rules and routines help keep families secure and reduce stress

Use the illustrations from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME PRACTICE

In the next session, we focus on ways to save money.
But before then, please remember to do your home practice!
Facilitators remind participants about time and location of next session.

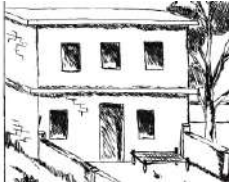
4.4 THANK AND PRAISE PARTICIPANTS

Praise participants for working together on these kinds of things to make their family stronger.

Handout: Illustration for session 10

Routines for medication





Parwarish Teens Parenting Programme CATCH-UP

Guardian's Name _____

Teenager's Name _____

Date _____ **Group** _____

Facilitator's Name _____

Session 10: Establishing rules and routines

Goal: Making family rules and routines

Overview: In this session, we discuss rules and think about the consequences of breaking rules. We also talk about the importance of household rules and how these go together with routines that can be helpful for everyone in the home.

Illustration: Routines for medication (positive)

Core Lesson: Based on the illustration, why do you think is it important to have rules about medication? How does having a routine – doing the same thing every day – help Meena and Dadi Ji?

Rules and routines usually go together:

Rules help to tell us what is okay and not. They should be clear and can be for everyone in the home.

Routines are things that we do that we follow regularly. Like rules, they usually have a reason, like making sure that we take medication every day, or helping to make sure everybody is ready for school at the right time.

Rules and routines can help us to understand what we can expect from each other, and that can sometimes help bring the stress down in the home.

Do you follow any rules or routines? Are they helpful?

Home practice: Make three rules for your household and share these with your family. Decide together on a consequence if a rule is broken. Write these in your home workbook. Also draw a pictorial symbol for the rule, if possible.

Attending sessions can be difficult. Is there anything we can do to help you attend sessions?
It is important to have a non-blaming attitude about attendance!

Did any other members of the household participate in this catch-up? Who?

Ways to save money & making a family savings plan

INTRODUCING THE SESSION

Welcome to Session Eleven of the Parwarish Caring Families Programme for Parents and Teens!

This week's session builds on what we learnt on session 7 on ways to make and manage money. In this week's session we will continue talking about family finances focusing on the following core skills and principles:

- ❖ Understanding the different ways to save
- ❖ Understanding the benefits and risks of borrowing money
- ❖ Making small steps to reach family saving goal

Savings are important for families. They help them achieve financial goals and to withstand some of the short-term shocks that families may encounter. These emergencies may include job loss, disability, illness or loss of property due to break in's or other disasters.

Savings help meet the family needs in the case of emergencies too. Savings also allow us to plan ahead preparing for important future events such as our children's education. We can also save a little bit at a time in order to be able to make bigger things possible. It is important that each and every family is able to identify ways of saving that work for them.

In Session Eleven, we are also going to talk again about government schemes and SHGs.

SESSION 11 PREPARATIONS & OUTLINE

Goal of the session	The goal of this session is for parents and teens to learn about different ways of saving money with a particular focus on establishing plans on how to save together as a family.
Core Principles	<ul style="list-style-type: none"> ❖ Planning and saving money as a family helps us to reach our goals. ❖ We can save a little bit at a time to make bigger things possible. ❖ Saving for emergencies is also a very good idea
Training materials & resources	<ul style="list-style-type: none"> ❖ Flip chart, paper, pens, markers, tape ❖ Attendance register ❖ House poster, ground rules poster ❖ Name tags ❖ Fake money ❖ Family Saving plan sheet ❖ Printed copies of Session Illustration

Venue Preparations	<ul style="list-style-type: none"> ❖ Make sure that the workshop venue is clean. ❖ Set up chairs where the participants will sit in a circle ❖ Prepare all the materials that you will use during the group session
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COMPONENT	TIME	ACTIVITIES
Session overview for the day	25 mins	<ul style="list-style-type: none"> ❖ Facilitators take attendance. ❖ Participants settle down ❖ Welcome, thank everyone for coming and praise time keeping ❖ Home activity discussion ❖ Framing the day
Core Lesson	50 mins	<ul style="list-style-type: none"> ❖ Activity: Which saving choice is best? ❖ Negative Role-play: Taking money from a loan shark ❖ Discussion about negative role play ❖ Savings Exercise ❖ Savings stepping stones
Session Close	15 mins	<ul style="list-style-type: none"> ❖ Preparing for Home Activity: Why should families make rules? Home activity for the week <ul style="list-style-type: none"> ◆ Make a family saving plan ◆ Consider joining or forming a self help group ◆ Consider opening a bank account ◆ Visit your Buddy at least once a week ◆ Complete a physical exercise once a day ❖ Today's session review ❖ Reminder of next session date and thank & close
Facilitators wind up	10 mins	<ul style="list-style-type: none"> ❖ Make sure you leave the room in order ❖ Share your observations in facilitator report

Welcome & session preparations 10 minutes

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling.

1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behaviour – including providing praise!

1.4 HOME ACTIVITY DISCUSSION

Guide a discussion about the previous week's home practice. As a reminder, last week participants were asked to come up with rules and routines.

Home practice discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- ❖ Brainstorm solutions with participants
- ❖ Practice applying the solution.
- ❖ Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

Remember that you can use **Who? What? Where? Why? When? How?** during the discussion.

Always give big praise and applause to everyone brave enough to share.

Session overview

15 minutes

2.1 FRAMING THE DAY

Remember the session when we talked about rules, routines, and consequences?

We learned that rules and routines can help us be responsible, know what we can expect from each other, and reduce the stress in our family. Rules will also be important for what we talk about today: When we talk about plans and goals for our family, rules can sometimes make it easier for us to stick to these plans. A few weeks ago, we talked about the goals that we all have in our life. These goals help us to remember why we want to save money even when it's difficult.

Remember the story of Dadi Ji? (from session 7)

In our visual budgeting exercise, we used the fake money to think about how we spend our money every month. Can some of you remember what things you actually spend your money on each month and what you said you would like to spend less money on?

Participants brainstorm ideas. Today we want to build on the discussion we had about saving and think about how we can save money every day.

We focus on three main points:

1. Every family is in a different situation and has different needs. Luckily there are many different ways to save! Today, we will introduce a list of saving tips that will hopefully give you ideas about different ways that you can save your money. Each family can use this list to think about how saving might work best for them.
2. We will talk together about the risks and benefits of borrowing and owing money.
3. We will work together on making a specific savings plan for your families. This is a big thing! Like Dadi Ji, we will each choose the goal that we want to reach and then think about all the small steps that we are going to take in order to reach that goal.

Facilitator refers to the house poster

2.2 PHYSICAL EXERCISE

Can a participant lead the exercises today?

Core lesson**50 minutes****3.1 ACTIVITY: WHICH SAVING CHOICE IS BEST?**

This activity is designed to help us find out more about making and saving money. We will talk about what we all know about savings, share the information that we have and find out what is true and what is not.

GUIDELINES: Facilitating “Which saving choice is best?”

Facilitator stick one paper on each side of the room: on one side a paper showing a happy emoji face and on the other side a paper showing a sad emoji face.

1. We will need the whole room for this exercise. Everybody stands up and gathers in the middle of the room.
2. We will talk about different ways of saving money.
3. Facilitators suggest examples of how to save money from the three choices listed below. For example: “Save money by hiding coins somewhere in your house.”
4. Participants think about each example carefully. For example: Is hiding money in your house a good idea or bad idea? Is it safe or is it dangerous? Is it for free or does it cost something?
5. If participants think an example of how to save money is a good idea, they walk to the right of the room (towards the smiley face!). If they think an example of how to save money might cause problems, they walk to the left of the room (towards the sad face!)
6. Remind the participants that there is no right or wrong answer. Like we said before, every family is different and what might be good for one family might not be good for another family.
7. For some families hiding money in the house in order to save might be a great idea, but for another family it might cause a lot of problems!
8. Facilitators ask the group why they are standing where they are. Remember to let the participants be the experts!
9. Once participants have moved to the sides of the room facilitator asks them to share their experiences (whether positive or negative) with each saving strategy with the others.
10. Discuss!

Choice 1: Saving at home

Once everybody has moved to one side of the room, discussion points could be:

“Good things” about saving this way could be:

- ❖ Doesn't cost anything
- ❖ Easy to keep track of how much money we spend/save

“Problems” about saving this way could be:

- ❖ Dangerous as house can get robbed
- ❖ Could lose money in a fire or flood
- ❖ More difficult not to spend the money

Choice 2: Saving at the bank

Once everybody has moved to one side of the room, discussion points could be:

Do any participants use bank accounts? Are participants in savings groups that have bank accounts?

How easy or difficult is it to open an account?

How easy is it to use the bank account – going to the branch, using the ATM?

Encourage participants to share their experiences (whether positive or negative) with the others.

Choice 3: Saving in a savings and loan group (SHGs)

Once everybody has moved to one side of the room, discussion points could be:

Can participants who are part of a saving and loans group explain how it works?

Safety of your money and ease of withdrawal depends on the group leader and committee.

Encourage participants to share their experiences (whether positive or negative) with the others.

Choice 4: Saving with animals (eg. Raising goats and selling one when money is needed)

What is good about this method of saving?

What are the possible risks or problems?

Who can share some experience with this?

3.2 ROLE-PLAY: TAKING MONEY FROM A MONEY LENDER (NEGATIVE)

Dadi Ji only has Rs 300 left of her money this month and sales of her vegetables have been slow. There are still two weeks left of the month and she still needs to buy food for her two kids. An important festival is coming up and she really wants to have some nice jewelry and new clothes so she decides to borrow money from a man in town.

She borrows Rs 5000 from Lala. When her sales pick up she realizes that she has a huge debt to pay back to Lala.

Lala (*yelling at Dadi Ji*): What do you mean you can't pay me my 7000 rupees?! You have to give it to me now!

Dadi Ji (*shaking*): But I only borrowed 5000. How can I pay you that much money?

Lala: That's too bad, it's what you owe me after interest. I'm going to have to take something of value from your home.

Dadi Ji (*crying*): But...but... What will happen to my grandchildren?

Lala goes inside Dadi Ji's house to search for something to take away.

3.3 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Think about the role-play you just saw:

- ❖ Why does Dadi Ji feel the need to borrow money?
- ❖ What are the risks of borrowing money from Lala?
- ❖ How could Dadi Ji reduce the risks of borrowing money?
- ❖ What do you think, would be better: To borrow from family members, friends or other savings and loans (SHG) groups or from a money lender? Why?
- ❖ What do you think of Dada Ji's decision to borrow money for jewellery for the festival?
- ❖ How much money does Dadi Ji have now? Is it more than what she has borrowed from Lala Or does she have less money?

Debt

Before we continue, let's make sure we all understand what we're talking about when we say "debt."

We are in debt when we have borrowed money from someone and now must give that money back. Like Dadi Ji is now in debt to Lala.

The problem with debts is that the person who lends the money wants to earn something by doing this – like Lala!

What the money lender charges on top of the amount that they lend out is what we call “interest”.

So, what is “interest”, or “interest rate”?

If we borrow money from a money lender the interest rate is often very high. This means that the money that we owe becomes more and more than the amount we borrowed.

If Dadi Ji borrows 10,000 from the money lender at an interest rate of 10%, she will have to pay 1000 every month – this is just the interest. In one year she would have to pay him 12,000, which is more money than she originally borrowed! And she would still owe him the original 10,000 rupees as well. Total will be Rs22,000.

The longer Dadi Ji waits to pay back what she borrowed, the more money she will have to give to Lala. If she can't pay Lala for a full year she will owe him a lot of money!

Facilitators use fake money in this part of the discussion to show how much debt Dadi Ji has after one year:

Let's look at this with our fake money from a few weeks ago.

