



**MANUAL FOR
FACILITATORS OF CAREGIVERS
WE ARE READY:
SUPPORTING TEENAGERS'
DEVELOPMENT IN HEALTHY
AND HAPPY RELATIONSHIPS**

Second Edition • 2018



FORWARD

Manual for facilitators of caregivers on ‘We are ready: Supporting teenager’s Development in Healthy and Happy Relationships’ developed by international and national consultants to prevent violence against women and children in Cambodia. The development of this manual is based on strategic areas of National Action Plan for prevention of violence against women 2014 - 2018 and findings of UN multi-country study on men and violence in Asia and the Pacific, including Cambodia.

This manual will be used by facilitators of caregivers to promote social norm changes in preventing violence and respectful relationships, and to support young girls and boys aged 12-14 years old to behave and practice gender equity with respect and carrying each other, getting knowledge and skills to appropriately manage stresses and improving healthy, non-violence and happy interpersonal relationships and participating in social recreation activities that benefit to family and society’s harmonization and themselves.

This manual is reviewed and republished after a twelve months implementation in Kampong Cham province by Provincial Department of Women’s Affairs under the leadership of the Ministry of Women’s Affairs with technical and financial support from UNFPA, UN Women, UNV and the second phase of implementation program of partnership for prevention (P4P).

We strongly believe that the manual for caregivers on “We are ready: Supporting teenager’s Development in Healthy and Happy Relationships’ is valuable tools to be used effectively for preventing gender based violence.

Phnom Penh, 9 January 2018

Secretary of State



H.E Hou Samrith

ACKNOWLEDGMENTS

The Ministry of Women's Affairs would like to express our thanks to the second phase of the Partners for Prevention (P4P) programme and the United Nations in Cambodia including UNFPA, UN Women and UNV for providing technical and financial assistance in preparing this manual which is aimed at preventing violence against women and girls in the Asia Pacific Region, especially Cambodia.

We also would like to thank Ms. Anik Gevers who prepared this manual and Ms. Sok Pagna, national consultant, who helped to adapt its contents to the Cambodian's context. Our appreciation is also extended to the working group of United Nations organizations, P4P and the working group of the Legal Protection Department of the Ministry of Women's Affairs for their assistance in preparing this manual.

We also would like to express our thanks to the many institutions who participated in consultative workshops, providing comments and ideas to improve this manual as well as the whole programme. Institutions that participated in the workshops include: UNFPA, UN Women, UNV, UNICEF, the Department of Legal Prevention, the Department of Women and Health, the Department of Information and Media of the Ministry of Women's Affairs, the Ministry of Interior, the Ministry of Health, the Provincial Department of Women's Affairs of Kampong Cham, Steng Treng, Preh Vihear; GIZ, Save the Children Cambodia, Gender and Development Cambodia (GADC), Care Cambodia, the Cambodia Women Crisis Center (CWCC), Cam Asian (CAMASEAN), Forum Syd, Partners for Health Development (PHD), Plan International, Action Aid and The Asia Foundation.

Finally, we fully support and encourage all relevant officers and specialists of The United Nations, international organizations and development partners to continue working together to effectively implement this programme of primary prevention.

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INTRODUCTION

WELCOME TO THE CAREGIVERS' MANUAL

The programme interventions consist of two components: one for 12-14 year-old adolescent girls and boys, and the other for caregivers of young adolescents including parents, teachers, youth workers, youth healthcare providers and youth group leaders. These two components are designed to complement each other and should be implemented in the same time. This guide is intended for use by managers and facilitators of intervention groups of young adolescents.

The overall objectives of these interventions is to promote gender equality among adolescent girls and boys aged 12-14 years-old. They will be supported to develop the skills to manage stress and other health issues as well as being encouraged to participate in recreational activities which benefit both society and themselves. In addition, they will be learning skills to develop positive inter-personal relationships.

Publication of the first edition of this manual is a pilot study on feasibility, acceptance and the possible impact of these interventions on the primary prevention of violence against women and girls (VAWG) in communities around Cambodia.

