



WOMEN'S RIGHTS ADVANCEMENT
AND PROTECTION ALTERNATIVE
(WRAPA)



Training Manual to
**Strengthen Women's
Voice And Agency**

Moving from Rhetoric to Action

With the support of  FORD
FOUNDATION

Overarching Goal:

Building equitable and resilient communities where gender injustice has been overcome through mutually reinforcing roles & relationships



**Faith & Culture Leaders
Supporting VAWG
Accountability**

BUILDING LIFE SKILLS:

RESILIENCE, CONFIDENCE,
NEGOTIATION, CONFLICT
RESOLUTION SKILL, & EF-
FECTIVE DIALOGUE

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Introduction

This resource kit builds upon WRAPA support to women and girls over the years, which combines survivor-based approaches, intervention strategies and expertise. This tool constitutes a flexible tool that can be used in different contexts, locations and situations, and as part of a broader intervention to strengthen women's voice and agency. It is hoped that it will be helpful to promote women and girls resilience and well-being across Nigeria.

The Ford Foundation funded project seeks to strengthen the voice and agency of women and girls to demand for accountability from leaders of culture and faith on SGBV issues.

One of the ways to achieve this, is through building their inner strength and improve social interaction to achieve results. The project also features promoting their understanding of the challenges they are facing and, providing them with skills to navigate, live through and beyond their challenges, pain and trauma. In addition, this manual will as a whole cascade to involving working with the entire community to identify ways to improve a healthy and permissible environment for women and girls to live to their full potential, free of any forms of threats of violence.

Chapter One

1.1 Strengthening the Resilience of Women and Girls

The heart of this training is a series of structured life skills workshops that promote positive coping and resilience, complemented by a series of interactive sessions that connects lived experiences with survivor owned practical solutions in different context. This applies to both women organizations and advocates. The manual is based on the principle that people have the ability to overcome difficulties and to learn new competencies to cope with existing and future adversities, using their own internal resources and with the support of their families and communities.

This intervention is embedded in a systems approach and takes into account the protective communal and social network at family and community level. Ultimately, this training seeks to promote internal and external protective factors and reduce the vulnerability factors in young girls and women at an individual, family and community level.

The right to participation is a fundamental component of the training program, as it

encourages the target beneficiaries themselves to take the lead in mapping issues within their communities and lives, and identifying specific skills and qualities to be strengthened through the workshops.

The program is appropriate for young women and girls in all life situations, though it can be particularly useful in situations where they have experienced various forms of hardship and distressing events, including family violence, poverty, community unrest, and conflict emergencies. The program uses techniques which have been shown to be effective in building life skills in vulnerable women and assumes a fun, safe and inclusive environment conducive for this purpose.

1.2 Goals of this training manual

It is important to keep the overall goals this manual focused on strengthening protective factors at all levels in order to build resilience in young women and girls, and provide the support and opportunities that promote positive adaptation. The capacity of the target beneficiaries will be enhanced to eliminate risk factors, which undermine resilience. These factors at individual, family, community and society level are all linked to “I AM”, “I CAN” and “I HAVE”, manifesting what the target groups perceive themselves to be, what they can venture or accomplish, and what tools, opportunities or support/ protective network/system, they believe they have which plays an essential role in providing an enabling environment to live to their full potential.

1.2.1 Key areas of focus are:

- i. The ability to resume normal, routine activities in the aftermath of or even during crisis.
- ii. Have strong personal and social skills to better adapt and cope with adversities.
- iii. Feel good about themselves and confident in their own abilities.
- iv. Make good and safe life choices.
- v. Be more social and act as a role model to other women.
- vi. Trust others and feel comfortable about sharing feelings and thoughts.
- vii. Seek help from others (peer support), when needed, and have a stronger awareness about who can help.
- viii. Solve problems without violence.

1.3 Taking a holistic to Survivors' resilience

A pivotal approach in building resilience is strengthening survivors' life skills, which may include workshops, offered in life skills-based education that deal with emotional and interpersonal capacities, confidence, negotiation, conflict resolution skills, & effective dialogue. Life skills workshops should, however, not be operated in silos, but should be accompanied by activities that address other areas of life and functioning, such as vocational and technical skills building, health and socio-economic development.

Without a variety of these skills, women and young girls will not be in a strong and strategic position to access services, or to obtain a livelihood or claim a position in society. Knowledge is indispensable for women's capacity to protect herself, for example, a girl's capacity to protect herself from sexual abuse is stronger if she knows about her fundamental human

rights, social norms dynamic, accountability responsibilities, and where/how to access services and have a belief in herself and her worth, skills to negotiate, communicate and courage to consult the protective services.

A survivors' ability to apply the knowledge and skills gained from a life skill program is enhanced, if she is able to deal constructively with distressing emotions and negotiate support from the social environment.

The resilience of a young person is inextricably linked to their interaction with the household, community and society. In this interactive process, stronger family, community services and governance structures protect and support youth. In turn, young people can become positive contributors to their societies: they benefit from structure, stability, identification with a larger group and opportunities to receive from and give back to the community.

Against this background, the life skills program will be embedded in a systems approach, recognizing the wide range of mechanisms at multiple levels that support survivors' protection, rehabilitation and recovery. Adequate referral systems to basic services and specialized mental health services are important to ensure that adequate responsive measures are taken for survivors in need of more support.

1.4 Approach/Methodology

There are three (3) introductory approach to engaging the participants:

- i. Workshops on life skills and resilience are designed to enable the survivors map issues within their lives and communities. Through this process, they mentally select and connect with the issues, and the required skills to address these issues, living through and beyond their travails.
- ii. It is also pivotal to seek the consent of the survivors to participate and connect in the training program. This foster trust and friendship within the group, and opening up will be easier to discuss tough issues. This is critical for team-building and cohesion, which are fundamental to the success of the training and skills application commitment.
- iii. The structured life skills, interactive and contextual approach will help promote positive coping and resilience to sustain survivors' protection, psychosocial well-being and healthy development.



1.5

Description of Core Activities for the Training

Different mapping exercises with a focus on both the individual and the community. This helps facilitate the identification of life skills that survivors would like to learn or strengthen, as well as areas for improvement in their communities (and where women and girls may have an influence). Each core activity helps women and girls explore their personal strengths, as well as resources in the community that can help them to positively cope with difficulties. Core activities will include: i) Lifeline ii) Who am I and which roles do I

play in life?

iii) The well-being and distress tree

iv) Drawing our community v) My personal goal

Using these core activities, the facilitator gathers information from the participants about the content for the thematic sessions. All core activities include a discussion on the life skills participants feel they have or need to address difficulties in their lives or in the community. Critical questions are tabulated below:

Questions to guide identification of life skills

Core Activity

As facilitator, ask the women & girls:

Activity- Lifeline

- > Looking at your notes and drawings, which coping strategies seem the most common?
- > What would you need to know or which skills would you need in order to grow up well in your community and manage difficult situations?
- > Are these skills that you, if possible, would like to work on in this programme?

Activity- Who am I and which roles do I play in life?

- > Why is it important to talk about who matters in our lives?
- > Which skills do you need in order to create and maintain important social relationships?
- > Are those skills that you would like to work on in this programme?

Activity- The well-being and distress tree

- > What knowledge or skills would a person need in order to survive in your community?
- > How can you increase well-being and decrease distress among yourselves and other women and young women in the community?
- > What skills are important in this regard, that, if possible, you would like to address in this programme?

Activity- Drawing our Community

- > What skills or knowledge would help you and other young people to address the problems in your community or benefit from the positive aspects?
- > Which skills would enhance your influence in the community?
- > Are those skills that you, if possible, would like to work further on in this programme?

Activity- My personal goal

Each participant presents their own goal that she would like to achieve during the workshops.

As a facilitator, listen, reflect and take note.

▲ During these activities, facilitators stimulate the discussion and note down the key life skills that are mentioned by the participants on a flipchart paper.

▲ Facilitators should review the list of key life skills that were mentioned during discussions and reflect upon whether they can and/or should be worked upon in the programme.

▲ Facilitators should also reflect on any linkages between the change wished for at an individual level and community level? For example, the women may mention confidence in communicating in front of other people as an important individual skill, while also mentioning the importance of doing joint communications/awareness-raising to promote a change at community level.

1.6 Supporting the Women & Girls Identify needed Life skills

During activities and discussions, the participants may not be able to articulate what life skills are important to them or phrase important factors in their lives using life skills terminology. They may however give examples of stories or personal experiences using other words. The role of the facilitator is to help the youth to identify life skills by:

- o Asking probing questions about what helped the participant positively

cope with an adversity. Do NOT focus on any details of the difficult event itself.

- o Reflecting and rephrasing the story of the youth to reflect life skill(s).