Let's say that Dadi Ji has borrowed Rs 2000 from Lala. How much would she have to pay back to Lala after one year at an interest rate of 10%?

Facilitator shows illustrations from the sessions. Much more money!

Remember that saving is less risky than borrowing.

There are safer ways to make and borrow money than to borrow from a money lender.

- ❖ A 'savings and loans' or 'Self Help Group' SHG can be a safer way to borrow money. The group keeps the interest in the group and the interest rate can be set at a reasonable (much lower) rate. Group members can help Dadi Ji to grow her business or think of other business ideas to increase her income. The loan that she gets will go to growing her household income if she invests in her business, manages it well and pays back to her group according to her payment plan. Sometimes the government even puts money into SHGs to help the members.
- ❖ It may also be possible to obtain a loan from a reputable bank with reasonable interest rates.

Important questions about loans

If you are ever considering taking a loan make sure you ask these questions:

1. What is the interest rate? (per year or per month! – explain)
2. What is the amount of each payment? Does it include the principal and interest?
3. How often must the loan principal and interest be paid? How many payments will I have to make?
4. Is there a savings requirement for this loan? What is the amount of savings required and how often must deposits be made?
5. What fees does the institution charge the borrower to obtain a loan?

3.4 SAVINGS EXERCISE

Dadi Ji has decided she wants to expand her vegetable business and start making samosas and setting up a tea and snacks stall in the market. She has to work out how she can get the money for the stall. It will cost Rs 10,000 to start this business.

What are her options for getting this money?



(The answer is either borrowing or saving...)

Is it necessary to borrow for everything? Or can you get what you want by just saving a little per day? *

Dadi Ji has decided to try to save money for the vegetable stall. It will cost Rs 10,000 to set up and she wants to start the business after one year. She has worked out she will need to save Rs 27 per day. How did she come to this figure?

Savings Exercise

This assignment helps you understand how much you need to save per day to buy an item WITHOUT having to borrow.

What	How much	When?	Save per day
	5000	5 Months	?
	4000	1 Year	?

Participants work out how much they would need to save each day for the machine.

How many days in 5 months?

Total cost ÷ number of days = amount need to save each day

For the sewing machine: 5 months = 150 days (30 days in a month, so $5 \times 30 = 150$ days)

$5000 \div 150 = \text{Rs } 33$ per day

For the cycle: $4000 \div 365 = \text{Rs } 11$ per day
(1 year has 365 days)

Now do the exercise for something you want in the blank columns. Start with something that amounts to no more than Rs. 5000 and practice. Do this for three items. You can pair up and do the exercise.

It is important to notice that saving for things that can help us make money are more valuable in the long term than other things. (like the sewing machine or adding a room to the house to rent out)

What are some ways you can think of to save some money for emergencies? Maybe you put aside Rs5 per day for emergencies? Maybe you even try to earn more so you can save for emergencies?

3.5 INTRODUCING “STEPPING STONES” TO SAVE

Remember a few weeks ago when we talked about our saving goals?

All of you had to think about one thing that you as a family really want to have or achieve. Does anybody remember the saving goals for their family?

Participants share saving goals.

Today we want to come up with a strong plan for how we can reach our goals. These goals sometimes feel far away and hard to reach. This is why we need “stepping stones.” Stepping stones are little steps we can take each day, each week, and each month that will help us get closer to our goal. Remember when we talked about rules and routines? These little stepping stones are small rules or routines that we make so we can take steps to save money at home.

Think about a ladder. We need to climb one step after the other until we reach the top of the ladder – our goal. Let’s think about these climbing steps together:

Facilitator to draw a ladder on a paper. Invite one or two teens to draw or write their family saving goals on top of the ladder.

Does anyone have an idea for a good stepping stone or saving step? Facilitators point to goal that has been drawn or written.

What were Dadi Ji’s stepping stones? Would any of these help us to get to the top of our ladder? Encourage participants to praise each other for every suggestion.

Facilitators collect ideas. All stepping stones are written next to the ladder.

Need help?

- ❖ You could for example decide to save Rs 50 in a savings group every week.
- ❖ You could decide to put another 100 into a locked box when you make some extra money.

- ❖ You could decide to spend less on chai and biscuits each week
- ❖ You could decide to cut down on phone/data costs

Let's now think about each of the stepping stones you are willing to take as a family. What are the saving steps your family can try to take every day, every week, and every month?

Remember: sometimes we have emergencies – remember Dadi Ji's roof? It is a good idea to save also for emergencies. These will surely come so being prepared can help a lot! Maybe your family can set aside some money for emergencies as well as for the specific goal.

Participants discuss family saving and income generating steps in pairs. Remind participants that this is not an easy task. Facilitator to walk around and check for understanding.

3.6 ENERGISER

Facilitators select an energiser from the Appendix to do with the group when they feel everybody needs some energy! Remember to use energisers when participants need a break or when teens need to stretch their legs!

Session close

15 minutes

4.1 PREPARING FOR HOME PRACTICE: MAKING A SAVINGS PLAN

Making a savings plan

1. Facilitators distribute family saving plan sheets.
2. Remind participants of the list of the different saving choices discussed in the session: Saving at Home, Saving in a Bank, Saving in a Savings Group, Saving with animals.
 - ❖ Can we think together what saving method each of these pictures represents?
 - ❖ Can one of the teenagers here tell us what the first picture is?
 - ❖ Does one of the parents want to tell us what we have discussed about this way of saving money?
 - ❖ What is good about it and what might be a problem?
3. In pairs, teenagers and their parents think about which saving strategy could work best for their family.
4. Each pair writes or draws a saving plan for their family. Think about the small saving steps that we have discussed today. How much money can you save each week? How much money can you save each month?
5. Facilitator walks around to check for understanding and review saving plans for safety.

HOME PRACTICE

Have a conversation with your whole family about different saving choices. Present your saving plan sheet to your other family members. Think and discuss together which saving plan will work best for your family. Then try and implement your saving plan as a family. Try to remind each other of the saving steps and praise each other for following the saving plan!

Are you in a Self-Help Group? How can you join one or start one if you would like to?

Perhaps you would like to open a bank account? See if you can open one this week! (If not then set a goal for when you will open your account).

VISIT YOUR BUDDY AT LEAST ONCE A WEEK

Discuss how your saving steps are going at home with your Buddy.

COMPLETE A PHYSICAL WARM-UP ONCE A DAY

Participants can go for a walk every day.

4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

Planning and saving money as a family helps us to reach our goals

We can save a little bit at a time to make bigger things possible

Saving for emergencies is also a very good idea

Use the illustrations and saving menu from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME PRACTICE

In the next session, we talk about keeping safe in our communities.

But before then, please remember to do your home practice!

Facilitators remind participants about time and location of next session.

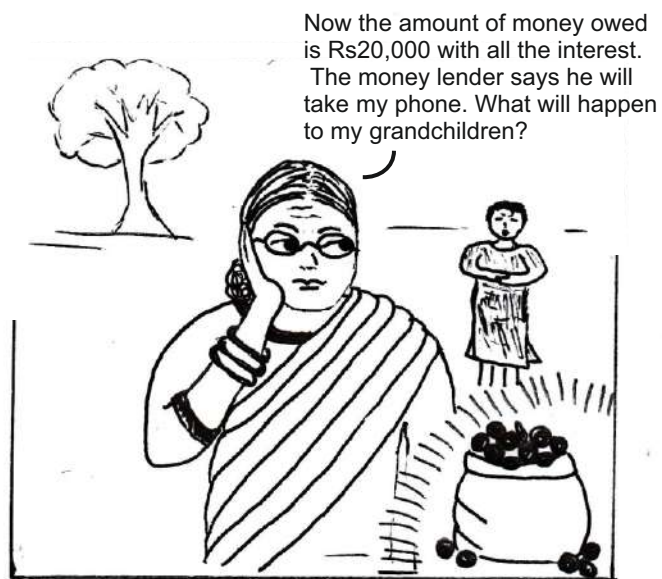
4.4 THANK AND PRAISE PARTICIPANTS

Thank participants for their involvement in the session and commitment to their families' goals.



Handout: Illustration for session 11



[6 months later]



[12 months later]

What	How much	When?	Save per day
	5000	5 Months	?
	4000	1 Year	?



Parwarish Teens Parenting Programme CATCH-UP

Guardian's Name _____

Teenager's Name _____

Date _____ **Group** _____

Facilitator's Name _____

Session 11: Ways to make and save money & making a family saving plan

Goal: Learn about different ways to save money. Make a specific plan on how to save together as a family.

Overview: In today's session we focus again on how we can reduce stress about money. We build on last week's discussion about rules and routines.

The goal is that we make saving a routine for our family.

- ❖ We discuss different ways to save money and the problems/ advantages of each of these ways.
- ❖ We will learn about debts and interest rates and we will discover how borrowing money can increase our money stress.
- ❖ We will think about the small saving steps that we can take every week or every month as a family. These steps will become the rules and routines that will help us reach our saving goals.

Before we start, let's discuss home practice. How did it go this week?

Illustration: Family savings plan

Core Lesson: Learning how to save our money and making a saving plan:

What are ways of saving money? What is good about saving at home / saving in a bank/saving in a group? Which of these ways do you think is best?

What is a loan and what is an interest rate? How can we avoid borrowing from money lenders? What is debt? How can you save step by step every month? What are your little saving steps? Fill out the family saving plan

Home practice: Make a family saving plan.

First choose how you want to save your money. Then write down your saving steps.

Think about what things you could spend less money on.

Are you in a Self-Help Group? How can you join one or start one if you would like to?

Perhaps you would like to open a bank account? See if you can open one this week! (If not then set a goal for when you will open your account).

Attending sessions can be difficult – is there anything we can do to help you attend workshop sessions? It is important to adopt a non-blaming attitude about attendance!

Did other members of the household participate in this catch-up? Who?

INTRODUCING THE SESSION

Welcome to Session Twelve of the Parwarish Caring Families Programme for Parents and Teens!

In Session Twelve, we talk about how as parents and teens we can improve safety in the community where we live. This session will focus more on how parents can help create a safe environment for the teens in the community as well as on phones/internet.

In this week’s session we will discuss the following:

- ❖ Safety concerns and making plans can help keep our teenagers safe
- ❖ Parents and teens can make plans together

It is important to have these conversations and it is also important to make plans together to avoid risks.

SESSION 12 PREPARATIONS & OUTLINE

Goal of the session	The goal of the session is to discuss avoiding risks and how both parents and teens can plan for teenage safety outside the home.
Core Principles	<ul style="list-style-type: none"> ❖ Discussing safety concerns and making plans can help keep our teenagers safe ❖ It’s important to know what to do when something goes wrong
Training materials & resources	<ul style="list-style-type: none"> ❖ Flip chart, paper, pens, markers, tape ❖ Attendance register ❖ Name tags ❖ Poster of House, Ground rules poster ❖ Printed copies of Session Illustration “WhatsApp role play”
Venue Preparations	<ul style="list-style-type: none"> ❖ Make sure that the workshop venue is clean. ❖ Set up chairs where the participants will sit in a circle ❖ Prepare all the materials that you will use during the group session

COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	10 mins	<ul style="list-style-type: none"> ❖ Facilitators take attendance. ❖ Participants settle down with chai and/or fruit ❖ Welcome, thank everyone for coming and praise time keeping ❖ Home activity discussion

Session overview for the day	15 mins	<ul style="list-style-type: none"> ❖ Framing the day ❖ Physical Exercise
Core Close	50 mins	<ul style="list-style-type: none"> ❖ Activity: what are the risks ❖ Risk Assessment ❖ Make a plan ❖ Activity: Mapping risk areas and safe spaces ❖ Discussion about mapping activity ❖ Open role-play: WhatsApp ❖ Phones and Internet ❖ Energizer: facilitator can choose
Session Close	10 mins	<ul style="list-style-type: none"> ❖ Preparing for Home Activity: Discuss one safety concern <p>Home activity for the week</p> <ul style="list-style-type: none"> ◆ Make a plan together to protect teens from a safety risk ◆ Visit your Buddy at least once a week ◆ Complete a physical exercise once a day <ul style="list-style-type: none"> ❖ Today's session review ❖ Reminder of next session date and thank & close
Facilitators wind up	10 mins	<ul style="list-style-type: none"> ❖ Make sure you leave the room in order ❖ Share your observations in facilitator report

Welcome & session preparations 10 minutes

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling in one word.