Experiences from 12 months of interventions was included in the first edition of the publication. The second edition of this manual has been revised to make it easier for community facilitators. This edition includes graphics for facilitators to prepare before conducting community discussions with target groups.

The caregiver interventions specifically seek to cultivate caregivers who can be role models on issues of gender equality, coping with stress and promoting community involvement as well as equipping participants with positive discipline, communication, and conflict resolution skills. Through strengthened relationships and role modelling, caregivers will promote school completion, and demonstrate the values of respect, caring, and empathic concern in order to support adolescents' future success and reinforce the overall intervention goals. Caregivers and adolescents will be given opportunities to engage in community volunteerism and advocacy projects that serve social diffusion of the intervention and sustain its effects, as well as provide additional activities to combat youth leisure boredom and promote a sense of belonging within supportive and mentoring relationships. The meetings are participatory and discussion-based.

Who are adolescent caregivers?

'Caregiver' is considered a broad term including any adult who is involved in caring for teenagers or has a direct influence on teenagers. This caregiver intervention should specifically recruit parents of young adolescents as well as teachers, youth service or healthcare providers, and youth group leaders or religious group leaders.

Composition and timing of the workshops

Groups of 25-30 caregivers meet monthly for approximately three hours at a mutually agreed place and time over 12 months.

Mobilization and selection of participants

It is important to get the necessary permissions, approvals, and support from leaders and key stakeholders to conduct this programme in a community. In addition, a venue and logistic arrangements should be made for the duration of the programme.

Mobilizing and recruiting participants is a lengthy process so it is important to allocate enough time, budget, and human resources. Other successful programmes have found that discussing the potential benefits of participating in the programme (e.g., through past participants or facilitator testimonials, evidence from evaluations, or discussing the relevance and helpfulness of the programme topics and the issues being faced in the community). This kind of conversation is especially helpful to recruit men to the programme.

Allow communities time to consider the programme overview in order to minimize rumours or misinformation about the programme. It is important to include key stakeholders from the community to mobilise and recruit participants. It is particularly important to systematically build support for and get permission to conduct the adolescent workshops.

Selection, training and supporting facilitators

An essential factor to the success of the programme is the skill of the facilitators. These people have a major influence on the programme and therefore they must be carefully selected, intensively trained, and receive supportive supervision and ongoing in-service training.

The implementation and development team should consult with one another, community stakeholders or advisors, and other successful teams from other contexts to discuss the selection criteria for facilitators. For example, it is important to have female facilitators and it is ideal to have both male and female facilitators for each group. The age and education level, as well as core competencies or skills, should be considered for the particular context where this programme will be implemented. Generally, it is important to have facilitators with gender equitable attitudes, openness to change and new ideas, and a commitment to non-violence. A non-judgmental and respectful approach is also essential.

Through the initial training, facilitators are guided through their own transformative experience. It is best for them to be taken through the programme (at an accelerated pace if needed) as if they are participants themselves before engaging in formal training. During this experiential training, the trainers are also modelling the kinds of facilitation skills that are key in a participatory programme of this kind. Usually trainings should recruit 50-75 percent more potential facilitators than what is needed to account for the potential drop-out rate for poor suitability or skill level. The initial, pre-service training should also include some background, theory and reflection at an appropriate level in addition to what they receive during the first phase of immersive training. Finally, pre-service training must include an opportunity for facilitators to practice facilitation through practice sessions where they are assigned one activity to lead while the rest of the trainees are in the role of participants.

Because this work is emotionally and socially demanding, it is essential that facilitators receive on-going support, supervision, and in-service training. These meetings will ensure that facilitators can cope with the stresses and challenges of their role, maintain fidelity to the model and alignment with the programme's values. In-service training sessions can be used to strengthen facilitator capacity and address skill gaps or revise core concepts and skills.

An essential ingredient to the success of the programme is the facilitators. These people have a major influence on the programme and therefore they must be carefully selected, intensively trained, and receive intensive supportive supervision and ongoing in-service training.