Examples of Statements and Rephrasing

Statements

Life Skills

| | |
|--|--|
| I saw a need to support my spouse with some financial obligation, and finally convinced him to allow me to start a smallscale business | Communication and negotiation skills |
| I did not give up my aspiration to be financially independent | Believe in oneself, Self esteem |
| I saw other women in my community contribute to the development of the children, homes and community. | Awareness about the community, and role of women in development. |
| My father and brothers sold landed properties to contribute to the growth of my business | Support from family and social network |
| It is important to learn life skills to cope effectively through trying times | Listening and concentration |

1.6.1 Observing the Groups Needs

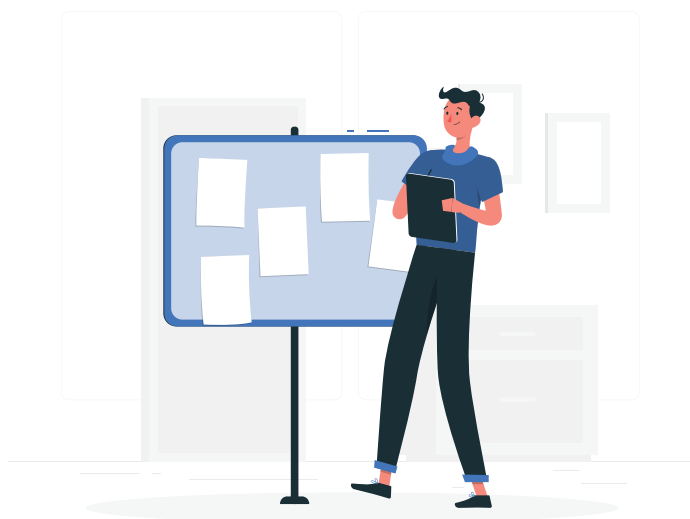
In addition to discussions on life skills, the workshop features activities that requires the participants to work both individually and in groups. This gives the facilitators opportunity to observe how groups and individuals relate to one another.

The information gathered from these activities is helpful in noting strengths and areas for improvement, which can then be used to strengthen life skills. The following questions may help facilitators in the observation process:

- i. How does the group generally function in terms of listening to each other and creating dialogue?
- ii. How do individuals integrate themselves within small groups? iii. How do teams solve problems? iv. How do teams come to a decision?
- v. Are there any tensions/conflicts within teams or between individuals? What are the underlying causes? What are the consequences?

- vi. What is the capacity of the youth to experiment in front of others (such as presenting themselves)?
- vii. What emotions are being expressed (and not expressed) during the workshop – both verbally and non-verbally?
- viii. Are there any activities that seem particularly easy or difficult for the women to carry out? Why?

These observations will help to identify life skills that the group need to work on, such as active listening, trust, managing emotions, communication, etc. Which issues are particularly important? Where are the strengths and resources of the group? Where are the areas that need to be worked on?



Chapter Two

2.1 Facilitation Methods

The facilitator has a responsibility to create a safe and inclusive environment for learning. It is the foundation for developing trust and empathy between participants and provides the basis for life skills activities promoting resilience in women and girls. Building life skills and resilience for survivors is not just about the specific activities within a training program, but is also about the manner that these activities are facilitated. The facilitator is a role model and is responsible for the atmosphere and communication in the group. To create a stimulating space for life skills learning, facilitators should establish a fun, safe and inclusive environment.



2.1.1 Safety

The facilitator should be aware of:

- > Physical safety: This includes the safety of the location
- > Moral safety: Make sure that all activities are appropriate and that participants are not involved in activities that embarrass them.
- > Social/emotional safety: Never allow

undue peer interruption, mocking and bullying. Set clear rules and apply them. React if someone is excluded. Do not encourage participants to speak negatively about themselves or other women. Behave in a well-balanced, kind and respectful manner and validate all opinions. Handle strong emotions in the group accordingly. Avoid unexpected events and keep participants well informed about activities. For example, if it is not possible for everyone to share, tell them in advance. Keep a clear structure, be well prepared and keep time, as this enhances participant's feeling of safety.

2.1.2 Inclusivity

The facilitator should model inclusive behavior, by making sure that all opinions are respected and no one is intimidated. There are various methods to make sure that all participants have the chance to express themselves, and not just those that are the most outspoken:

Demonstrate exercises in front of the group, so that everyone has a chance to understand.

2.2 Facilitation Techniques

Facilitators should make sure that workshops and the issues raised in the workshops are relevant to the participants to boost interest, involvement and commitment to the process. Techniques should be used that encourage the involvement of the participants, seeking their ideas and viewpoints without imposing your own. When relevant, the participants' own ideas and initiatives for new activities and themes in subsequent sessions should be gathered. This is a good way to motivate their participation and to make them feel that they are being taken seriously. Working with emotional and social issues can lead to unpredictable outcomes. Sometimes, activities can provoke unexpected reactions from some participants, or activities do not engage the participants as expected. Facilitators of life skills workshops need to be attentive and responsive to the reactions of the participants, and they need to be flexible and adapt the sessions according to the participants' reactions. This includes both flexibility when planning a workshop and during the implementation. This ensures that the participants are neither rushed nor left with difficult emotions that are not attended to. It is better to do one activity well than to do many activities poorly.

One of the most demanding tasks for a facilitator is to know how best to deal with a situation when things are not going accord-

to plan. One way of dealing with unforeseen problems in a workshop is to use the approach that, "if what you are now doing is not working, try doing the opposite." Think about different ways of facilitating activities to get back on track. This enables the facilitator to re-assert a measure of control and may enable the participants to express their own difficulties in a legitimate way within a group. For example:

- > If a plenary session is not working, break into smaller groups.
- o If a practical exercise is not working, change it to a demonstration.

- > If a thinking session is not working, move on to a practical activity.

- > If a facilitator's example is not appropriate, seek out a participant's example.



2.3 Dealing with difficult emotions

This training manual is designed for working with survivors of VAWG whose psychosocial wellbeing is threatened because they are living in difficult circumstances. These kinds of life experiences are likely to result in a mixture of intense and difficult emotions. The workshop activities are designed to be sensitive to the experiences and expression of these kinds of emotions. However, sensitivity does not mean that these emotions are ignored or discouraged. There is indeed a high probability that emotions such as anger, grief, sadness, confusion, guilt, etc. will be experienced and expressed during the course of the workshops. The facilitator needs to be prepared for expressions of emotion, and be able to adapt the workshop activities to deal with this. Here are some guidelines in facilitating the workshops in this context:

i. Ensure participants know they have choices

Be sure everyone in the group knows ahead of time what will be discussed and that some participants may choose to share personal stories. Let participants decide for themselves if they want to speak during the activities. Explain that if anyone becomes upset when talking about or hearing about people's experiences, they may ask permission to leave



the group for a few minutes and be alone. However, stress that you would prefer that participants stay together as a group as much as possible, as they can provide support to each other

ii. Respect for each other's private information

Let the participants know from the beginning that these workshops are a safe space, and that private information they share will be respected through the

rule of confidentiality.

iii. Respond to personal stories

Do not force anyone to share personal experiences if they do not want to. This can feel like an intrusion on personal boundaries and make the person very uncomfortable. When participants choose to share, respect what they have to say, and let them know that you appreciate what they have told the group. If they express strong emotions, just try to reflect those back. For example, "I can see that this has been a very difficult experience for you." Some facilitators worry that if participants talk about their experiences, the participants will feel angry or sad. This may happen, but sometimes it also helps them feel stronger. For some, it is a relief to share. They can get support from the group. Due to the sensitive nature of experiences of abuse and/or exploitation, for example, if any participants do share stories of their personal experiences, do not ask probing questions and do not ask for details in front of the big group of participants. Instead, follow up with a private conversation with the participant at an appropriate time. Also, remember and respect that in some cultures it is inappropriate to encourage the display of painful emotions in public. Use your judgement if you feel a participant is sharing something in the heat of the moment, which they may regret later.

Consider whether to intervene in these circumstances.

iv. Acknowledge other participants' feelings.

Some participants will feel sad when they hear other participants' stories. Remember, it is normal to feel sad, or even cry, when you hear these stories. Reflect back these feelings in a way that does not make the person feel ashamed. For example, "Hearing that story has touched you very deeply; I'm sure there are others in the room who are feeling the same way."



After talking about difficult experiences, it is a good idea to do an activity that facilitates a change of mood in the group. After each activity on a sensitive issue, there are suggestions for energizers and activities to get the participants moving and laughing. Taking a break or playing some music that participants can move to may also facilitate a process where they release strong feelings.

Chapter Three

3.0 Introduction of the Four Critical Sessions

Session

01

Team-building, trust and mutual respect



This session allows participants to get acquainted with each other and to start working together as a group. The purpose and structure of this training programme are introduced and the participants are asked for their consent to participate. Ground rules for the workshop space are also established and agreed upon in this workshop, to establish a fun, safe and inclusive workshop environment.

Session

02

Know yourself and your network



In this session, the participants explore their lives, social networks and coping mechanisms. Two core activities help survivors to reflect upon what factors helped them to overcome difficulties in life and what skills are needed to create and maintain positive social relationships.

**Session
03****well-being & Distress**

In this session the participants' awareness of psychosocial support is raised as they identify signs and causes of well-being and distress. Participants reflect upon what they can do to promote their well-being and protection in the community and what skills they need to contribute to the mitigation of risks or help someone in distress.

**Session
04****Our community and personal goals**

In this session, participants map their communities, identifying problems and challenges that women face, as well as the resources they have and the supportive factors available in the community. Participants reflect on their role within the community and opportunities for having an influence, and develop personal goals.