1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behaviour – including providing praise!

1.4 HOME ACTIVITY DISCUSSION

Guide a discussion about the previous week's home practice. As a reminder, last week participants were asked to ways to save money and making a family saving plan.

Home practice discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- ❖ Brainstorm solutions with participants
- ❖ Practice applying the solution.
- ❖ Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

Remember that you can use **Who? What? Where? Why? When? How?** during the discussion.

Always give big praise and applause to everyone brave enough to share.

Session overview

15 minutes

2.1 FRAMING THE DAY

In session twelve we look at problems that teenagers might face and some common dangers in our communities. We will consider the importance of communicating and planning to minimise risks and help protect ourselves. Families can establish their own personal safety strategies involving:

- ❖ Being aware of different dangers
- ❖ Listening to each other and making plans together
- ❖ Thinking about unsafe places in the community
- ❖ Listing safe places to go to and trusted people to talk to
- ❖ Knowing Childline (Phone 1098) is a helpful resource
- ❖ Understanding internet and phone safety

We will also discuss where to find help and how to respond if something goes wrong. There will also be more on this next session.

It is important to realise that risks and dangers are a part of life and exist in every community. Every teenager will find themselves in situations that are dangerous from time to time. We can be more prepared if we have recognised the dangers and as a family we can talk about them, make plans, and support each other if there is a concern or if things go wrong.

There are many different types of risks from various sources: Let's quickly brainstorm some risks in our community. (examples given)

- ❖ from natural environment – eg. snake bites, flood, etc...
- ❖ from man-made environment – eg electrical accident, road accident
- ❖ from cyber / internet – eg. bullying, pornography, soliciting, theft, image use
- ❖ from direct abuse /attack - eg. bullying, corporal punishment, robbery, violence,
- ❖ from sexual abuse – eg, 'eve teasing' sexual harassment, grooming, sexual violence
- ❖ from exploitation - eg. human trafficking, child or bonded labor,
- ❖ from communal tensions – eg. riots, discriminatory harassment
- ❖ from substance abuse - eg. tobacco, drugs, alcohol, ...
- ❖ from peer pressure - eg. driving a motorcycle without license
- ❖ from spread of disease – eg. typhoid, malaria, HIV...
- ❖ from lack of opportunity – eg leaving school early

1) What have we learnt in previous sessions that might help parents and teens to work together to avoid risk?

Participants might mention:

- ❖ Spending time together means there are opportunities to talk
- ❖ Listening to each other (our concerns and different perspectives) means we can understand what might be a risk
- ❖ Using positive communication makes difficult conversations easier
- ❖ Staying calm and focusing on one problem at a time
- ❖ Using the six problem solving steps together
- ❖ When making decisions, thinking through the possible consequences
- ❖ Establishing rules and routines that help keep us safe

2) Why it is important to involve both parents and teenagers in the discussion about safety outside the home?

Some points that might come up or can be introduced by the facilitator are:

- ❖ Parents often think about the safety of their teens
- ❖ Parents have more life experience to draw from
- ❖ Parents might know about helpful resources in the community
- ❖ Parents may have heard about potential risks that teens might not know about
- ❖ Teenagers might know of risks that their parents have never heard of
- ❖ Teenagers might know that something that seems very dangerous to parents is not as bad as parents think
- ❖ Teenagers might have practical ideas about staying safe
- ❖ If teenagers feel that the parents take them seriously, they generally behave more responsibly
- ❖ If teenagers are part of the discussion, they think about the consequences of their actions
- ❖ If teenagers feel trusted, they will trust their parents as well. This means that they are more likely to share if they are in trouble.

Remember: If teenagers are used to talking to their parents, they are more likely to ask for advice. If they feel like there is a non-blaming / problem solving attitude, then they

can share their concerns or problems with their parents.

PACT: Even before we start let's make a plan to share things that worry us and to try not to become angry when we are dealing with worries or problems, but to listen and problem solve together instead!

Everyone who agrees can stand. (If someone doesn't agree then group can problem solve).

PHYSICAL EXERCISE

Encourage participants to do their physical exercises once a day! Will a participant lead the exercises today?

Core lesson

50 minutes

3.1 ACTIVITY: WHAT ARE THE RISKS?

There are all sorts of dangers young people might face as we just mentioned. Every community has risks. Sit in groups of 3 or 4 with teens and parents and make a list of some of the things that worry you about keeping teens safe in your community. Be honest with what is happening in your community (Remember: it doesn't mean you are saying you will take alcohol, for example, just because you mention it is a concern!) Parents and teens may have different concerns. This might be because they know and hear about different things. We need to listen carefully to each other to understand the different risks. All concerns are valid!

Groups come back together and share their ideas while facilitator lists these on chart paper. These things can then be grouped under different headings. For example, violence, substance abuse, etc...

Which types of risks are of greatest concern to participants? Why?

RISK ASSESSMENT

We can ask two questions to decide how dangerous a risk is.:

How likely is it to occur?

How bad (or serious) could the result be if it happened?

We should make plans to avoid or minimise the risk if it is really dangerous.

Risk Matrix:

*Facilitator may show the following table to groups if there is time.
(Note: this is only helpful for more literate groups)*

The higher the number the more dangerous the risk. Numbers 4 and above require a plan!

RISK MATRIX		HOW LIKELY		
		Unlikely Almost never happens	Possible Happens	Quite likely Happens often
HOW SERIOUS	Minor effects	2	3	4
	Significant	3	4	5
	Serious Crisis	4	5	6

3.2 PRACTICE: MAKE A PLAN

Have a look at the risks mentioned just before. The group chooses two examples of something quite dangerous and makes a plan to minimize or avoid the risk.

Examples of plans: facilitator can use these examples to get discussion started if needed

Risk 1 – motorcycle accident. Plan: Don’t ride without license or with inexperienced driver. Always wear a helmet.

Risk 2 – sexual harassment or assault on way home from school. Plan: Always walk in groups with friends.

3.3 ACTIVITY: MAPPING RISK AREAS AND SAFE SPACES

In this activity, facilitators ask the participants to draw a map of what they think are the safe and risky spaces in their community.

These might include parks , health services, schools, community centres, homes, markets, places where people meet, places where people socialize, worship places, police stations, places where alcohol is sold or places where people ‘hang out’ and take drugs, busy roads that they have to walk on, rivers... and so on.

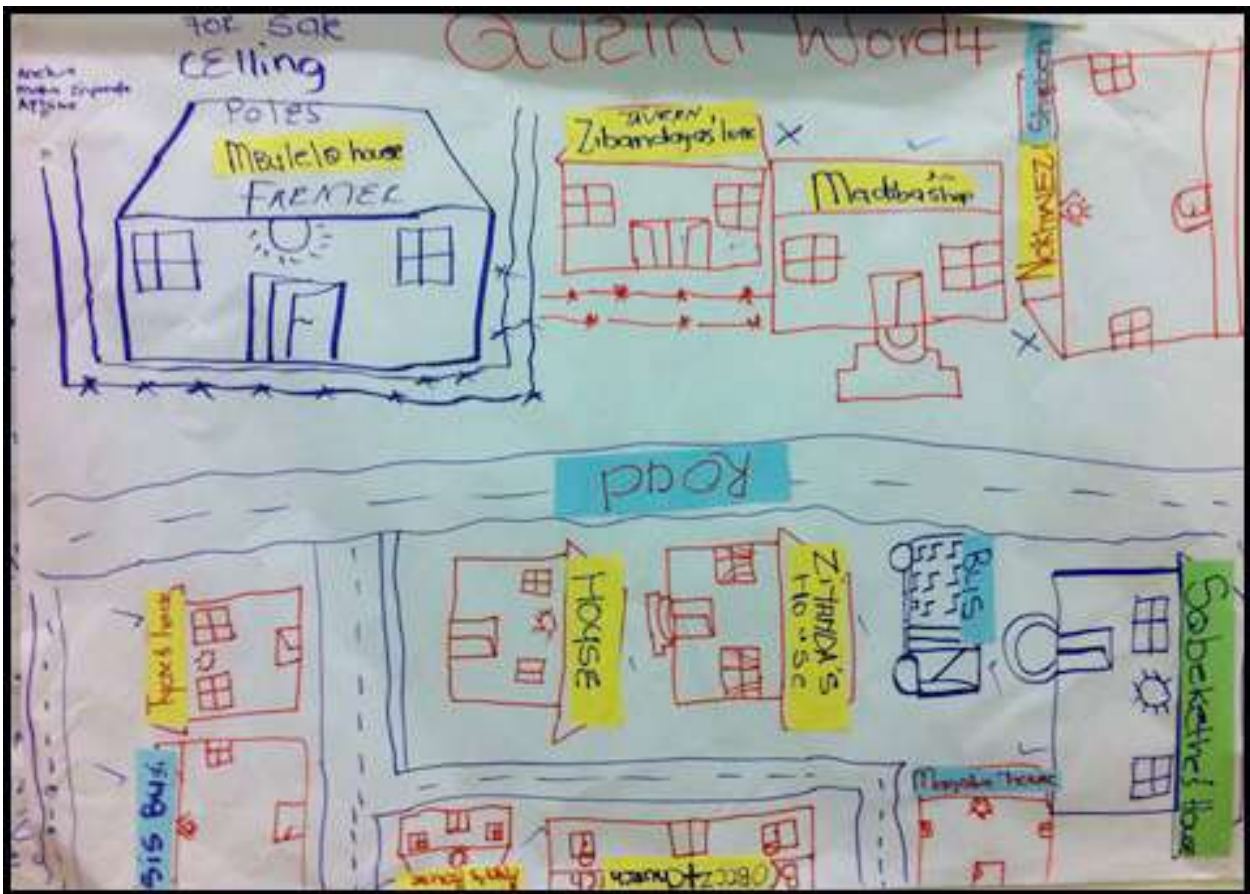
Note that often there is safety in a crowd but that more isolated places could be unsafe.

(People might add personal places like an Aunty’s or friend’s house that they consider a “safe house” if this was a family activity.)

Just like the name tag activity in Session One, remember that not everybody is comfortable with paper and pen. It helps to keep the groups mixed so that teens and parents practice mapping together.

GUIDELINES: Facilitating the mapping activity (1)

1. You'll be drawing a map of your community.
2. Divide large groups into smaller groups. (NOTE: If there is limited time then do this activity in one large group)
3. Present materials: Chart paper, markers, tape. If participants want to make a big map, they can tape pieces of paper together.
4. Talk about what sorts of places to show on the map. Ask participants to draw a map showing all the places the participants think are important.
5. Create!



An Example of a Community Map from a previous group

GUIDELINES: Facilitating the mapping activity (2)

1. Participants should tick all the areas on their map that they think of as safe areas –especially places they could go to get away from a danger or go for help.
2. Participants should put a cross on all the areas on their map that they think of as unsafe areas.
3. Come back into a larger group. Stick your maps on the wall.
4. Each team presents their map pointing out their safe and unsafe areas and giving

reasons.