Community projects

Another part of the programme involves promoting the conceptualisation, planning, and implementation of community projects. These volunteer community service projects will contribute to improving the community in ways that participants identify as valuable and important. These projects can also be an avenue for participants to share lessons they have learnt from this programme with other community members and generally to make the community a safer and more vibrant place for all people – boys and girls, men and women. The projects also provide an opportunity for collaboration between adults and teenagers and could provide a useful way of engaging teenagers' time and energy outside of school to prevent boredom and the enticement of various risk behaviours.

Facilitation and the facilitator's role

Because this intervention is participatory and not didactic, this manual is not intended to be distributed to participants nor is it intended to be read directly to participants by the facilitators. Instead, it is a guide that facilitators will use to prepare sessions and as a reference to maintain fidelity to the model.

It is essential that facilitators prepare thoroughly before each session. They will need to read through both the sessionsguide and the accompanying information in the appendices. The appendices are numbered 1-22 to correspond to the sessionsnumbers (e.g., sessions1, appendix 1). It is recommended that facilitators make notes for themselves within the manual or in a separate notebook or on notecards to help them facilitate a flowing workshop.

Fidelity to the manual is of utmost importance during piloting and trial in order to attribute impact to this manual. Following an effective trial, fidelity to the manual is essential in order to replicate the results. Deviations from the manual should be carefully considered with the team.

What are participatory workshop methods?

This intervention relies on participatory methods of engaging participants in a workshop setting. The workshop is 'participatory' because learning and change occur through active involvement of the participants and their active engagement with the concepts, ideas, and skills. It is the participants themselves who, through discussion, critical reflection, and role plays or games, develop the answers and solutions. Participants consider new ideas or information or skills in view of their own life experiences and life goals. During a participatory workshop, activities are selected specifically to encourage participants to engage with the materials and become active and animated: Participants raise ideas, questions, build on one another's statements and challenge one another's opinions. They learn from, and with, other participants and work together on a collective analysis and consensus. The participatory workshop sessions are structured around the ability of the participants to reason, to analyse problems, and to work out their own solutions. It emphasizes the process of inquiry, and therefore participatory workshops often end with questions as well as conclusions.

Many of the principles of a participatory workshop approach draw on theories of learning, but the style of workshop is completely different from traditional 'teaching'. Because people in general already know a lot, they learn best by building upon their own experiences and worldviews. People learn more by doing, than by listening. Learning theory stresses that learners need opportunities to think, to understand, and to apply in order to best integrate new ideas and skills:

- Learning by thinking: Participants are responsible to work out their own conclusions.
- Learning by understanding: Participants must link experiences from learning to their values, beliefs and their past experiences.
- Learning by practice: Participants must repeatedly practice the new skills and receive feedback about their performance.

Learning is demonstrated by changes such as behaviour change, knowledge, understanding, skills, interests, values, awareness, or attitudes. To facilitate these changes in participants, practical activities are more effective learning tools than formal lessons. A good workshop should include various learning activities such as presentations, plenary sessions, group work, personal reflection, exercises, discussions and debates, energetic games and role play scenarios.

This kind of workshop gains more interest and focus from participants since they are more interactive. Participatory workshops are particularly useful for gender analysis, because people have different perceptions and understanding about gender issues. Applying participatory methods in the workshop can reduce negative connotations since participants understand about gender and sensitivity by themselves in a supportive and encouraging environment that allows for discussion and analytical reflection.

Participatory workshops focus on group discussions and do not apply strict rules of seeking answers from each participant. Sessions should be informal to encourage each participant to share ideas during the discussion.

In participatory workshops, the facilitator does not present participants with the expected results or objectives since this could make some participants respond in a biased way or could anger them if they do not agree with the ideas being raised. The presentation of objectives should be quick, allowing for participants to learn about and make conclusions by themselves. The process of active discussion, debate, dialogue, and critical reflection is more important than reaching 'the right answers'. It is important that participants seek solutions to problems since this could encourage self-confidence and increase problem-solving skills in many different situations. Moreover,

solutions that participants find by themselves are more likely to be implemented, because they feel ownership and also feel that the solutions are relevant, achievable and acceptable within their contexts. However, facilitators could make suggestions or ask guiding questions if participants cannot come up with solutions or if they suggest solutions that are obviously inappropriate (e.g., violent, abusive or high risk).