3.1 Session One - Team-building, trust and mutual respect



Aims of the session:

- ✓ To get to know each other.
- ✓ To promote team building.
- ✓ To enhance trust and mutual respect.
- ✓ To decide on ground rules.
- ✓ Observe group dynamics

| | Activity | Equipment | Time |
|-----|-----------------------|---|---------|
| 1.1 | Introduction exercise | Name tags, tennis ball to throw & catch | 20 mins |
| 1.2 | Why we are here? | Flipchart/board, Marker/chalk, Pencil/pen, Sheets of paper, Baskets | 15mins |
| 1.3 | Ground rules | Flipchart/board. · Marker | 20 mins |

3.2 Session Two - Know yourself and your social network



Aims of the session:

- ✓ Aims of the session:
- ✓ To promote team-building.
- ✓ To enhance self-awareness.
- ✓ To enhance awareness among the participants about their support network.

| ACTIVITY | | EQUIPMENT | TIME |
|----------|---|---|---------|
| 2.1 | <p>Self-awareness exercise-</p> <p><i>Identification of skills for social interaction & intervening</i></p> | Note pad & pen | 20mins |
| 2.2. | <p>Individual life line exercise-</p> <p><i>Think about all of the events in their lives as far back as they can remember. These events can be good and bad. What did they do to cope with difficult situations in their lives. (Written on sticker notes & posted on flip chart on the wall)</i></p> | Flip chart | 45 mins |
| 2.3 | <p>Reflection</p> <p><i>How did you find this activity?</i></p> <p><i>What was good or helpful? Was there anything you did not like?</i></p> <p><i>What did you learn from it?</i></p> | N/ A | 30mins |
| 2.4 | <p>Who matters in my life?</p> <p><i>To raise awareness of and respect for social support systems.</i></p> <p><i>To strengthen understanding of life skills.</i></p> <p><i>To identify skills that are important to the survivors to guide the priority focus in the sessions</i></p> <p>Critical questions</p> | Flipchart/ board, Marker/ chalk, Pens & paper for each participant. | 45mins |

3.3 Session Three - Well-being & Distress Aim of the Session:



Aims of the session:

- ✔ To increase awareness of the signs and causes of well-being and distress of SGBV survivors in the community.
- ✔ To empower participants and identify roles that they play in their community.
- ✔ To identify skills that are important to the participants to guide prioritization in the sessions.

| | Activity | Equipment | Time |
|-----|---|---|-------|
| 3.1 | <p>Fact or Fiction</p> <p>To build trust in the group and get to know each other better.</p> <p>To build self-esteem.</p> <p>To be a fun activity/Ice breaker.</p> <p>Session Lessons: We often form preconceptions of each other, which do not always hold true. It is therefore important to ask/talk each other before drawing any conclusions.</p> | Pen and Paper | 20min |
| | <p>Well-being & Distress Tree</p> <p>To define common signs and causes of well-being and distress of women & SGBV survivors in the community.</p> <p>To build awareness, knowledge and skills on what survivors can do to promote their own and others' psychosocial well-being.</p> <p>To identify skills that are important to survivors in navigating through life challenges.</p> <p>Session Lessons: There are some</p> | Flipchart/board, Marker/chalk, Pens/pencils, colorful cards, Tape, Drawing of a tree with branches and roots. | 45min |

| | | | |
|------------|--|---|-------|
| | <p>psychosocial well-being.</p> <p>To identify skills that are important to survivors in navigating through life challenges.</p> <p>Session Lessons: There are some things that are difficult to change and some things that can be changed by the community, women & even the survivors, working together to ensure a safe, protective and respectful environment.</p> | | |
| 3.3 | <p>Team Drawing</p> <p>To build the group spirit and feelings of inclusiveness.</p> <p>To practice skills of collaboration and mutual respect.</p> <p>Note to facilitator:</p> <p>Circulate between the groups to make sure that they are discussing and giving space for each member to participate. The group should discuss the drawing and try to work together, rather than making individual drawings. While the participants are drawing, take a minute to observe them. How are they collaborating?</p> | <p>Large piece of paper, pens/pencils/crayons for each group, Tape to put up the drawing.</p> | 40min |

3.4 Session Four- Our Community & Personal Goals Aim of the Session:



Aims of the session:

- ✓ To raise awareness about risk and protective factors in the community.
- ✓ To empower participants and identify roles that they play in their community.

- ☑ To identify skills that are important to the women & survivors to effectively negotiate, solve conflicts, & dialogue.

| Activity | Equipment | Time |
|---|--|----------------|
| <p>4.1 The Mystery</p> <p><i>There is a man and his boat, a tiger, a goat and some grass. The man wants to take the tiger, the goat and the grass to the other side of the river in his boat. However, his boat is small. He can only fit one animal or the grass in the boat at a time. Also, he is afraid, as he realizes that if he leaves the tiger alone with the goat, the tiger will eat the goat. If he leaves the goat alone with the grass, the goat will eat the grass. The man finally succeeds in getting all three safely across the water. How?</i></p> <p>Solution: <i>The man first takes the goat across the river and leaves it on the other side. Then, the man goes back and collects the grass. When he reaches the other side, he drops off the grass and takes the goat back to the original side. He then leaves the goat on the original side and takes the tiger across the river, together with the grass. Then he goes back again and collects the goat, bringing all three to safety!</i></p> <p>Session Lesson:</p> <p><i>To promote creative and critical thinking among the participants.</i></p> <p><i>To encourage collaboration when solving problems.</i></p> | | |
| <p>Drawing our Community</p> <p><i>To practice group collaboration.</i></p> <p><i>To build awareness, knowledge and skills on what survivors can do to promote their own and others' protection and well-being in the community.</i></p> <p>Note to facilitator:</p> <p><i>First, they will draw a big map of the community they live in at present. Then,</i></p> | <p>Flipchart/board, Marker/chalk. Pencils/pens, Colored markers, Alternatively, for more creative approaches to risk mapping: Clay doe cardboard, colored paper,</p> | <p>40 mins</p> |

| | | | |
|-----|---|---|---------|
| | <p><i>they will indicate on the map what problems or challenges there are in the community, e.g. things that make them feel unsafe. As facilitator, avoid talking about “bad things” in the community, but rather encourage focus on “problems” or “challenges” to indicate that there are possible solutions. They will also talk about what positive factors there are in the community. This could include things that they like and make them feel safe. The participants will then explore things that they would like to strengthen in their community and discuss whether any of these things can also help to deal with some of the problems they identified. Finally, they will decide which are the most urgent issues in their community along with areas where the participants believe they can have some influence. Try to let the group do this task with as little input from you as possible. This will give them a sense of ownership over the map. The exercise should give you a lot of information on group dynamics and the roles that the participants play in the group. If the group gets stuck, however, offer to help by delegating tasks and in making sure everyone is involved, etc</i></p> | sticks, string, glue, etc. | |
| 4.2 | <p>Developing individual and collective goals <i>To identify what actions to work on for both personal and group collective growth</i></p> | Crayons/colored pens for each participant, Sheet of paper for each participant. | 40 mins |

Chapter Four

4.0 Thematic Areas for Life Skills Strengthening

4.1 Theme One: Decision Making

4.1.1 Session One- Central Steps in Decision Making

Aims of the session:

- ✓ To introduce decision-making skills.
- ✓ To identify central steps in making a decision.
- ✓ To describe factors to consider in decision-making.

| | Activity | Equipment | Time |
|-----|--|---|-------|
| 1.1 | <p>Game: Making a quick decision</p> <p>To energize the participants and engage them in a physical activity.</p> <p>To introduce the topic of decision-making through a fun game.</p> <p>Facilitators Note:</p> <ol style="list-style-type: none">1. Explain to the participants that you will do a game on making quick decisions, before you start to explore decision making more in detail.2. Ask the participants to stand up in the middle of the room. Explain that you will give them two options. Each side of the room represents one option. The participants have to make a quick decision by moving to the side of the room that best represent their choice.3. Use the following statements for the activity: • Tuwo or Pettee? • Blue or green? • Day or night? • Pepper or tomato? • Walking | Flipchart/board, Markers/chalk, Sheets of paper and pens, Decisionmaking scenario cards | 40min |

| | | | |
|-------------------|---|--|--------------|
| | <p>or running? · Writing or reading? · Dancing or singing?</p> <p>4. Only give the participants a few seconds to make up their minds.</p> | | |
| <p>1.2</p> | <p>Steps in making a decision</p> <p>To allow for the participants to identify central steps in making a decision.</p> <p>Facilitators Note:</p> <ol style="list-style-type: none"> 1. Explain to the participants that the group is going to think about the process of making decisions. 2. Begin the activity by asking the participants for examples of situations where young people in the community have to make decisions. These could be small, everyday decisions, as well as more life-changing decisions. Encourage the participants to think about their friends, their brothers and sisters or themselves. Write the examples on the flipchart. 3. Emphasize that the participants' understanding of the decision-making process is more important in this exercise than the actual decisions that the groups reach. Examples of decision-making situations: <ul style="list-style-type: none"> ▶ What should I do today to improve my safety & economic status? ▶ Should I leave an abusive relationship? ▶ Should I join and support a group of women working towards improving the lives of other vulnerable women. ▶ What can I do to make women who are in abusive relationship speak up? ▶ How can I negotiate my position in my home as a mother? | <p>Flipchart/board, Markers/chalk.</p> | <p>40min</p> |

► As a young girl, should I go to school or get married?