5. Encourage participants to “special clap” once after each presentation of each map.

More Practice: As a group brainstorm a few different ways to avoid risky situations based on the mapping activity.

3.4 ACTIVITY: SAFE PLACES, SAFE PEOPLE:

As well as safe places it is good for each of us to think about “safe people” we could go to if we needed help. For example: Maybe there is a medical clinic in your community, or you have a favourite teacher or aunty you can talk to? Parents might find their ‘buddy’ would be a good person to turn to if they needed help problem solving.

Activity: Make a list of two places and two people who you could go to if you had a problem. Write these in your family workbook.

Note: Even people we trust might not know how to help us so we should keep going to other people if we need help.

It is also good to remember that Childline (Phone: **1098**) can provide help and advice for any issue relating to a child under 18 years old.

3.5 OPEN ROLE-PLAY

In this “open” role-plays we practice making a plan to avoid a teenager getting into a dangerous situation.

GUIDELINES: Facilitating Open Role Plays

- 1) Participants watch the role-play and have a short discussion after it:
How could we make a good rule or routine to avoid the danger we just saw in the role-play?
- 2) The group discusses the risk or danger and then decides on an ending for the role play.
- 3) The group can discuss the corrected role-play after it has been presented.

ROLE-PLAY: WHATSAPP MESSAGE (OPEN)

Nagma is walking home from school with her friends, when she notices a WhatsApp message on her phone.

WhatsApp message reads: “Hey beautiful, I’ve been looking at your photos for a while now. You are very beautiful. Is your name Nagma?”

Nagma shows the text to a friend.

Friend 1 (*smiling*): “Wow Nagma – Look at this text! Show me his photo! He is very handsome! You should reply.”

Nagma: “... but I don’t know him. I am not sure if it is a good idea to reply...”

Friend 1 grabs the phone and types “Hi. Yes, this is Nagma.” and sends the reply.

Nagma: “Hey hang on! That’s my phone... But you are right he is handsome.”

Second WhatsApp text arrives: “Do you want to meet me? We could meet at the new mall. I really want to see you.”

Friend 1: “Ah, see, you should go!”

Friend 2: “Nagma don’t go! Be careful! It is dangerous to go and meet with people you don’t know. Some girls from here have met people who even offer them work in the city... but then they never come back! I know one family who are still looking for their daughter for 3 years now. Once she called from Delhi. She was crying and scared on the phone... but then the phone call got cut off... None of us know where she is. I am so worried about her!”

Nagma: “I just don’t know. He seems really nice. Opportunities are so rare and I will need work next year....”

... Discuss different endings to the story ...and some possible consequences of different decisions....

Decide on an ending, act it out and discuss...

3.6 PHONES AND THE INTERNET

Phones and the internet are very useful. They help us in many ways and can even help us stay safe. We can call our teens or teens can let their parents know where they are or if they are late using phones. We can get helpful information from the internet.

If there is time, ask group to briefly discuss several positive aspects of internet and phones. Remember many, many people use the internet and phones often without any problems. We should not get anxious about these issues but it is just good to be aware and understand how to protect ourselves and how to respond if needed.

However, there are some dangers of using phones and the internet that everyone should be aware of.

What are some of the risks of dangers of using phones / social media and the internet?
Facilitator writes these up on chart paper.

Participants might suggest: (or facilitator can suggest)

- ❖ use of personal information in unwanted way
- ❖ bullying, (including receiving unkind texts, comments or images)
- ❖ humiliating (posting unkind content of the victim)
- ❖ threatening or blackmailing
- ❖ hacking into private information (like pin codes)
- ❖ stalking /grooming / seeking to solicit, or meet and possibly exploit, trafficking, or abuse
- ❖ use of images in unwanted way
- ❖ sexting (can spread and get to anyone on the internet),
- ❖ being exposed to pornography

How can we help to keep ourselves safe from these dangers?

Participants might suggest: (or facilitator can suggest)

- ❖ use internet only in public / family spaces and not late at night
- ❖ don't post personal details on social media
- ❖ don't text or message with people you don't know
- ❖ don't meet with people you don't know (this can be especially dangerous)
- ❖ be careful how you use any image online (it can be forwarded to anyone and exists online forever)
- ❖ hang up if you are on the phone to someone who is being inappropriate
- ❖ block unknown / unwanted contacts (including in social media)
- ❖ use privacy settings wisely on social media
- ❖ remember it is not your fault if someone else is being inappropriate
- ❖ talk to someone you trust if you have been upset by a message or contact
- ❖ talk to someone if you are being bullied or blackmailed
- ❖ you can always contact Childline - Phone 1098 for help
- ❖ ensure all family members understand the risks of human trafficking and steps to prevent it (discussed in this and other modules)
- ❖ save any negative messages/ numbers/contacts (in case you need to take them to police later)
- ❖ listen to your teen if they are trying to tell you about a problem
- ❖ reassure teens that being bullied is not their fault and have a non blaming attitude
- ❖ be aware of signs of withdrawal, depression, low self-esteem etc. and ask what is wrong
- ❖ have family rules about phone/internet use and sharing of passwords etc...
- ❖ report any ongoing incidents of cyber harassment (police have a cyber-crime division)

3.7 ENERGISER

Facilitators can choose an energiser to do with the group when they feel everybody needs some energy! Remember to use energisers when participants need a break or when teens need to stretch their legs!

Session close

10 minutes

4.1 PREPARING FOR HOME PRACTICE

Parent and teen work together in pairs to think about two or three safety concerns they will focus on.

HOME PRACTICE

Together, parents and teens should talk about the safety risks they decided on in the session and make a plan for reducing the risk. These plans can be noted in the family workbook.

VISIT YOUR BUDDY AT LEAST ONCE A WEEK

COMPLETE A PHYSICAL ACTIVITY ONCE A DAY

4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today? Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

Discussing safety concerns and making a plan can help keep our teenagers safe
Parents and teens can make a plan together

Use the illustrations from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME PRACTICE

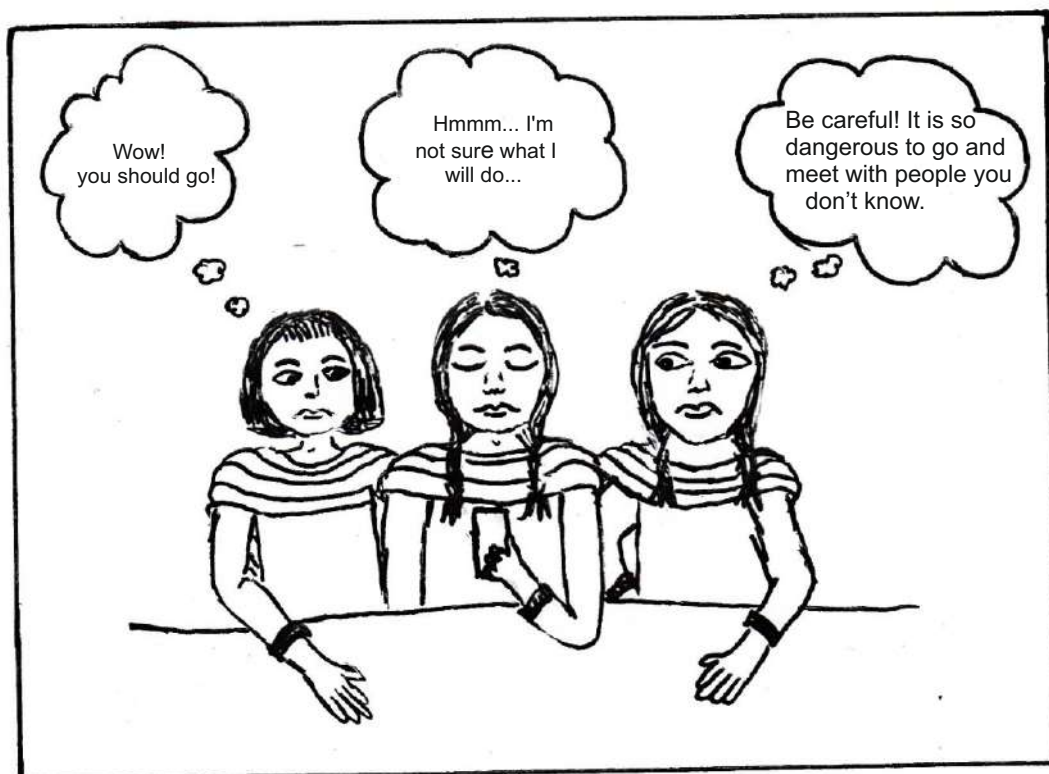
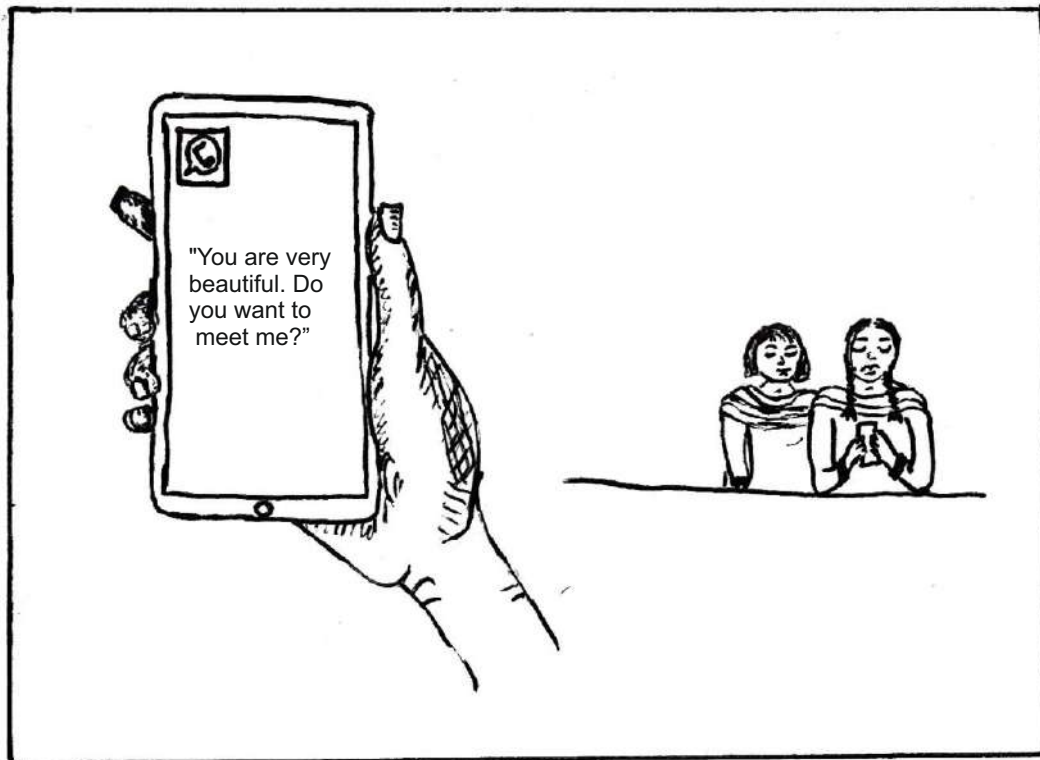
In the next session we talk about how to use anger management, problem-solving and active listening to respond to crisis. But before then, remember to do your home practice! Facilitators remind participants about time and location of next session.

4.4 THANK AND PRAISE PARTICIPANTS

Thank participants for their involvement in today's session and staying calm especially since we talked about some difficult topics.

Handout: Illustration for session 12

WhatsApp message





Parwarish Teens Parenting Programme CATCH-UP

Guardian's Name _____

Teenager's Name _____

Date _____ **Group** _____

Facilitator's Name _____

Session 12: Keeping safe in the community

Goal: Make a plan to keep teenagers safe in the community.