The facilitator's role

In participatory workshops, the facilitators are also active and frequently mobile. They primarily ask a series of questions or guide reflection and role play rather than lecturing or instructing. Facilitation is derived from the word facilitate which means 'to make easy'. Facilitation is about bringing a group of people (whether they are acquainted or not) together for a certain goal. Facilitation is about empowering others.

In this intervention, the facilitator's role is to work with a group of adult caregivers of adolescents (in different roles) to draw-out knowledge and ideas from different members of the group, and to help them learn from each other and to think and act together. During these participatory workshop sessions, the facilitators' job is to structure and facilitate rather than deliver information, explain, or provide answers. Facilitators initiate discussion and then draw in the participants, encouraging them to express their points of view and consider different perspectives on an issue, concept, idea, or skill. They amplify some participants' comments and summarize others'; they compare and connect separate remarks and point out opposing views; they draw the threads of discussion together and relate them to the workshop's objectives; they ask thought-provoking questions that promote critical reflection and cognitive flexibility.

The role of a skilled facilitator is to create conditions in which a group can work together effectively and have open discussions and debates during which various views can be voiced and considered respectfully. The facilitator will guide a group of people through a process of learning and reflection by introducing topics or concepts and guiding the group through thinking and discussing topics or concepts without making a decision for the group participants or forcing a particular conclusion to be drawn.

Facilitation entails guiding participants through a discussion by considering many possible perspectives until they arrive at some consensus about that particular topic or concept or acknowledge that there is no consensus. Facilitators can also add different perspectives for consideration or ask key reflective questions to keep participants engaged on a topic or when a group discussion is limited or homogenous. Topics are introduced, and these are usually not new to the participants, and the facilitator's role is to help participants to discuss the concepts, come up with their own understanding of it, and present it to the rest of the group in various ways. (For example, through brainstorming in a bigger group, via small group discussions and presentation of group ideas to the bigger group, or by working in pairs and sharing personal stories or perspectives, or by individual/self-reflection.)

The role of a facilitator is very important in the context of a participatory workshop and needs to be executed in a careful way that balances being fun, thought-provoking, non-judgmental, neutral, factual, and assertive.

The main tasks of a facilitator are to:

- Help the participants set ground rules and keep them;
- Encourage and guide participants to think critically;
- Listen to participants' comments, questions and feedback;
- Keep focus and keep things moving;
- Help with observations and analysis;
- Help participants integrate the foundational programme values of gender equity and non-violence for themselves;
- Encourage participants to contribute to the discussion;
- Build trust;
- Help identify opportunities; and
- Summarize the discussion or ask others to do so.

Tips for an effective presentation

- Capture the participants' attention: You may use any of the following methods; ask questions; state an impression or fact; narrate a story; cite a quotation; make a forceful statement.
- Put the participants and yourself at ease: Give the right signals, both verbal and non-verbal, to the audience. In verbal signals, your voice should not be shaky. A calm but varying tone with a strong dose of enthusiasm is expected to create the right impression on the audience. Similarly, with non-verbal signals, your posture, movement, gesture and facial expressions should complement your verbal signals and not contradict them.
- Preview the topic: Always preview or tell the participants beforehand about what you're going to cover in the presentation. This helps participants understand what is going to be conveyed to them today or during that particular session. It also helps the participants prioritize their interest areas.
- State the significance of the topic: Stating the significance of the topics helps the participants realize that the presenter values their time and aims to improve their existing knowledge of the topic, and thereby performance.
- Don't be negative: Being negative in presentations can ruin your chances of being taken seriously or being able to convey your message effectively. Besides, being negative can never help you get your ideas across. Rather, what you might get is rejection and non-acceptance from the participants.
- Be concise: Concise means anything 'said in a few words'. Present your ideas simply and effectively.
- Be enthusiastic and dynamic: Being enthusiastic and dynamic helps you hold and maintain the attention of the audience and deliver your ideas more effectively.