Example: Amina has been offered a job in the city during the school break, which means she has to leave her village and her family to live there. Amina's family is dependent on the income that Amina's job would generate. At the same time, she worries that her absence will put a strain on the family, as she will not be able to help her parents with daily chores and support. What do you think that Amina should do?

> The idea behind this exercise is to look in detail at some scenarios where someone needs to make an important decision. In your small groups, you are tasked to: Discuss the situation, what is the problem? Consider the steps that the people should take in order to reach a well-considered decision.

Key Steps

- Define the problem
- Consider the options and other alternatives
- Consider the consequences (positive and negative) of each option
- Make a decision
- Accept responsibility for the action and consequences of a decision

This stage is about considering the options and consequences.

Examples of steps include:

- Consider family values and personal values.
- Consider cultural practices and religious beliefs.
- Seek advice from others.
- Consider all other options and alternatives available.
- Imagine the consequences and possible outcomes of each option or weigh up the pros and cons of the each decision.
- Consider the impact of her actions on other people.
- Choose the best alternative.
- Accept responsibility for your actions.

4.1.2 Session Two- Practicing Decision Making



Aims of the session:

- ✓ To practice decision-making skills.
- ✓ To identify important issues to consider when making a decision.
- ✓ To explore the link between values and decision-making.

| | Activity | Equipment | Time |
|-----|---|--|-------|
| 2.1 | <p>Game: One, two or three?</p> <p>To practice decision-making under pressure. To practice individual decision-making.</p> <p>Note to facilitator: This activity allows the participants to practice decision-making in a fun game. When explaining the game, make clear that the most important thing is to make a decision as quickly as possible</p> | Space, Prepared questions and alternative answers for each question (true & false), flipcharts | 15min |

rather than knowing the correct answer. Encourage participants to make a decision without being too influenced by what their peers choose. It is perfectly fine that the participants believe different options are correct. The activity is not a test. When preparing the questions, do not forget to include three answers for each question (one true and two false). The questions can be about anything, as long as they are respectful and appropriate for the context.

Session Lessons:

How did it feel to make a decision under a time constraint?

How was it to make a decision without knowing for sure the correct answer?

How was it to go for one option, if some of your friends/peers went for another option?

2.2

Role-plays and discussion

To continue to reflect on important steps when making a decision.

To explore the link between values (both personal and those of other people) and decisionmaking.

Role play, discussions in plenary.

Questions to the group doing the role-play:

- How did you arrive at this decision? What were your reflections during the process? (As facilitator, try to link back to the central steps of decision-making that were discussed in workshop 1).

N/A

50min

Questions to all the participants:

- Do you all agree with the decision that was made?
- Does anyone think the situation should have ended differently? How and why?
- What values of the people involved in the scenario were at stake in the decision-making process?

(Example of values: Equality, dignity)

Session Lesson: Decision-making is not always an easy process. Personal values play an important role in the decisions we make and if we go against those values, it can lead to feelings of guilt and confusion. At the same time, we are often also influenced by other people's values when making a decision.

4.1.3 Session Three- Imagining the Future

Aims of the session:

- ✓ To encourage participants to think about their dreams for the future and reflect on how the decisions they make influence the future.

| Activity | Equipment | Time |
|--|---|---------|
| 3.1 Imagining the Future <i>To encourage participants to reflect on how decisions influence the future.</i> Facilitators Note: <i>If you are using the life stories already prepared for this workshop, explain to the participants that you are now going to present survivors' life stories. After reading them</i> | Handouts of two decision-making life stories (one copy for each participant), Pens and paper for each pair of the participants. | 50 Mins |

aloud, explain that you would like the participants to finish one of the life stories, focusing on how the decisions the individuals make will influence their futures.

Divide the participants into pairs and ask each pair to choose one story. Ask them to talk about the options available to the survivor & then to complete their life story. Encourage the pairs to be creative. Use these questions to guide the participant if necessary:

- How would abuse in marriage affect the children? How would it affect their future in general?
- How would the choice of continuing in an abusive marriage, affect the live of a victim?

Give participants time to discuss their stories and then invite each pair to present their story endings to the group. Discuss all of the different possible endings in plenary. How their life stories depend on the decisions they make? What values are involved in the process? Why is it challenging to make big decisions sometimes? What can we do to deal with these challenges?

3.2

Human Camera

To strengthen mutual trust, cooperation and responsibility in the group.

Facilitator's Note

Divide the group into pairs. If the number of participants is uneven, one participant can observe the activity and change with someone else after a few minutes. Explain that the game involves one person closing her eyes and the other person the guide. Remind all participants of the ground rules and how respect is important in this activity. Encourage participants to keep their eyes closed at all times. However, also mention that if someone is not comfortable with closing her eyes, they always have the right to open them at any time.

Explanation: The guide leads her partner through the room or outside. This is done by gently holding the partner's shoulders. The guide should lead the partner to items that she would like to show to the partner. The person who has her eyes closed is the 'human camera. She should rely on the guide as much as possible and be led by her. When the guide has led the

Space, If the activity is done indoors, use various items to decorate the room, such as pictures, small plants, candle light etc.

human camera in front of an item, for example a nice flower, she taps the partner gently on the shoulder.

Reflection:

How did it feel to have your eyes closed? Was it difficult to trust your guide? How did it feel to be the guide? Positive experiences? Any challenges? Why is it important to have someone to trust to guide us when decisions have to be made in life?

Encourage the participants to silently reflect upon who is their guide in life, what support system is there for them, who helps them to make healthy life choices?

4.2 Theme Two: Communication

These workshops are linked to the “I CAN” category of life skills while influencing both the “I AM” and “I HAVE.” They introduce different ways of communicating. The survivors explore obstacles to effective communication and the importance of body language. Using role-plays, the participants practice non-judgemental and assertive communication methods. Discussions also enable the survivors to formulate and deliver their own assertive messages.



4.2.1 Session One: Passive, aggressive and assertive communication



Aims of the session:

- ✓ To introduce the concepts of passive, aggressive and assertive behaviour.

| Activity | Materials | Time |
|--|--|----------------|
| <p>1.1 Introducing Communication <i>To explore the concept of communication and its different elements.</i></p> <p>Facilitators Note: <i>Ask participants how they communicate. Briefly explain what is communication & the purpose of communication? Guide the discussion towards the understanding that communicating means sending a message from one person to another. Move on to read the example of communication here: Halima & Safiya are talking. Halima says, "I don't think I want to go to the market today. My husband is going to be there. I think I'll just stay home and listen to cook."</i></p> <p><i>Ask participants to interpret this message. There can be several possible messages, such as:</i></p> <ul style="list-style-type: none"> <i>· I don't want to go to the market because I'm upset with my husband and he's going to be there.</i> <i>· I want to go to the market, but I want you to tell me that I will be safe</i> <i>· Something is going on in my home and I want you to stay with me so I can tell you about it.</i> <p><i>Make the point that the message is not only the actual words that a person is saying, but also the meaning of those words. Meaning takes more than one form. It can be the meaning(s) as intended by the sender and the meaning(s) as interpreted by the receiver. Sometimes, the sender may have more than one meaning and/or the receiver may understand more than one meaning.</i></p> | <p>Flipchart/board Markers/chalk Diagram: How people communicate</p> | <p>20 mins</p> |

Make the point that feedback is the way the receiver lets the sender know she or he got a message and the way the sender finds out if the receiver correctly understood the message. Review the scenario between Halima and Safiya. Ask the group what Safiya could say to Halima to clarify the message received. What kind of feedback could Safiya give to Halima? There can be several possible ways, such as:

- Safiya can ask a question: "Halima, are you saying you don't like the way your husband treats you ?
- Safiya can tell Halima she doesn't understand: "I guess I don't really understand why you don't want to go. I thought you liked your husband.
- Safiya can repeat the message she thinks Halima sent: "Halima, it sounds like you are worried about seeing your husband at the market?"

Point out that any one of these responses opens the door for Halima to communicate again with Safiya and give additional information. Without feedback from Safiya, Halima will not know if Safiya misunderstood and Safiya may never know what Halima really meant. If Safiya asks no questions, Halima may not tell her friend what she is really feeling

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| 1.2 | <p>Avoid & attack</p> <p><i>To introduce the participants to the concepts of passive and aggressive behavior.</i></p> <p><i>To encourage self-reflection among the participants regarding their styles of communication.</i></p> <p>Facilitators Note:</p> <p><i>Explain to the participants that there are many ways of communicating and people behave in many different ways when they communicate with each other. For example, sometimes people shout or feel angry, but they do not say anything to the person they are angry with.</i></p> <p><i>Participants will be silent as Facilitator reads out</i></p> | <p>Flipchart/board Markers/chalk, Three signs with the headings: Rarely, Sometimes and Often. Flipchart: List of attacking and avoiding behaviour</p> | 20 Mins |
|-----|--|---|---------|

different ways of communicating, with different signs of “Often, Sometimes & Rarely”.

It is important to make clear that there are no right or wrong answers and they are not there to judge each other.