Overview: Discuss the steps parents and teens can take to keep teenagers safe outside the home as well as on the phone/internet. We focus on the fact that it is important to have these conversations. It is also important to make plans together to avoid risks.

Before we start, let's talk about how home practice went last week.

Illustration: WhatsApp

Core Lesson: Could you make a rule/routine to avoid the danger you see in the illustration?

How can we stay safe on our phones/internet (see list in family workbook)

Let's think about rules that might help you stay safe in your own community:

What are two safety concerns and how could you work together to make a plan to reduce the risk?

What are some dangerous places in your community? What are two safe places you could go to for help? Who are two trusted people you could talk to if you had a problem? Write these in your family workbook.

- ❖ Do parents and teen agree?
- ❖ Why is it important to talk and plan together?

Brainstorm ways we can avoid dangerous areas in the community. Remember to listen to each other's suggestions, problem solve together and remain calm.

Home practice: Make a plan together to protect teenagers from 2-3 specific safety risks

Attending sessions can be difficult. Is there anything we can do to help you attend sessions? It is important to have a non-blaming attitude about attendance!

Did any other members of the household participate in this catch-up? Who?

INTRODUCING THE SESSION

Welcome to Session Thirteen of the Parwarish Caring Families Programme for Parents and Teens!

The programme is soon coming to an end. There is only one more session after this one! It has been an enriching experience of sharing and learning from each other. Today’s session builds on Session Twelve by working to help keep teenagers safe in the community by identifying safe and unsafe places. Today facilitators explore how parents respond to their children when something bad happens to them. We also look at how parents can deal with bad situations when they happen to their children.

This session will focus more on how parents can better respond and care for their teenager. In this week’s session, parents and teens will learn that:

- ❖ Every family faces threats. Being prepared can help us deal with these crises.
- ❖ We need to keep calm and make a plan to keep your teen safe.
- ❖ There are services available in the community that can help us keep safe.
- ❖ The family can work together to create a plan for managing when something really bad happens.

In Session Thirteen, we will also discuss the steps parents and teens can take using some of the skills they have learned so far. We focus on the fact that it is important to have these conversations and it is also important to make plans together to avoid risks.

SESSION 13 PREPARATIONS & OUTLINE

<p>Goal of the session</p>	<p>The session focuses on how parents respond to their children when something bad happens to them. The session builds on the core skills of active listening, anger management and problem solving to help parents and teens to respond to abuse and crisis.</p>
<p>Core Principles</p>	<ul style="list-style-type: none"> ❖ Every family faces threats, being prepared can help us deal with these crises. Unfavorable and bad situations can happen to people anywhere, be it at home, in the neighborhood or broader community. ❖ Family members can work together to create plans on how to manage situations when something really bad happens. ❖ There are services and support available for us in the community that can help us keep safe.
<p>Training materials & resources</p>	<ul style="list-style-type: none"> ❖ Flip chart, paper, pens, markers, tape ❖ Attendance register ❖ House poster, ground rules poster

	<ul style="list-style-type: none"> ❖ Name tags ❖ Handout: Emergency information ❖ Printed copies of Session Illustration “Nagma’s crisis”
Venue Preparations	<ul style="list-style-type: none"> ❖ Make sure that the workshop venue is clean. ❖ Set up chairs where the participants will sit in a circle ❖ Prepare all the materials that you will use during the group session

COMPONENT	TIME	ACTIVITIES
Session overview for the day	15 mins	<ul style="list-style-type: none"> ❖ Facilitators take attendance. ❖ Participants settle down ❖ Welcome, thank everyone for coming and praise time keeping ❖ Home activity discussion
Session overview for the day	10 mins	<ul style="list-style-type: none"> ❖ Framing the day ❖ Physical Exercise
Core Lesson	50 mins	<ul style="list-style-type: none"> ❖ Negative role-play: Glue sniffing(negative) ❖ Discussion about negative role-play ❖ Positive role-play: Glue sniffing (positive) ❖ Discussion: How can we respond to crisis?Role-play activity: Practice responding to crisis ❖ Energizer: Facilitator can choose
Session Close	15 mins	<ul style="list-style-type: none"> ❖ Preparing for Home Activity: Review Handouts Home activity for the week <ul style="list-style-type: none"> ◆ Make a plan together to protect teens from a safety risk ◆ Visit your Buddy at least once a week ◆ Complete a physical exercise once a day ❖ Today’s session review ❖ Reminder of next session date and thank &
Facilitators wind up	10 mins	<ul style="list-style-type: none"> ❖ Make sure you leave the room in order ❖ Share your observations in facilitator report

Welcome & session preparations 15 minutes

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling in one word.

1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behaviour – including providing praise!

1.4 HOME ACTIVITY DISCUSSION

Guide a discussion about the previous week's home practice. As a reminder, last week participants were asked to make a plan with the family to keep a teen safe from one safety concern.

Home practice discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- ❖ Brainstorm solutions with participants
- ❖ Practice applying the solution.
- ❖ Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

Remember that you can use **Who? What?, Where?, Why?, When?, How?** during the discussion.

Always give big praise and applause to everyone brave enough to share.

Session overview**10 minutes****2.1 FRAMING THE DAY**

Last session we talked about making plans to help us stay safe. In Session Thirteen we talk about responding to crisis.

- ❖ What do we do if we haven't managed to keep safe?
- ❖ What do we do when somebody is hurt or injured or in trouble?
- ❖ What can families do when a crisis arises

A person can encounter a crisis at home, outside and sometimes also through the internet. During a crisis, it helps to have a plan. It also helps to think about the long-term effects of how we react in a crisis. When we face a crisis, the adults have to become protective walls for their teenagers – like a circle of safety. This session is about what happens when a “big wind” comes and “blows off the roof of the house.”

Facilitator refers to the poster of a house.

What have we talked about in other sessions that you think might be helpful when we talk about facing a crisis?

This session draws on both problem-solving together and routines, both of which we have looked at in earlier sessions.

Remind the group that this is a non-judgmental space and that participants can contribute as little or as much as they feel comfortable with. They should feel comfortable expressing emotions and stopping at any time. This will not affect their involvement in Parwarish.

We will also provide you with some handouts that have important information about what you can do when you are in a crisis.

2.2 EXERCISE

We form two circles, with the parents forming a big circle on the outside and teens forming a smaller circle on the inside. In this way we form a circle of safety that shows how parents can form a protective wall around their teens.

PHYSICAL EXERCISE

Ask one of the participants to lead the exercise. They can either lead with the physical exercise that they have been practicing at home, or they can choose one of the exercises that we have done in an earlier session.

Participants may choose to stay in the *circle of safety* circle for the physical exercise.

Core lesson**50 minutes**

In this session we look at two sets of role-plays. These role-plays show some very difficult things happening in one family. In order to deal with bad things, it is good to make plans about what to do in a crisis so that the problem doesn't get bigger. In this core lesson we will look at role-plays that deal specifically with two types of crisis: involvement with drugs and rape. These are big crises, but they are good examples to use because they are so big: the same lessons can apply to smaller crises.

It's important to remember that bad things happen to all families. This is not your family we are showing in these role-plays – but could be anybody's family.

3.1 ROLE-PLAY: FIGHT AT FOOTBALL MATCH (NEGATIVE)

The core lesson starts with a role-play play that we can use to talk about some of the ways that we can respond to an emergency.

Samir comes home late, shaking and very upset.

Ma: "Samir what is wrong? Tell me what is going on."

Samir: After school today I went with my friends to the football ground. Some of the older boys at the ground started to purposely interfere in our match. They were using abusive language and were bullying us. They started to push us around to provoke us to fight.

Ma: "So then what happened? I hope you didn't get involved!"

Samir: "I didn't Ma, but..."

Ma: "But what?!!!"

Samir: "Well my friend did. They were teasing him on being skinny and called him sissy. He could not stand it and reacted to their teasing."

Ma: "Stupid boy, he could have just ignored and left the ground. So, what happened next? You also joined him for sure"

Samir: "Ma then he got hit and started bleeding. I had to do something, so I took him to the community hospital. No one else would come. Ma there a policeman came and questioned me."

Ma: (*shouting*) "You and your good for nothing friends! I can't believe you are involved in this Samir! From now on you are not allowed to go out ever. You go to school and you come home. End of story. What did the policeman say?"

Samir: "Well my friend is going to be okay. The policeman said that we might have intentionally picked up a fight with those boys. He gave me a warning Mum

and said that if it happens again he will know where to come and arrest me.”

Ma: “Samir you are endless trouble. Wait till your father hears about this! Why do you need to be with such boys? What if those boys come looking for you? You are useless and a fool! We can never stop worrying about your troubles. I wish I had never had you”.

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Think about the role-play you just saw:

- ❖ What is the crisis?
- ❖ How did Samir deal with the crisis?
- ❖ How did Ma deal with the crisis?
- ❖ How do you think the consequence used by Ma affected Samir?
- ❖ What do you think of the way Ma dealt with the crisis? How do you think Samir is feeling now?
- ❖ How is Samir and Ma’s relationship now? Do you think Samir will talk openly to his mother the next time he faces an emergency? Why or why not?

3.3 ROLE-PLAY: FIGHT AT THE FOOTBALL GROUND(POSITIVE)

Samir comes home late, shaking and very upset.

Ma: “Samir what is wrong? Tell me what is going on.”

Samir: After school today, I went with my friends to the football ground. Some of the older boys at the ground started to purposely interfere in our match. They were using abusive language and were bullying us. They started to push us around to provoke us to fight.

Ma: “Oh no! Did you get in a fight with those boys? Are you ok?”

Samir: “I am Ma, but...”

Ma: “But what?!!!”

Samir: “Well my friend isn’t fine. They were teasing him on being skinny and called him sissy. He could not stand it and reacted to their teasing.”

Ma: “Oh ! How is he? Is he seriously hurt? Who were those boys?”

Samir: I don’t know those boys. My friend got hit and started bleeding. I had to do something so I took him to the community hospital. He is fine now.”

Ma: “Good you helped him but why do you look so shaken? You said your friend was ok.

Samir: “Ma there a policeman came and questioned me.”

Ma: (*worried*) “What did the policeman say?”

Samir: “The policeman said that we might have intentionally picked up a fight with those boys. He gave me a warning Mum and said that if it happens again he will know where to come and arrest me.”

Ma: “that’s not fair you were just helping your friends and also the ones who were bullied”

Samir: “Yes Ma, but the policeman was not ready to listen to my explanation and was trying to blame us for what happened. I feel wronged and scared”

Ma: “You don’t need to feel that way my son. What are you scared of?”

Samir: “I am scared those boys will find us and beat us again when they hear about police involvement.”

Ma: (*hugs Samir*) You don’t need to feel scared. We are here for you. Maybe we can go talk to the secretary of the sports committee and report this incidence to him. This will help in stopping any other fights and incidences in future for other kids too. What do you think if your Dad and I go and report this to the committee? Would you like to come with us? Do you want to file an FIR at police station? We will do what you feel comfortable in.

Samir: That would be good Ma. Thanks for helping me.

Ma: We can talk to your Papa together about what happened and what we have decided.

3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY: HOW CAN WE RESPOND TO A CRISIS?

- ❖ What did Ma do differently this time? (What skills did she use?)
- ❖ Were the consequences of Ma’s reaction better than in the last role play?
- ❖ How were her words different?
- ❖ How will Ma’s response to Samir’s emergency affect their relationship in the future?
- ❖ What do you think about the outcome for Samir in this scenario? Do you think there was a better outcome for Samir? For the family?

We have already talked about how to listen and discuss bad news. Can you think of any other skills that might be useful in this scenario?

Remind participants of the importance of not blaming.