The point of this activity is to create awareness about different ways of communicating and this activity focus on ways that can create barriers to successful communication. Start the exercise by reading the first column of words first (attacking) and then the second column (avoiding). Ask participants to react to each word or phrase in turn, by going to the sign that best describes their usual communication style. As facilitators, you can take turn and read one list each.

| Attacking | Avoiding |
|--|---|
| <i>Nagging, Shouting, persisting (I am right!), Taking revenge (I'll get you back), Warning (If you do not...), Interrupting, Exploding Being sarcastic, Insulting, Correcting</i> | <i>Withdrawal, sulking in silence, taking it out on the wrong person, saying that you are being unfairly treated, talking behind someone's back, being polite but feeling angry, feeling low and depressed, remain silent about your thoughts or feelings, trying to forget about the problem</i> |

Ask the participants to reflect for a moment about which set of behaviours people engage in more often than others. Then ask participants to think of reasons why people behave in an attacking or avoiding way.

Explain that when talking about communication, what we have called attacking behaviour and avoiding behaviour also can be labelled “aggressive behaviour” and “passive behaviour”. Encourage a reflective discussion about these

| | | | |
|-----|--|--|---------|
| 1.3 | <p>Passive, aggressive and assertive behaviour: Roleplay</p> <p><i>To introduce the concept of assertive behavior.</i></p> <p><i>To practice passive, aggressive and assertive behavior.</i></p> <p>Facilitators Note:</p> <p><i>Explain to the participants that a third way of communicating and getting your message across is called 'assertive behavior.' Add a flipchart with the heading 'assertive behavior' to the previous ones headed 'aggressive behavior' and 'avoiding behavior.'</i></p> <p><i>Give a few examples of what behaving assertively means and add them to the flipchart, for example:</i></p> <ul style="list-style-type: none"> <i>· Telling someone exactly what you want in a way that does not seem rude or threatening to them</i> <i>• Standing up for your own rights without putting down the rights of others</i> <i>• Respecting yourself as well as the other person</i> <i>• Listening and talking</i> <i>· Expressing positive and negative feelings in a "balanced" manner</i> <i>• Being confident, but not "pushy"</i> <i>• Staying balanced, focused and showing empathy; knowing what you want to say while listening to the other person; being specific; using "I" statements; talking face-to-face with the person; no moaning or sarcasm; using body language that shows you are standing your ground, and staying centred.</i> <p><i>Participants will engage in a role play with the following reflections. Is xxx behaviour passive, aggressive or assertive? What are your reasons for giving this answer? What did xxx do to make you decide that she demonstrates an aggressive behaviour? What did she say? How did she say it? How would you describe xxx's body language?</i></p> | <p>Flipchart/board, Handout: Passive, aggressive and assertive behavior. Roleplay scenarios (two examples are available at the end of this workshop)</p> | 50 Mins |
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4.2.2 Session Two: Body language and “I” statements

Aims of the session:

- To explore body language and encourage reflection on the importance of body language.
- To practice non-judgmental communication by using “I” statements.

| Activity | Materials | Time | | | | | | | | |
|---|--|-----------|-----|--|--------|---|-------|---------------------------------------|---|---------|
| <p>2.1 Body language: How do they feel?</p> <p><i>To encourage the participants to identify and to use different types of body language.</i></p> <p><i>Note to facilitators:</i></p> <p><i>Write the feelings below on index cards – one feeling per card. You can also add other feelings as appropriate. Put the index cards in a box so that participants can take them out easily, one at a time. (angry, disappointed, shy, afraid, enraged, exhausted, sad, happy, nervous, embarrassed, excited, bored). A participant takes a card with a feeling written on it and acts out the feeling without using words. The rest of the group has to guess what the feeling is. They call out what they think the feeling is. As soon as someone correctly guesses the feeling, that person takes another card and acts out what is written on it, again without using words. The game continues until there are no more cards or until time is up.</i></p> <p><i>Write ‘Non-verbal communication’ on a flipchart and draw two columns underneath, headed ‘feelings’ and ‘behaviors.’ Leave the actual columns empty for now.</i></p> <table border="1" data-bbox="263 1854 726 2134"> <thead> <tr> <th>Feelings</th> <th>Behaviors</th> </tr> </thead> <tbody> <tr> <td>Sad</td> <td>Gloomy face, Withdrawn, Tears, Frowns,</td> </tr> <tr> <td>Afraid</td> <td>Alert, Tense jaws, Freezes, Runs away,</td> </tr> <tr> <td>Happy</td> <td>Smiles, Laughs, Open body language</td> </tr> </tbody> </table> | Feelings | Behaviors | Sad | Gloomy face, Withdrawn, Tears, Frowns, | Afraid | Alert, Tense jaws, Freezes, Runs away, | Happy | Smiles, Laughs, Open body language | <p>Flipchart/board, Marker/chalk, Pieces of paper (or index cards) with adjectives, A container</p> | 25 Mins |
| Feelings | Behaviors | | | | | | | | | |
| Sad | Gloomy face, Withdrawn, Tears, Frowns, | | | | | | | | | |
| Afraid | Alert, Tense jaws, Freezes, Runs away, | | | | | | | | | |
| Happy | Smiles, Laughs, Open body language | | | | | | | | | |

Explain that reading someone's body language is important but challenges in communication may occur if a sender's actions or body language contradict what she or he says in some way. The receiver is likely to interpret the message based on either what he or she sees, or hears, or both. Encourage a discussion on what 'body language' means. Clarify that body language means expressing feelings through body movement and facial expressions. Ask the group for examples of body language or give a couple of your own, such as smiling, shrugging shoulders, and rolling the eyes.

2.1

"You" and "I" statements

To learn ways of talking effectively to someone with whom you have a problem.

To practice making non-judgmental statements and "I" statements.

Facilitators Note: Explain the aim of this activity. Then, divide the participants into groups of three. Ask one participant in each group to be an observer. Each group prepares a 5-minute roleplay on an argument between two people. Some examples of scenarios are provided below. If you are using these, make sure to adapt them to the participants' situations.

> A husband comes home late without noticing his wife. The wife is angry with him. Husband blames the wife.

> Husband beats wife because dinner was not ready in time.

> A woman who is standing on a bus with a baby on her back complains that husband did not offer her a seat.

Ask all the observers to come together in a group. Ask half of them to count the number of times the word "YOU" is used in each roleplay and the other half to count how many times the word "I" is used. Let the groups do their role-plays. At the end of each one, ask the observers to say how many times "YOU" or "I" was used in each drama.

"YOU" statements tend to be judgmental statements, often incorporating a sense of blame. This kind of statement does not properly consider the point of view of the other person. They therefore tend to create more

Role-play scenarios (two examples of scenarios are available at the end of this workshop), Flipchart outlining steps in "I" statements, Paper and pencils/pen for each pair of participants.

50min

conflict. "YOU" statements often trigger the receiver to defend him or herself.

"I" statements enable the person to clarify his or her point of view or feeling about a situation rather than to blame the other person. When combined with genuine listening to what the other person has to say, "I" statements are helpful in finding a solution to a conflict.

The action: When... Make a specific and non-judgmental statement, for example: "When you come home late at night,..." Do NOT say: "When you finally decide to come home,..." The response: I feel... Seek to clarify your point of view or feelings. Your feelings are a fact and cannot be contradicted. For example: "...I feel sad and hurt..." Do NOT say: "It is obvious that you don't care."

The reason: Because... You can add an explanation, but make sure that it is still a positive one and not a blaming statement, for example: "...because I like to have some time with you in the evening." Do NOT say: "...because you never do anything for me." Words like 'never' and 'always' can trigger conflict.

The suggestion: What I would like is... Make a statement of the change you would like, for example: "What I would like is to discuss this with you." Ask how the other person feels about your request and listen actively to the response.

4.2.3 Session Three: Assertive Messages



Aims of the session:

- ✓ To practice the steps in creating an assertive message.
- ✓ To enable the participants to formulate and deliver an assertive message

| Activities | Material | Time |
|---|--|--------------------|
| <p>3.1 Assertive messages</p> <p><i>To practice the steps in formulating an assertive message.</i></p> <p><i>Facilitator's Note:</i></p> <p><i>Ask the participants to brainstorm on what assertiveness means. Help define its meaning if necessary, based on the definitions presented in workshop.</i></p> <p><i>Assertive behaviour:</i></p> <ul style="list-style-type: none"> • <i>Telling someone exactly what you want in a way that does not seem rude or threatening to them</i> • <i>Standing up for your own rights without putting down the rights of others</i> • <i>Respecting yourself as well as the other person</i> • <i>Listening and talking</i> • <i>Expressing positive and negative feelings in a "balanced" manner</i> • <i>Being confident, but not "pushy"</i> • <i>Staying balanced, focused and showing empathy; knowing what you want to say while listening to the other person; being specific; using "I" statements; talking face-to-face with the person; no moaning or sarcasm; using body language that shows you are standing your ground, and staying centred.</i> <p><i>> Explain to the participants that assertiveness is a very important life skill. An assertive person is an excellent communicator and uses self-respect and personal strength to create healthy relationships with other people. It is possible to learn assertiveness by learning certain skills. With practice, these skills become easier and feel more natural to use.</i></p> | <p>Flipchart/board, Markers/ chalk, Handout: Formulating an assertive message, Flipchart: Steps in creating assertive messages</p> | <p>40 Mins</p> |

| | | | |
|-----|--|--|------------|
| 3.2 | <p>Creating our own assertive messages <i>To practice formulating and delivering an assertive message</i></p> <p><i>Facilitator's Note:</i> <i>Explain that it is time to try creating our own assertive messages. This may be awkward at first, but gets easier with practice. Split the group into pairs. Give each person a different assertiveness scenario card (i.e. each pair will have two scenarios). After reading the situation, each person should create their assertive messages. Suggest to the participants that they use the same columns that you used in the previous activity. Ask the participants to start the activity by thinking about the words they might say in this scenario. Once they have thought of the words, then the participants can start writing their assertive messages. Again, encourage the participants to also draw upon the learning from the activity, 'You and I statements' (action-response-reasonsuggestion) in the prior session 'Body language and "I" statements.' (if this workshop was implemented). Ask each person to share the messages with their partner. Encourage the participants to seek and give constructive feedback to the assertive message(s) and decide on changes together.</i></p> | <p>Flipchart/board, Markers/ chalk, Assertiveness scenario cards.</p> | 45 Mins |
|-----|--|--|------------|

4.3 Theme Three: Emotions

4.3.1 Session One : Exploring Emotions



Aims of the session:

- ✓ To introduce the concept of different emotions.
- ✓ To learn to recognize and express different emotions.
- ✓ To discuss how and why emotions change

| Activity | Materials | Time |
|---|-----------|------|
| <p>3.1 Expressing Emotions</p> <p><i>To express, recognize and discuss different emotions.</i></p> <p><i>Note to facilitator: Body language can carry different meanings across cultures and contexts. Prepare for this activity by working out what body language and gestures are relevant for your particular context. Emotions are expressed in many different ways. The posture of someone's body (posture is the way someone positions his or her body) can show a person's internal state of mind. This is usually called</i></p> | | |
| <p><i>'body language.' For example: When someone has a straight back, open palms and seems relaxed, what does this mean? Demonstrate this posture and listen to what participants say it means. Encourage them to make suggestions and remind them that there is no single correct answer. If it is difficult, explain that this posture may signal openness and happiness. Continue by asking: When someone is looking down to the ground, and has tense shoulders and seems to be stiff, what does this mean? Again, wait for suggestions from the participants and be open towards all suggestions. Explain that this type of body language may signal a lack of confidence or</i></p> | | |

trust in others. Now talk about facial expressions and body gestures: Facial expressions give a lot of information about emotions. It can be easy to see when someone is happy, as they smile. When they are sad, they may cry. Someone's eyes particularly may help you to see that person's inner state of mind. Often body language shows a person's inner state of mind, even if he or she is not expressing it in words or even is aware of the emotion itself. Can anyone give an example? In each group of three, encourage the participants to help each other to practice a clear facial expression and body language that fits with the emotion they have chosen.

Encourage discussion by asking:

- *What was it like to express different emotions?*
- *Were some emotions very difficult to express? If yes, why?*
- *What kinds of emotions can sometimes be misunderstood as other emotions?*
- *What can happen if we misread someone's emotions?*
- *If it is not clear what other people are feeling, how can we make sure that we do not misunderstand each other?*
- *Why do you think it is important to identify and express emotions yourself as understanding other people's feelings?*

3.2

Exploring Emotions

To explore and express emotions.

Note to facilitator:

As mentioned earlier, these activities enable participants to talk about normal reactions to abnormal events. They do not encourage the participants to share direct personal experiences unless a participant explicitly wants to do so. They aim to encourage sharing of general examples of experiences or emotions that can lead to specific

Flipchart/board,
Marker/chalk, Cards,
Sticky gum or tape,
Pencils/pens for
each
participant

| | | | |
|-----|---|-----------------------------------|--|
| | <p>reactions. It is crucial to learn to recognize common and normal emotions in order to cope and establish a feeling of control. People have many different emotions. Some of these are</p> | | |
| | <p>calming and positive and some are scary and others are sad. Everybody's lives are full of different emotions. Even in this workshop space, we all have different emotions and reactions to them – and there are no rights or wrongs in this regard. It is important to know about your emotions so that you can seek comfort if you are afraid. It is also important to know your friend's emotions, in order to help them and understand them better.</p> | | |
| 3.3 | <p>Role-play: What would I do if...</p> <p>To identify and practice ways of dealing with emotions. To agree on the most realistic and positive ways of managing emotions.</p> <p>Facilitator's Manual:</p> <p>Begin the activity by asking the participants: Which are the top ten emotions that you, as young people, think are the most difficult to handle? Encourage the participants to think about their own emotions as well as emotions that they think are difficult for others. List the top ten on the board/flipchart as agreed by all. Divide the group into smaller groups of 5 or 6 participants. Ask each group to choose one of the emotions from the flipchart and discuss the best ways to deal with it. Allow 10 minutes for discussion in groups.</p> <p>Example: A difficult emotion could be anger. The participants may discuss what makes a person angry and how a person may best handle the emotion of anger. Examples of handling anger in a constructive way could be to take a deep breath; think about what</p> | Flipchart/board, Marker/chalk. | |

caused the anger; think about “the anger” as something that can be controlled; count to ten before reacting; and focus on constructive ways of dealing with the situation that triggered the anger. Invite the groups to prepare a short role-play of their discussions. Give about 10 minutes for the groups to prepare. Explain that the role-play should present a situation that triggers a difficult emotion (e.g. sadness, frustration, anger, etc.) and how this emotion leads to a reaction. The role-plays should also demonstrate how the emotions can be dealt with in a positive way.

> What do you think about the way the emotion was handled in the roleplay? Did you understand the reason why this person reacted the way he or she did? What other ways of handling the emotion constructively could have been possible? Can you use any of these ways of managing this emotion in your own lives? Can you think of examples of how people may react in less constructive ways to the emotion? What can be the consequence?

3.4

Coping with stress

To help participants learn about stress and symptoms of stress. To help participants deal with stress more effectively. To acquire techniques of coping with stress

Facilitators Note:

Start by asking the participants if they are familiar with the concept of stress. Ask them to describe it. Use the following questions: What does stress mean to you? Can you give examples of situations that can trigger stress? Briefly summarize what is meant by stress: It is difficult to define precisely what stress is, because it can differ from person to person. Some explain it as a reaction of the mind and the body to pressure of some kind.

e.g. a threat, a challenge or a change in one's life. Tell the participants that in this workshop, you are going to explore how to manage stress in order to avoid or reduce the risk of prolonged stress, which is harmful for the well-being.

Explain the concept of stress management: Stress management is when a person identifies various types of pressure in his or her life and manages this pressure in a constructive way, by reducing the risk for stress as well as by managing the symptoms of stress. Continue the activity by explaining the following about stress: Sometimes there is too much pressure at the same time, or the same type of pressure persists for a long time and we are unable to cope. We feel overwhelmed and unable to live up to our own or other's expectations. The demands of life exceed our resources and abilities to cope, and we feel out of balance and stressed. Stress may affect us physically, emotionally, socially and mentally, and has an impact on our behavior and well-being. Generally, stress interferes with our ability to function. We can try to overcome basic stress by physical and psychological adjustments. If we succeed, the stress symptoms will go away, but if we do not, the stress symptoms will remain or grow. This is the kind of stress that can disrupt your life in a harmful way. The body's reaction to stress is biologically determined to help to cope with stressful situations. It consists of a chain of physical and bio-chemical changes due to the reactions of the nervous system and the other organs of the body to different chemicals. Stress leads to an increased production of certain hormones in our body. The heart rate, the oxygen intake and blood flow to the muscles increases. As a result the body goes on 'full alert.' These reactions are all quite common and to be expected if we are under stress.

| | | | |
|-----|---|---|---------|
| | <p><i>When experiencing pressure and once the challenge is fully met, the nervous system begins to relax and returns to its original state. If the challenge is not met or if a person experiences several stressful events, the body stays on 'full alert,' which results in prolonged/negative stress.</i></p> | | |
| 3.5 | <p>Coping with Stress</p> <p><i>To identify and practice positive ways of coping with stress.</i></p> <p><i>Facilitators Note:</i></p> <p><i>Ask the participants to brainstorm situations for young girls & women that may be stressful. These can include both everyday challenges and more life-changing events. Write down the situations on the flip chart. Divide the participants into small groups and assign a situation to each group. Ask the groups to discuss various reactions to the stress, both positive and negative that may occur in the given situation. Allow 10 minutes for this discussion. Then, ask the groups to prepare a short role-play showing a way of positively coping with the stress associated with the situation. Allow 10 minutes to prepare.</i></p> | <p>Flipchart/board, Marker/chalk, Flipchart: General coping strategies(handout), Handout: Strategies to reduce stress</p> | 40 Mins |

4.4 Theme Four: Identity 4.4.1

Aims of the session:

Session One

- ✓ To enhance participants' understanding of themselves.
- ✓ admire.
- ✓ To encourage the participants to reflect on characteristics and qualities they
- ✓ To stimulate participants' reflection on who they want to be and what personal qualities they would like to develop.