Before we deal with a crisis, we usually have to tell other people that it has happened. It’s important to remember not to blame when we are listening to someone telling us

something difficult.

Sometimes that means taking a deep breath and making sure we are as calm as possible before we react to bad news (Remember “Taking a pause”?).

Once everybody is aware of the crisis, we move on to making plans to deal with it.

It's usually best to make plans to deal with a crisis together.

Remember that parents and teens should listen to each other and use the 6 problem-solving steps to help think of solutions.

Solutions usually involve first making immediate – or short term – plans and then making longer-term plans.

Remember the six problem-solving steps from Session 6?

1. Listen and identify the problem
2. Brainstorm solutions
3. Figure out what the plusses and minuses are
4. Choose one solution
5. Try it out
6. Decide whether it worked

Thinking about the role-play you just saw, how did Samir and Ma use their:

- ... listening skills?
- ... non-blaming skills?
- ... problem-solving skills?

Short-term and long-term plans

Other ways to respond to a crisis include making “short-term”, or immediate, and “long-term” plans. Has anybody ever used this type of planning? How are they different?

Making short-term plans usually means dealing with the crisis that is in front of us right away.

Some of the handouts we will give out at the end of this session provide information about short-term plans, like what we can do soon after someone is raped or arrested.

Longer-term plans mean talking and planning in order to try to avoid a repeat of the crisis. We talked about the ways that we can make long-term plans for safety in the community last week. These were things like talking to each other and knowing about the dangerous places around our homes.

Can you think of ways to put short- and long-term planning into rules & routines?

Thinking about the role-play you saw: What were the short-term things that Ma and Samir did to address the different problems that came up in this crisis?

What are the long-term things that they did to address the different problems that came up in this crisis?

3.7 ROLE-PLAY ACTIVITY: PRACTICE RESPONDING TO CRISIS

Now we practice responding to crisis through considering another role-play that shows a crisis that happens in a lot of families all over the world, and not just here. Remind participants to think about how we can use listening skills, non-blaming skills and problem-solving skills deal with the crisis in both short-term and long-term ways.

Facilitators should be aware of the sensitive material in these role-plays. People might need to walk away or 'take a pause' if this is very upsetting.

They should also be aware that the content of this role-play may cause people to tell them things that mean we need to get them help and should be aware of who to contact to support participants who disclose.

ROLE-PLAY: WHATSAPP MESSAGE (OPEN)

Nagma is sitting and crying. Ma comes home.

Ma: "What happened? Why are you crying my girl?"

Nagma (*sobbing and shaking*): "it's my Uncle, he... he... he touched me."

Ma (*angry*): "What's wrong with you? Why would you say something like that? You are talking nonsense!"

Nagma (*calming down a little bit*): "But it's true, he... he... Made me do it! He made me have sex with him! Please believe me. I didn't want to, I swear. He held me down and told me I would be in trouble if I told anybody, and then...."

Ma: "You are a dirty girl for even thinking this."

Nagma: "Please believe me. I didn't want it, I swear. Yesterday when you went to see Grandma he just came and that's when it happened."

Ma interrupts Nagma.

Ma (*shouting*): "And what? Huh? I don't want to hear any more of this nonsense! You're spreading lies about the man who puts food on your table, man who pays for your school fees. You should be ashamed of yourself."

3.9 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions to help discuss the role play:

- ❖ What is the crisis that occurs in this role-play?
- ❖ Could this have happened to Samir instead of Nagma?
- ❖ How did Ma respond?
- ❖ What do you think of Ma's response? Do you think her response is helpful? Why?
- ❖ Is the crisis dangerous for Nagma? Why? Is she still in danger? Why?
- ❖ Were there good listening skills? Non-blaming skills? Anger management?
- ❖ Did they use any problem-solving skills?
- ❖ Was there any planning –short or long term?
- ❖ What do you think of the outcome at this point?
- ❖ Do you think Nagma has the support she needs?
- ❖ Where could Nagma go for help after she is raped?
- ❖ How can the hospital help Nagma and her parents?
- ❖ How many of us know about PEP, and how it might help Nagma?
- ❖ Can 'Childline' help Nagma? Does anyone know the phone number for Childline? (1098)
- ❖ How can we get support when calling the police?

Facilitator should note that sexual abuse of people under 18 should be reported. Childline can help us do this.



PEP, or “Post-exposure prophylaxis,” is an antiretroviral drug that you can get from a hospital after a rape. If you take it every day, as the doctors says, it stops an HIV-infection for almost everyone.

3.10 ROLE PLAY: NAGMA'S CRISIS (POSITIVE)

Nagma is sitting and crying. Ma comes home.

Ma (*hugging her*): “ Oh my dear what happened? Why are you crying my girl?”

Nagma (*sobbing and shaking*): “It's my Uncle, he... he... he touched me.”

Ma: “Tell me what happened? And when it happened? Come and sit down next to me. It's not your fault. I'm not going to blame you.”

Nagma (*calming down a little bit*): “It's true, he... he... Made me do it! He made me have sex with him! Please believe me. I didn't want to, I swear. He held me down and told me I would be in trouble if I told anybody, and then....”

Ma: “Take your time, Nagma. I’m listening. You are not in trouble. This is not your fault.”

Nagma: “Please believe me. I didn’t want it, I swear. Yesterday when you went to see Grandma he just came and that’s when it happened.”

Ma: (Ma hugs Nagma, calming her.) “Oh Nagma. That’s terrible but I believe you.”

Both are holding each other and crying a little.

Ma: “This is a big thing. I know it is difficult to talk about, but I am glad you told me. I know it is tough on you. I am shocked too, but I am here for you. Together we can get through this.”

Nagma: “I was so scared Ma!” (Nagma cries more...) “I tried to scream but he covered my mouth.”

Ma: “I’m here now Nagma. Don’t worry. It is not your fault. Your Papa will be home soon. Don’t worry. I will make him understand. He will help us decide what to do.”

(Father enters the room and can see something is wrong).

Papa: “What happened?”

Ma: “Sit down. This is big. We have to support Nagma.” (Ma asks Nagma to get them each a glass of water while she tells Papa what happened)
Nagma comes back with the water.

Papa: “Oh Nagma. I am so angry at your uncle. But first thing is that we need to get you help.”

Ma: “Where can we get help? Could we call childline 1098?”

Nagma: “I don’t want to tell anyone else.”

Papa: “I think we need to go to the health clinic or the hospital. Childline would also be able to help.”

Ma: “Your Papa is right. You should see a doctor. That is very important.”

Nagma: “Oh. Okay. But will you come with me?”

Ma: “Of course we will Nagma.”

Papa: “Probably the hospital is better. It has the specialist doctors, but we could ask at the clinic ...or ask childline.”

Nagma: “Ok let’s just go to the hospital.”

Ma: “Okay. We can phone childline from the hospital if we have more questions or need more help. Remember Nagma, this is not your fault and we love you.”

3.11 DISCUSSION ABOUT POSITIVE ROLE PLAY

Questions to help discuss the role play:

- ❖ How is this role play different from the first?
- ❖ Which role play would have been better for Nagma?
- ❖ Which role play had better outcomes? For whom were the outcomes better?
- ❖ What are the different ways that the family supported Nagma in the second role play?
- ❖ What skills did the family use to get through this crisis?

Facilitators should encourage participants to think about ways that they can act positively to tackle abuse. Acknowledging that it happened is a good first step, taking action is a good second step!

Teens

- ❖ What are the consequences of staying silent?
- ❖ Are there consequences to not getting help?
- ❖ Plan: Who else can you turn to in a time of crisis?

Parents

- ❖ What are the consequences of shouting and yelling at a child in Nagma's situation?
- ❖ What about the opposite: Are there consequences to treating rape as a "normal" event?

If nobody answers, facilitators can ask "Why are we all silent?"

Did you know that it is mandatory to report all sexual abuse of children under 18? (POSCO Act) We can get help from Childline to do this (call 1098) or we can go directly to the police or the SJPU (Special Juvenile Police Unit).

It is also important to consider that sometimes we all make some very serious mistakes that can lead to crisis. Families have to cope with crises like this also. What if there was a teenage pregnancy that was not from rape? What if an accident occurs because someone is drunk and riding a motorbike? The same skills we have discussed throughout the series can be used in any crisis –no matter how difficult.

3.12 ENERGISER

ENERGISER: Facilitator can choose

Facilitators can choose an energiser from the Appendix to do with the group.

Otherwise leading "taking a pause" might be a good idea at this point considering the very confronting topic discussed.

Session closing

10 minutes

4.1 PREPARING FOR HOME PRACTICE

Facilitators distribute hand-outs and explain that they provide information about what you can do if you are arrested or raped.

HOME PRACTICE

Go over the hand-outs that you got during the session with other family members. Review some of the ideas you came up with about who the family could turn to in a crisis situation.

VISIT YOUR BUDDY AT LEAST ONCE A WEEK

COMPLETE A PHYSICAL EXERCISE ONCE A DAY

4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today.

Ask if the participants can remember any of the core principles from this session.

Let participants repeat the core principles after the facilitator:

- ❖ Every family faces threats. Being prepared can help us deal with these crises.
- ❖ A person can come across a crisis both at home and outside.
- ❖ Keep calm and make a plan to keep your teen safe.
- ❖ There are services available in the community that can help us keep safe.
- ❖ The family can work together to create a plan for managing when something really bad happens.

Use the illustrations from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME PRACTICE

In the next session we reflect on the entire programme and talk about how we can continue to support each other after the programme ends.

But before then, please remember to do your home practice!

Facilitators remind participants about time and location of next session.

4.4 THANK AND PRAISE PARTICIPANTS

Thank participants for being willing to discuss difficult topics so we can learn together.

Handout: Emergency information

Rape

What can I do?

You need to report rape to the nearest police station. It is also important to make sure that if you have been exposed to unprotected penetration during the rape you need to seek medical attention to reduce exposure to HIV. At the hospital or clinic will administer a strong drug called PEP.

What is PEP?

“Post-exposure prophylaxis”, or PEP, is an antiretroviral drug that you can get from a hospital after a rape. If you take it every day, it stops an HIV-infection for almost everyone.

Things you should know about PEP

PEP must be started as soon as possible to work – and always within 3 days of a rape. If you think you may have been exposed to HIV very recently, see a doctor as soon as possible to find out if PEP is right for you.

Other help:

1091 /1090 is the all India women helpline which responds to cases of distress for women. Any cases for child abuse can be reported to 1098 which is childline number in India.

100/108 are the emergency numbers that can be dialed for police and any other emergencies. One stop Centres for rape survivors in India offers support services for rape survivors and women victims of other kinds of violence in India.

Calling the police

Other helpful numbers:

REMINDERS ABOUT USING THESE NUMEBERS:

EMERGENCY INFORMATION POP QUIZ

What is the number we call for the police station? Does anyone remember what will happen when you call?

Can you think of a reason you might need an ambulance? What is the number we call for an ambulance?

Can we think of a good way to remember these numbers together?

Besides the police station and ambulance, what other services are available to us by phone? For what types of other emergencies?

What is the emergency number? Will our phones work with no airtime if we want to call the emergency number?

What is PEP? When should we take it?

Can you think of another PEP you might know?

What is the maximum number of days we should wait after a rape to go to the hospital and ask for PEP?