To enhance participants' understanding of their "self" and encourage reflection about who they are.

| Activities | Materials | Time |
|---|---|------|
| <p>4.1 Who am I ? <i>To enhance participants' understanding of their "self" and encourage reflection about who they are.</i> <i>Ask the participants: Who are you? In a few minutes, I am going to ask you to write ten different sentences about yourself in response to this question. The sentences can describe skills, characteristics, interests, strengths, weakness roles that you fulfil in your lives, etc. Hand out pen and paper to each participant and ask them to write down ten sentences about themselves.</i> <i>If there are participants who cannot write things about themselves instead</i></p> | <p>Pens/pencils and paper for each participant, Worksheet: Who am I??</p> | |
| <p>4.2 Self Esteem <i>To introduce the concept of self-esteem and consider what it means to have good self-esteem.</i> <i>To strengthen the participants' own self-esteem.</i></p> | <p>Flipcharts/board, Marker/chalk, Paper and pens/pencils, small paper cards per participant</p> | |
| <p>4.3 Nobody knows what I can do <i>To strengthen participants' self-esteem and confidence by sharing personal information with others.</i> <i>To strengthen group cohesiveness and respect.</i></p> | | |

Facilitators Note: Explain that self-esteem often is built by getting recognition from others for who we are and what we can do. Tell the participants that they will engage in an activity to better get to know each other's positive skills and qualities before discussing the meaning of self-esteem. Ask the participants to form two circles – an inner circle and an outer circle with the same number of participants in each. (If there is an uneven number, the facilitator can join a circle.) Explain that the participants from the two circles should face each other. Ask each participant to take turns in telling the person in front of them something that this person may not know about him or her. It should be a positive quality or skill. Give an example: "Nobody knows that I can make my own clothes."

Once each participant has shared one thing with his or her partner, clap or make another sound to indicate it is time to move. The inner circle should now stand still, whilst the outer circle moves one person to the right. Repeat the exercise with each participant explaining to the partner a personal quality or skill that he or she think that

the partner may not know. Keep doing this until everyone in the inner circle has talked with everyone in

the outer circle. For each move, participants should try to mention a new quality or skill, but if it is difficult to come up with a lot of different ones, they may repeat some of the qualities or skills they have already mentioned. Now ask the participants to sit down in one big circle. Ask the participants to share one thing they learnt about someone else. No repetitions are allowed and every participant should be mentioned. When everyone has been mentioned, follow up with the questions below.

- *How was it to talk about a personal quality or skill?*
- *Were you surprised about some of the skills presented to you? Why?*
- *Were there some new qualities or skills that you heard about that you would like to learn?*

| | | | |
|-----|--|--|---------|
| 4.4 | <p>What is Self Esteem?</p> <p><i>To learn about self-esteem: what it is, where it comes from and how to strengthen it.</i></p> | <p>Flipchart/board, Markers/chalk, Paper and pens/pencils.</p> | 40 Mins |
|-----|--|--|---------|

Distribute three small paper cards to each participant. Explain that you will begin the activity on self-esteem by doing a small exercise. Ask each participant to write down three personal skills or qualities on their cards that makes them proud of themselves. If it is difficult for a participant to

come up with three things, help him or her by exploring what activities the youth engages in during an ordinary day, what a friend or family member would give as example of skill/quality, etc. When every participant has written three positive things about themselves, ask them to put their cards into their back or pocket. Link this exercise to self-esteem: our internal feeling of confidence and satisfaction that we carry with us. Brainstorm further about the meaning of the term 'self-esteem.' What does it mean to have 'good self-esteem'?

Possible answers may include:

- Having self-respect
- Having self-worth
- Being confident about yourself, but not boastful
- Feeling loved by the people close to you.

Ask the participants where they think self-esteem comes from. Discuss possible sources of self-esteem. Ideas may include:

- How your parents/caregivers raised and treated you
- Religious or spiritual beliefs
- Role models and important people to trust
- Treatment by brothers, sisters, or other family members
- Personal reflection on our lives.

4.5 Creating a positive image of myself

Paper and pens/pencils.

To enhance self-awareness.

To help participants to create a positive image of themselves.

To enable participants to understand the benefit for themselves of positive actions.

Facilitators Note:

Tell the group: Regardless of how you have felt about yourself in the past, you can feel better now and in the future. Remember that it is not about reaching perfection, but everyone can always improve and grow as humans. Recognizing positive thoughts and perceptions about yourselves, has a strong impact on your development and wellbeing. By being proactive, there are things that you can do to improve your image of yourself. Ask the participants to reflect on the following question: In moments when you feel low about yourself or have a negative image about yourself, what do you do to feel better?

People have lots of different techniques to go through times when they feel low about themselves or have a negative image about themselves. Getting enough rest, eating a healthy meal, listening to favourite music, or hugging a

friend can help in trying to improve your feelings about yourselves. Just one thing can make you feel differently. You have the power to change the way you feel about yourself through taking positive action yourself.

Tell the group: If you are aware of what you can do to improve your self-image, you can actually shape your future. It is never too late to start to change. Because you have acted in certain ways in the past does not mean you have to act in the same way in the future. For example, if you realise you have a tendency to put yourself down, or not accept yourself, or maybe insult other people, you may want to change. Perhaps you have allowed others to dominate how you feel about yourself. Now is the time to begin to be more aware of yourself and to take action. The way you feel about yourself tells other people how to feel about you. If you put yourself down and reject compliments, other people may begin to do the same. If you respect yourself and feel lovable and capable, others will usually see you in the same way.

5.5 Theme Five: Conflict Management

5.5.1 Session One: Understanding conflict

Aims of the session:

- To enhance participants' understanding of conflict.
- To enable participants to reflect on their own reactions to conflicts.
- To enable participants to reflect on how different responses to a conflict affect how it evolves.

| Activity | Materials | Time |
|---|---|---------|
| <p>5.1 What is conflict?</p> <p><i>To reflect on different types of conflict. To raise awareness that conflict can be both positive and negative.</i></p> <p><i>Ask the participants to brainstorm the word 'conflict.' What does conflict mean to them? What comes to mind when they hear the word conflict – both negative and positive aspects? Remind the participants that there are no rights or wrong answers. If the participants have difficulties coming up with suggestions, here are some examples:</i></p> <ul style="list-style-type: none"> <i>· disagreement · different viewpoints · discussion · frustration · resolution · problems.</i> <p><i>Write the suggestions on post-its and put them on the flipchart. After brainstorming, ask the group to organize the words on the flipchart into negative and positive words. (If some words are perceived as neutral, make a third category of neutral words.)</i></p> <p><i>Ask the participants to reflect for a couple of minutes on the result of the brainstorming. What does it tell them about conflict? Explain that conflict is often not positive or negative in itself. It depends on how a given conflict is handled. Ask the group to come up with some examples where conflict is handled negatively and examples where conflict is handled</i></p> | <p>Flipchart/board, Marker/chalk, Post-its, Flipchart outlining the 4 types of conflict</p> | 40 Mins |

examples where conflict is handled positively.

Hassana is angry at her husband for playing music loudly while she is trying to study for her exam. She goes over to her husband's room and yells at him. The Husband gets angry at the way he was spoken to and slams the door in Hassana's face and turns the music up even louder.

5.2 **Fight, Flight or Flow**

To enable participants to reflect on their own reactions to conflicts.

To reflect on how different responses to a conflict affect how it evolves.

Facilitator's Note: Place the three signs with the headings Rarely, Sometimes, and Often in three different spots on the floor. Explain to the participants: This activity is about getting to know yourself and your own reactions to conflicts. Often we are very good at noticing how others react to conflicts. We may say things such as "He always walks away," or "She always starts defending herself," or "She never listens to what I am saying." Becoming aware of our own reactions to conflict is an important step towards managing conflicts in a constructive way. Explain to the participants that you will read different statements aloud relating to how people react to conflict. Ask participants to reflect on their response to the statements, depending on whether a particular statement is true for them 'rarely', 'some-

Flipchart/board,
Marker/chalk, Three
signs with the
headings Rarely,
Sometimes, and
Often

them “rarely”, “sometimes” or “often.” Whichever is true for that statement, participants should move to that spot on the floor. The participants must be silent throughout this activity. It is important to make clear that there are no right or wrong answers. The point of this activity is for participants to reflect on their individual reactions to conflicts without being judged. The facilitator may take part in this activity instead of observing in order to minimize the feeling of being watched or judged.

Read the following statements allowing time for the participants to reflect and move to a spot on the floor:

- If I am having a conflict with someone that I cannot solve, I seek help from others.
- I never apologize if I realise I was wrong about something. · I admit it was my fault – regardless of whether this is true – just to keep the peace.
- If I disagree with someone, I try to see the case from their point of view.
- If someone wants to talk about something that I do not want to talk about, I walk away – or postpone the talk.
- If I am having a conflict with someone, I try to get others to support me and tell me I am right.
- If two of my friends are having a conflict, I find out who I think is right
- If my boundaries are overstepped, I put my foot down as nicely as I can to make clear to others that this is not ok.
- If someone provokes me, I lose my temper quickly.
- I turn conflicts inwards – think that I am the one who is wrong.
- I go along with things I do not like – to be part of a group.

- > Gather the group again and explain to them that most of the reactions to conflicts, including those just

mentioned, can be grouped under the headings *Fight, flight and flow*. Write the words *Fight, flight and flow* on the flipchart/board and ask the participants to think about what kinds of reactions to conflict may be grouped under the different headings.