Sources of help:

Phone numbers

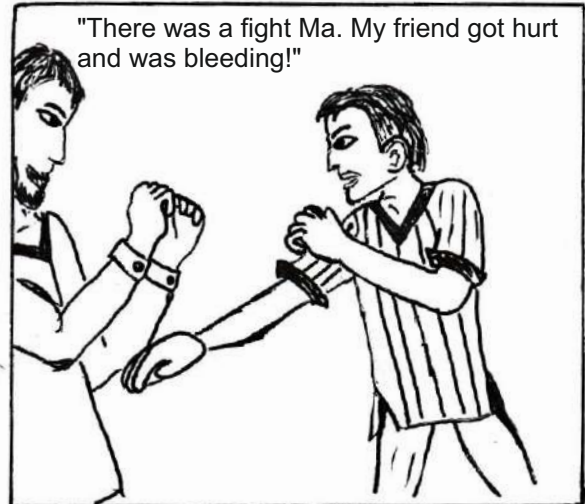
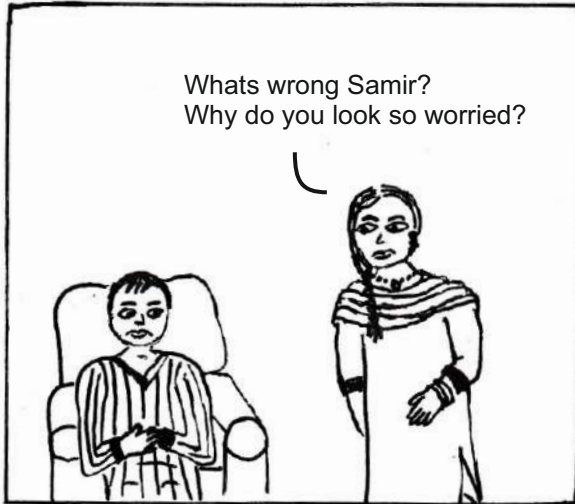
Police: 100
Ambulance: 181
Child line 1098

People who can help

District Child Welfare Committee
District child protection Officer
District Juvenile Justice board
One Stop centre for health services, legal aid and counselling at District hospital
Anti Human trafficking unit at the police station
Other NGOS

Handout: Illustration for session 13

Fight at the football ground.





Parwarish Teens Parenting Programme CATCH-UP

Guardian's Name _____

Teenager's Name _____

Date _____ Group _____

Facilitator's Name _____

Handout: Illustration for session 13

Goal: Combine active listening, anger management, problem-solving and short and long term planning to help parents and teens respond to abuse and crisis.

Overview: Last week we talked about safety outside our homes. The session focuses on how parents respond to their children when something bad happens to them.

- ❖ What do we do if we haven't managed to keep safe?
- ❖ We focus on what families can do when a crisis arises.

During a crisis, it helps to have a plan. It also helps to think about the long-term effects of what we do.

Illustration: Nagma's crisis (positive); Handout: Emergency information

Core Lesson: This illustration deals with rape. It's important to remember that rape is a crisis that could happen in any family.

How did Nagma and her parents use their listening skills in the illustration? What about their non-blaming skills? Their problem-solving skills?

Would these skills also work in different kinds of crisis?

Can you think about any of the other skills or tools we have talked about that might be helpful to Nagma and her parents as they respond to this crisis?

Could Nagma's crisis happen to a boy? Who else could Nagma turn to (maybe a teacher? Someone at the health clinic?)

Can you think of short-term plans and long-term plans that could help Nagma and her parents deal with this crisis? Are there consequences to these plans?

Home practice: Go over the emergency information handout with your family. Think about who the family could turn to in a crisis.

Attending sessions can be difficult. Is there anything we can do to help you attend sessions? It is important to have a non-blaming attitude about attendance!

Did any other members of the household participate in this catch-up? Who?

INTRODUCING THE SESSION

Welcome to the last session of the Parwarish Parenting Programme – Session 14!

It's been 14 weeks since we started the programme.

We have had the opportunity to learn and share experiences that have been valuable in strengthening the relationship between parents and their teenagers. Parenting can be challenging but it can be a rewarding experience when parents find their efforts paying off as they see their teens becoming the best they can be.

Teens cannot do it alone – this is a difficult time of life and they need their parents, too!

In this session, facilitators help parents and teens recall and reflect on each session. They summarise some of the lessons learnt. They also help participants make decisions on how to move forward as a family and as a group. Parents and teens will need to plan on how to move on from here and identify support structures that can help them. This will be a special session where the parents and teens take time to recall and reflect their journey and the changes that they have experienced over the past couple of weeks.

It will be a celebration and chance to assess our goals that we set in Session One – remember those!

So today we will focus on the following:

- ❖ Identifying ways and opportunities to keep our families strong by setting up support groups for the future
- ❖ Reflecting on the programme and assessing whether it was helpful
- ❖ Celebrating our successful journey

SESSION 14 PREPARATIONS & OUTLINE

<p>Goal of the session</p>	<p>The goal of this session is to plan how to move on and identify support structures that can support parents and teens to continue strengthening their relations and helping them overcome challenges faced in the future.</p>
<p>Core Principles</p>	<ul style="list-style-type: none"> ❖ The end of the programme marks the beginning of a healthier family life.
<p>Training materials & resources</p>	<ul style="list-style-type: none"> ❖ Flip chart, paper, pens, markers, tape ❖ Attendance register ❖ flipchart paper from Session 1 with goals ❖ House poster, ground rules poster ❖ Name tags ❖ Certificate ❖ Evaluation Forms ❖ Music for creative movement dance game ❖ FOOD!

Venue Preparations	<ul style="list-style-type: none"> ❖ Make sure that the workshop venue is clean. ❖ Set up chairs where the participants will sit in a circle ❖ Prepare all the materials that you will use during the group session
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COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	5 mins	<ul style="list-style-type: none"> ❖ Facilitators take attendance. ❖ Participants settle down ❖ Welcome, thank everyone for coming and praise time keeping ❖ Home activity discussion
Session overview for the day	5 mins	<ul style="list-style-type: none"> ❖ Framing the day ❖ Physical Exercise
Core Lesson	45 mins	<ul style="list-style-type: none"> ❖ Discussion: Programme experiences ❖ Planning for the future: Widening the circle of support ❖ Your on-going home practice: Maintaining strong families
Celebration	45 mins	<ul style="list-style-type: none"> ❖ Activity: Creative movement dance game ❖ Celebrate: Certificates are given out ❖ Food is served!
Facilitators wind up	15 mins	<ul style="list-style-type: none"> ❖ Make sure you leave the room in order ❖ Share your observations in facilitator report

Welcome & session preparations **5 minutes**

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today in one word.

This is the final session of the Parwarish Teen programme!

Praise participants for having made it to the last session of the programme.

1.3 HOME ACTIVITY DISCUSSION

Guide a discussion about the previous week's home practice. As a reminder, last week participants were asked to try to review the information hand-outs from the last session and talk about other people in the family and community who might be able to help in a crisis. Did anyone come up with new avenues of support that they can share with others in the group?

Home practice discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- ❖ Brainstorm solutions with participants
- ❖ Practice applying the solution.
- ❖ Evaluate how it worked
- ❖ When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

Remember that you can use **Who?, What?, Where?, Why?, When?, How?** during the discussion.

Always give big praise and applause to everyone brave enough to share.

Session overview

5 minutes

2.1 FRAMING THE DAY

As this is the last day of the programme, everyone is excited and tired, so we should be aware of our time but also make sure we cover everything.

It is also a good day to collect your feedback, which help to tell us how the Parwarish programme worked for you.

During this last session, participants do four things:

1. Participants think about the programme:

Participants talk about the things that they thought were helpful during the programme. They have the opportunity to listen to what other participants thought was helpful, too.

2. Talk about how they can continue to support each other:

The last session of the programme can feel difficult to many parents and teens because of the support and community that the sessions have given them every week.

The programme helped to show us that we have skills, and many of these came from the ideas and knowledge of the participants.

This means that participants have what they need to continue to support each other and their families. You can do this by setting up meetings with each other every week or month, or get-togethers with your Buddies, especially those who live near you. Remember, too, that there are people you can contact in the community who can help you (Childline 1098 for example).

Facilitators should remember to praise whatever suggestions the participants make.

3. Celebrate achievements!

We do this in a ceremony where each participant will receive a certificate of achievement. We'll need your help with presenting certificates and cheering everybody on!

2.2 PHYSICAL EXERCISE

Lead them through the head-to-toe stretch that we introduced in the first session. Have we improved? Remind parents and teens that doing physical exercise every day helps us feel good!

Core lesson

45 minutes

3.1 DISCUSSION: PROGRAMME EXPERIENCES

The core lesson starts with a discussion about what participants thought about the Parwarish programme.

Facilitators can bring back flipchart paper from Session 1 to help remind participants about their goals.

Some questions that might get the discussion going:

- ❖ What were your goals at the beginning of the Parwarish programme?
- ❖ What have you achieved during the programme?
- ❖ What was the most important thing that you learned?
- ❖ How have you changed? How has your relationship with your parent/teen changed?

Participants should also be invited to share what they thought worked well during the programme, and how the programme has impacted their lives and homes.

One facilitator will lead the discussion and the other will write ideas on the flip chart.

Option for facilitating this discussion:

Break the bigger group into smaller groups and allow them to report back what their group discussed.

Facilitators can also write down reminders about sessions as they are mentioned throughout this session.

A reminder of what we covered:

Facilitators can refer to the family workbook and encourage participants to continue to use it.

Session 1: We established common ground rules and goals together.

Session 2: We learned about building a positive relationship through spending time with each other.

Session 3: We discussed praise and practiced ways of praising.

Session 4: We learned to identify, name and discuss emotions.

Session 5: We learned ways to manage strong emotions like anger.

Session 6: We learned the six steps of problem-solving.

Session 7: We learned ways to reduce money stress through budgeting.

Session 8: We worked on identifying problem behaviours and focusing instead on the behaviours we want to see more of in each other.

Session 9: We worked on ways to discipline that don't involve hitting or yelling.

Session 10: We made family rules and routines.

Session 11: We talked about ways to save money.

Session 12: We planned ways to keep teenagers safe in the community.

Session 13: We talked about short-term and long-term ways to deal with crisis.

3.2 PLANNING FOR THE FUTURE: WIDENING THE CIRCLE OF SUPPORT

In this final discussion, we focus on asking two questions:

1. What are some of the things that we have in our community to continue supporting us?
2. What can we do to continue making our lives better after the programme?

Participants may suggest staying in contact or meeting regularly.

Facilitators can help them to set this up:

1. Group families according to the areas they live in
2. Help groups make a plan about where and when to meet
3. Does one person in each group want to be responsible for organising these meetings?
4. Exchange phone numbers and contact details (with consent of participants)

It is important that the initiative for continuing to meet or support each other comes from the participants.

Facilitators should also remind participants that they can continue to meet their Buddy.

Participants can also continue to get support from other sources in the community.

Make sure that they have the correct numbers for the area where they live.

Facilitators should also remind participants of some of the skills that they used during the programme – especially those that help us to discuss and listen and problem-solve together.

3.3 YOUR ON-GOING HOME PRACTICE: MAINTAINING STRONG FAMILIES

The programme may be over but your work as a parent and teen continues.

The home practice activities are the most important part of the Parwarish Caring Families Programme.

It is important that you and your families continue to do these activities.

If it helps, you can use the checklists in the Family Workbook to help remind you to do your home practice each week. One day, they will become so natural that you will not even think about them when you do them.

Until then, you must practice!

3.4 ONGOING HOME PRACTICE ACTIVITIES

Special Time - Spend Special Time with your teen.

Use “I feel” statements - Say how you feel out loud.

Listen to each other – and try to understand different perspectives

Praise - Praise your teen for positive behaviours. Praise yourself and other members of your family, too!

Clear Positive Instructions - Give clear and positive instructions to your teen.

Use “take a pause” or your own way to manage strong emotions.

Household Rules - Reinforce household rules with lots of praise for good behaviour.

Consequences - Use consequences for specific behaviours you want to see less.

Forgive – rather than hold on to anger.

Problem-Solving - Problem-solve together. Try using the 6 steps.

Budgeting money - Make saving goals and plans with your family.

Daily Exercise - Increase heart rate for at least 10 minutes per day for better health and well being.

Reward yourself whenever you do a home practice activity! What are some ways we could reward ourselves for continuing to use our new skills?

Session closing

45 minutes

4.1 PARTICIPANTS COMPLETE EVALUATION FORMS

Participants can use this time to complete any evaluation forms or facilitator can record comments on a phone if they are illiterate.

4.2 CELEBRATION

ACTIVITY: CREATIVE MOVEMENT DANCE GAME

This activity should help get everybody in a festive mood while reminding us about giving and receiving clear instructions, and working together in a group.

GUIDELINES: Facilitating Creative Movement Dance Game

1. When the music plays, participants all dance.
2. When the music stops, everybody must FREEZE and not move.
3. When the participants are FROZEN, the facilitators will give an instruction like “when the music starts playing again, dance backwards” or “when the music starts playing again, dance with your hands in the air” or “when the music starts playing again, dance in partners”.
4. But remember that when the music stops playing, everyone must FREEZE!

Remember to praise the performances!

4.3 FACILITATORS ORGANISE HANDING OUT CERTIFICATES

This will be done in two big groups: First parents and then teens. To start off, one facilitator should hold all the certificates for parents and the other should hold all the certificates for teens. Parents collect certificates for their teens from facilitator 1. Teens collect certificates for their parents from facilitator 2.

Ask parents to present a certificate to their teen. Remember to encourage everybody to clap as certificates are being handed out.

Ask teens to present a certificate to their parent. Remember to encourage everybody to clap as certificates are being handed out.



Parwarish Teens Parenting Programme CATCH-UP

Guardian's Name _____

Teenager's Name _____

Date _____ Group _____

Facilitator's Name _____

Session 14: Widening circles of support

Goal: Plan how to move on and identify support structures that can help us.

Overview: In the last session, participants think about the programme, talk about how they can continue to support each other, celebrate their achievements and give feedback about their experience of the Parwarish programme.

Before we start, how did home practice go last week?

Core Lesson: Thinking about the Parwarish programme:

- ❖ What were your goals at the beginning of the Parwarish programme?
- ❖ What have you achieved during the programme?
- ❖ What was the most important thing that you learned?
- ❖ How have you changed? Has your relationship with your parent/teen changed?
- ❖ Has safety changed inside your house and/or outside your house?

Now that the programme has ended:

- ❖ What are the things that we have in our community to continue supporting us?
- ❖ What can we do to continue making our lives better after the programme?

Certificates: Remember to celebrate participant achievements by handing out certificates!

Home practice: Keep your family strong! Keep using your family workbook

Remember to keep practicing spending special time together, listening, saying how you feel out loud, praising, giving clear instructions, "taking a pause", reinforcing household rules, problem solving together, using consequences, forgiving and thinking about ways to save and spend your money.

Attending sessions can be difficult. Is there anything we could have done to help you attend sessions? *It is important to have a non-blaming attitude about attendance!*

Did any other members of the household participate in this catch-up? Who?

Appendix 1: Energisers

Zip, Boing, Pow: Participants stand in a circle. They pass a “Zip” around the circle (hands pointing toward the person next to them, they say “zip”. This Zip passes around the circle as fast as possible. Next if a participant crosses their arms in front of their chest and says “Boing” then the “Zip” changes direction passes back the other way around the circle. If a participant says “Pow” and points across the circle looking and pointing at a participant opposite them, then the “Zip” flies across the circle to that participant and continues from there.

Variation: any participant who receives the ‘Zip’ can say “Let’s dance” and all participants start dancing until that same participant passes on the ‘Zip’.

Balloon volleyball: Participants are divided into two teams that stand on opposite sides of the room. (max ten people at once in medium size room) A balloon is hit into the air and teams must keep it off the ground. They should hit it toward the other team after not more than 2 hits on their side. You can add a string held up as a ‘net’ over which the balloon must pass if you wish.

Fly bird fly: Leader calls out :”Fly bird Fly” using the names of various types of birds such as eagle, dove, peacock, chicken, parrot, woodpecker etc... (eg: “fly eagle fly”..) and participants jump into the air. After several birds the leader uses a type of animal that doesn’t fly instead of a bird (eg. “Fly snake fly”) and anyone who jumps is out.

Swap seats: Participants sit in a circle and one person in the centre calls out an attribute common to a number of participants (eg “anyone wearing red”) All the participants who have this attribute then have to swap seats hear by leaving one participant who is then left in the centre. That participant calls the next attribute.

Duck, duck goose: Good with children. Participants sit in a circle and one leader walks around the outside of the circle tapping each participant on the head/shoulder and saying duck, each time. When the leader finally says ‘goose’ that participant must jump up and chase the leader around the outside of the circle trying to get back to their place before the leader takes it. If they don’t succeed then they are the new leader.

Simon (or Sameer) says: One leader out the front gives directions to participants “Sameer says ‘stand on one foot” etc.. then they finally give one direction without saying ‘Sameer says’ and anyone who does this action is out and must sit out for the rest of the game.

Balloon (or ball) races of various kinds between teams. Try running with the balloon between your legs!

Counting body parts: Form participants into two groups – the leader calls out a Body Part Challenge to see which group can complete the action in a short time. The groups are

required to put the correct number of body parts on ground as specified – e.g. 5 hands 6 legs 4 elbows. After 10 challenges, see which group has won the most times.

Group thumb wrestling: Any number of players can participate. Participants stand in a circle, every other player with crossed arms, each holding both neighbours' hands in the transitional thumb wrestling position. Now, at start, everyone wrestles! But warn players to be careful of that thumb on the other side of you! Be sure to recognise the two individuals who are still thumb wrestling after everyone else has been pinned!

True or False: Ask your participants to introduce themselves and make three or four statements about themselves, one of which is false. Now get the rest of the group to vote on which fact is false. As well as getting to know each other as individuals, this ice breaker helps to start interaction within the group.

Fruit salad (this game requires a large central space that is clear of chairs or desks – and requires participants to sit on the ground): All group members pair up with a friend and they choose a fruit that represents them. All sit on the floor in a line with their feet touching each other. The facilitator calls out the name of the fruit – and each member of the pair must race to the front of the line and then jumping everyone's legs, run to the back of the group – and then sit back in their place. A point is given to the side (Left or Right) who completes first each time.

The Human Web: This activity focuses on how people in the group or community inter-relate and depend on each other. The facilitator begins with a ball of yarn. Keeping one end, pass the ball to one of the participants, and the person to introduce him- or her-self and their role in the family / community. Once this person has made their introduction, ask him or her to pass the ball of yarn on to another person in the group. The person handing over the ball must describe how he/she relates (or expects to relate) to the other person. The process continues until everyone is introduced. To emphasise the interdependencies amongst the team, the facilitator then pulls on the starting thread and everyone's hand should move.

Ball Challenge: This exercise creates a simple, timed challenge for the team to help focus on shared goals, and also encourages people to include other people. The facilitator arranges the group in a circle and asks each person to throw the ball across the circle, first announcing his or her own name, and then announcing the name of the person to whom they are throwing the ball (the first few times, each person throws the ball to someone whose name they already know). When every person in the group has thrown the ball at least once, it's time to set the challenge – to pass the ball around all group members as quickly as possible. Time the process, then ask the group to beat that timing. As the challenge progresses, the team will improve their process, for example by standing closer together. And so the group will learn to work as a team.

Word association: This ice breaker helps people explore the breadth of the area under

discussion. Generate a list of words related to the topic of your event or training. For example, in a health and safety workshop, ask participants what words or phrases come to mind relating to “hazardous materials”. Participants may suggest: 'danger,' 'corrosive,' 'flammable,' 'warning,' 'skull and crossbones,' etc. Write all suggestions on the board, perhaps clustering by theme. You can use this opportunity to introduce essential terms and discuss the scope (what's in and what's out) of your training or event.

Mirror: Ask participants to stand in pairs and face their partner. Facilitator asks one partner to lead with a simple movement and the second partner will mirror the same movement. Then, the second partner leads as the first partner follows his movement. Then a new set of movements that may be more difficult to follow are introduced. Partners imitate each other in turns. Continue this exercise until participants are obviously enjoying it. This exercise develops trust, openness, relaxation, and a sense of security.

Pass the emotion: Participants sit in a circle. One player turns to the next, looks right into his or her eyes, and makes the silliest funny-face. The second player attempts to make the same face and pass it to the next player and so on around the circle. At the same time, the first player has turned to the person on his other side and has made a different funny face or “mask” and that face is passed in the other direction. Continue until both masks have reached the first player again, or until laughter has stopped the game!

Gossip: This is a funny game that shows how easily the truth can be twisted. The group sits around in a circle when the first person, starts the game by softly whispering to his neighbour a rather long made-up remark such as “Did you hear about Rahul and Seema taking their dogs to the vets the other day for shots?”. The receiver of the news repeats the remark to his closest neighbour and the news circulates the room. When the message gets around to the last person in the circle, he or she must stand and deliver the message to the entire group. 99% chance his message is completely different than the original message. (Have the person who delivered the original message confirm this!)

Find the leader: A simple small group icebreaker, the leader sends one player out of the room. While the chosen person is gone, the others sit in a circle and choose a leader. The leader starts any of the following simple movements:

- ❖ Scratching head
- ❖ Rotating neck and wrists
- ❖ Opening and shutting the mouth
- ❖ Hand waving
- ❖ Clapping

As the other players copy the leader's movement, the player who has been outside

comes in, stands in the centre of the circle, and watches to find out which person is the leader. The leader changes motions, trying not getting caught. When the leader is guessed, repeat with another person serving as the leader and a new person guessing.

Paper holding game

- ❖ Assign the participants into two or three teams (5-6 participants)
- ❖ Demonstrate and ask three people from each group to hold one sheet of paper between two palms of their hands
- ❖ Each team's goal is to assist three of their members to hold as many sheets of papers off the ground by using only their bodies.
- ❖ The team which holds maximum number of paper sheets is winner
- ❖ Basic rules:
 - ◆ Only one sheet of paper can be affixed between any two body parts
 - ◆ No adhesives can be used
 - ◆ Paper cannot be folded
 - ◆ Each sheet must be in contact between two members
 - ◆ The sheets cannot be touching

Paper / straw tower: Teams build a tower either with paper / straw in a given time. The team with the tallest tower wins. The only condition for the game is that the participants cannot speak while they build the tower.

Paper planes: participants fold paper planes in teams and have competitions to see which plane flies furthest. Perhaps the flier of the plane has to announce the answer to a session question of some kind before flying his/her plane.

Appendix 2: Emotions Poster



Happy



Sad



Confused



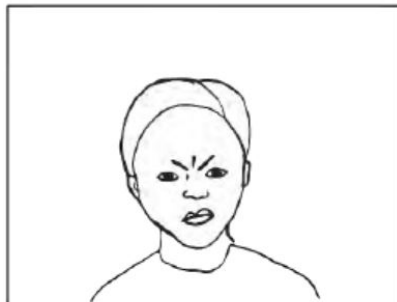
Scared



Angry



Surprised



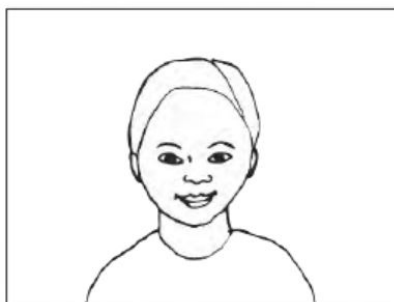
ANGRY



STRESSED



PROUD



HAPPY