5.3

Role-play: escalating and deescalating language

To practice escalating and de-escalating language.

To reflect on how escalating and de-escalating language affects the course of a conflict.

Facilitator's Note:

Explain to the participants that you are now going to explore how language affects the course of conflict. Tell the group that you are going to do a role-play where half of the participants have borrowed a book (or another object) from the other half. The ones who have lent out their books would like to get them back. Divide the participants into two groups and ask one group to step outside the room. Explain to the group that stays in the room that they have lent out their books to their friend who had promised to return it this morning. However, the friend has not done so. Instruct the group to use 'escalating' language, which means they should:

- *Use "you" messages which often implies a sense of blame, such as "You are a bad friend," or "You never keep a promise," or "You do not care about my feelings." · Interrupt as much as possible when the other person is speaking (e.g. not practising active listening).*

Explain to the group outside the room that they have borrowed a book from a friend and promised that friend to return it this morning. They have lent the book out to another friend who needed it for something, but can quickly get it back. Instruct the group to react as naturally as possible. They should pay attention to how they are spoken to and how this makes them want to

Flipchart/board,
Marker/chalk,
Handout: Escalating
and deescalating
language (available at
the end of this work-
shop), flipchart outlin-
ing escalating and de-
escalating language

50 Mins

react. Welcome the group outside the room into the room again and ask everyone to sit down in front of one of the other participants and start the role-play.

This time, instruct the group in the room to use 'deescalating' language, which means they should:

- Use "I" messages which express how the situation makes you feel and why the book is important to you, such as "I do not feel respected when you break a promise," or "I think it was ok that you borrowed the book, but I really needed it back today to study for an exam." · Listen and let their friend finish before speaking. Instruct the group outside the room to react as naturally as possible like the first time. Invite the group outside the room into the room and start the role-play again.

5.5.2

Session Two: Practicing Dialogue



Aims of the session:

- ✓ To understand the concept of dialogue.
- ✓ To reflect upon motivations, needs and values behind different views.
- ✓ To practice seeing things from a different perspective

| Activities | Materials | Time |
|--|---|----------------|
| <p>The Mystery Number: To understand the concept of conflicting perspectives.</p> <p><i>Facilitator's Note:</i> Divide the participants into four groups and explain the aim of the activity. Ask each group to stand at different sides of the paper. Put the flipchart with the number 3 on the floor. Ask each group: What do you see? Each group sees the number from their own perspective. There are four perspectives: two</p> | <p>Flipchart/board, Marker/chalk.</p> | <p>40 Mins</p> |

groups will see a 3, one an M and one will see a W. They may see other things as well. Ask the groups: Which one of you is right?

The answer should be that everyone is right because they see it from their side, from their own perspective. Ask the participants if they can imagine what the number looks like from the other sides. If not, let them move around to see the perspective from the other groups. Encourage reflection by asking the group how it is that we can see the same thing in different ways. Explain to the group that this is what often happens when people are in conflict. They look at the same situation in different ways, just like with the picture. A conflict is hard to resolve when those fighting say that the other group is wrong and are not open to their ideas. Explain that you will continue this workshop by exploring the concept of dialogue, and the importance of seeking to understand other people's point of views as part of facilitating a dialogue. If not, let them move around to see the perspective from the other groups. Encourage reflection by asking the group how it is that we can see the same thing in different ways.

The dialogue about the orange

To practice dialogue and conflict resolution skills.

Note to facilitator: At the end of this workshop, you find an alternative activity called the "win-win game". This activity can be suitable in context where it is difficult to find a fruit, or when an individual activity is more appropriate (e.g. to engage the shyer participants in the group). Explain that you will continue to work on the topic of dialogue by engaging in an activity called the 'Orange game.' Divide the participants into two groups, A and B. Ask group A to go outside and wait for you. Tell group B that

An orange

50 Mins

their goal is to get the orange because they need the juice to make orange juice.

Go outside and tell group A that their goal is to get the orange because they need the peel to make an orange cake. Bring both groups together and ask each group to sit in a line facing each other. Tell the groups that they have three minutes to get what they need. Remind everyone that violence should not be used to get what they want. The aim is to practice dialogue and active listening. Now place one orange between the two groups and say, "Go." Note to facilitator: Usually someone takes the orange and so one group has it but how the groups deal with the situation will be a surprise. Sometimes groups will try to negotiate to divide the orange in half. At other times they will not negotiate at all. Sometimes the groups realize that they need different parts of the orange. Then someone peels the orange and takes the part they need! Do not interfere with what the groups do.

Encourage reflection using the following questions:

- *Did your group get what it wanted before the three minutes were up?*
- *What was the outcome of this game?*
- *What did you do to achieve this outcome?*
- *Why is it important for people to use dialogue to resolve conflicts?*
- *Do people always communicate with each other when they are in a conflict? Why or why not?*
- *Have you ever experienced similar situations? What was the outcome?*

| | | |
|--|---|----------------|
| <p>Brain swap game</p> <p><i>To learn to see things from a different perspective.</i></p> <p><i>To gain greater understanding of motivations, needs and values behind different views.</i></p> <p><i>To practice dialogue</i></p> <p>Note to facilitator:</p> <p><i>This game encourages participants to step into another person's shoes (or brain, as it says in the game) to understand their point of view, even if they do not necessarily agree with that point of view. It is important not to explain the purpose of the exercise in advance to participants. The 'aha' moment comes when participants realize what it is like to actually change their mind. Choose a question which will challenge and inspire the participants. Be sensitive. If the question is too provocative, it may be hard as the facilitator to keep the group on track. If the question is too weak, the interest in discussing</i></p> | <p>Space, Colored tape or other material to divide the room in two.</p> | <p>50 Mins</p> |
| <p><i>it will not be as strong.</i></p> <p><i>Divide the room in two, by marking a line on the floor with tape or chalk, etc. Ask the participants to stand anywhere they like and explain that they will continue to work on getting a deeper understanding of the motivation and values behind other people's view. Share the prepared questions with the participants (one at a time).</i></p> <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> • <i>Is it acceptable to break a promise? (A) Yes, it is acceptable or (B) No, it is unacceptable.</i> • <i>Should husbands allow their wives make their own decisions? (A) Yes or (B) No</i> | | |

Ask participants to move to one side of the room if their answer is "Yes" (A) and the other side of the room if their answer is "No" (B). Ask the participants within the two groups to talk together about the reasons for their views and why they have chosen the side concerned. Briefly ask a couple of volunteers from each group about why they chose the answer they did. Now ask participants to 'swap brains,' by swapping sides (i.e. the two groups change sides with each other). Give the participants 5 minutes – depending on how many they are – to talk within the group about how they are going to explain their new viewpoint. Give each group 5 minutes to present their new arguments to the other group.

Then ask the same question to the participants again. They can either return to their original viewpoint or remain where they are, if they have changed their mind. If some participants have changed their mind, ask clarifying questions about the reason for this. Stay in this moment for a while and give opportunities for everyone to share in order to make sure that no valuable experience is getting lost.

Wrap up the activity by encouraging reflection using the following questions:

- > How did you find this activity?
- > What underlying values did you recognise in the different views?
- > Can different views be based on the same value? How?
- > Can the same view be based on different values? How?
- > What happened when you 'swapped brains,' and had to argue a view that you did not actually agree with?
- > How can you use the learnings from this activity (and workshop) in your everyday lives?

| Conflict: Two sides of the coin | Flipchart/board, | 50 Mins |
|--|---|---------|
| <p><i>To understand the elements of a conflict.</i></p> <p>Note to facilitator: <i>This activity is called “two sides of the coin” because conflict is both about the case that the disagreement concerns, and about the relations between people.</i></p> <p><i>Conflicts are disagreements that involve tensions in and between people. Explain to the group that if they look closely at this definition, or if they think about a conflict they have had with another person, conflict is about a case (what the actual disagreement is about) and about the relations between people (the tension that affects the relationship due to the disagreement). Use the flipchart Conflict: Two sides of the coin to illustrate what you have just said.</i></p> <p><i>Explain: We have to address both aspects of a conflict to resolve it effectively – the case itself and the relations it involves. Look at the left column first – the case. If the people involved in a conflict agree on a solution to their disagreement, but they do not deal with the tensions between them, new problems are likely to arise. Now look at the right column – the relations. If the people involved in a conflict only focus on their relations with one another, but do not seek a solution to the case, the case is likely to come up again and create new conflict. Ask the participants to recap some different types of conflict and write suggestions on the flipchart. You can reuse the examples from session 1 or if appropriate, you can use the examples below.</i></p> <p><i>-Fatima and her husband have plans for the weekend, and Fatima has been looking forward to spending time with him all week. On Saturday afternoon, Fatima’s husband tells her they will have to postpone their plans</i></p> | <p>Marker/chalk, Flipchart</p> <p>Conflict: Two sides of the coin, Hand-out: Conflict: Two sides of the coin.</p> | |

to another time as he has made plans to go to work.

-Samira shared a personal story with a friend and the friend said she would not tell anyone. Samira later finds out that the friend has told a few other people.

For each example, ask the participants to identify the case (i.e.) the problem or disagreement and how the conflict may affect the relations between the people involved. Give out the handouts Conflict: Two sides of the coin so that participants can take them home.



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