Facilitation skills and workshop techniques

Be ready	Develop and practice your session. Plan in advance.
Be clear	Give clear introductions to topics and ask clear questions to guide discussions, activities, and reflection.
Show respect	Through your effective communication skills (verbal and non-verbal).
Be friendly	In responding to questions and welcoming all participants and their contributions to the group.
Encourage participation	Encourage quieter participants to share ideas and questions and allow participants to talk more by using open-ended questions frequently.
Pay attention, be present	Address the needs and feelings of the group.
Be time sensitive	Make sure your session plan fits with the time available and negotiate with participants to come to agreements together to manage expectations.
Be honest	Through a confident professional manner and telling the truth.
Communicate effectively	Use simple appropriate words and tones, maintain eye contact and practice active listening.
Use multiple channels	Use different relevant workshop materials and tools to assist you in conveying messages and engaging participants.
Give take-away messages	Wrap up and summarize the main points in your session or invite participants to share what they found most meaningful or surprising about a session or a topic and summarise these ideas and experiences

Facilitation versus Teaching

TEACHING	FACILITATION
Teachers have a formal relationship with students, based on the status of a teacher.	Facilitators are considered as an equal, and develop relationships based on trust, respect and a desire to serve.
Teachers are concerned with students understanding the right answer.	Facilitators encourage and value different views.
Information flows in just one direction, from teacher to student.	Information flows in many different directions between the facilitator and individual group members.
Teaching follows a pre-set curriculum.	Facilitators use practical, participatory methods, e.g. group discussions and activities in which all members of the group participate.
Teaching starts from teacher's own knowledge.	Facilitators address issues identified by the group or their community and adopt new ideas to the needs and culture of the group.
Teachers deliver lectures to a group of students – usually from the front of the room.	Facilitators start by assessing the knowledge of the group.

Pre-Workshop Information and Content

Preparation for each session:

It is important to prepare for each session a day before by reading and highlighting all the different steps that are laid out for each exercise. Facilitators should also read the additional information for a particular session in the corresponding appendix (e.g., additional information for Session 1 is contained in appendix 1, for Session 2 in appendix 2, and so on). This will help the facilitator to have an idea about how to plan the time, what to communicate to participants and how the activities will be run. Preparation is crucial to the smooth implementation of the sessions and to allay any uncertainty about how to proceed with the activities.

Important content information:

It is the role of the facilitator to come up with content regarding a concept that is being presented or discussed during the session. The facilitator needs to gauge the participants' understanding of that particular concept, assess its accuracy and if there are gaps in the participants' understanding, then provide factual and accurate and even additional information about that concept to the group of participants attending the session. The manual has appendices which are often referenced within the guide exercises. The appendices refer to the information that the facilitator needs to know before starting the workshop. It is not necessary for the facilitator to read the information out loud to participants, but the facilitator can refer to it to ensure accuracy and the proper representation of particular issues.

Facilitators' notes:

Facilitators' notes, which are provided within and at the end of many exercises, consist of tips, reminders, guides and additional information for maximising the depth of discussion during the exercise. These notes are short and clear and the facilitator is to ensure that they have addressed them before closing the session and moving on to the next exercise.

Workshop procedures:

The facilitator is provided with the aim of the session, how the sessions are supposed to be implemented and directions for how to conduct the activities following stipulated steps.

- **Introduction:** All activities begin with a brief and at times elaborate statement directing the facilitator on how to introduce the exercise topic. In many exercise introductions (i.e., 'Step 1') the facilitator will introduce the topic of discussion and, if there are related preceding activities, mention the relationship between the new exercise and the previous one(s). This is done in order to indicate to participants the connection between the sessions, for them to understand that all sessions in the workshop series are connected and related and build on one another and culminate into a holistic view.
- **Directives:** Most directive words which are meant to help the facilitator on how to conduct the activities start with 'give', 'explain', 'ask', 'remind', or 'summarise'. These key words are very important directions for the facilitator on what and how they communicate the steps of each exercise to the participants.
- **Probes, discussion, notes, questions:** These usually come just below the directed steps and are indicated as probes, questions or additional notes. These should be considered during the relevant steps in the exercise. Sometimes participants will have discussed or mentioned the issues that are indicated in the manual, and in that case, participants need to just ensure that those issues are covered.

How to Interpret the Instructions in the Activities

There are a number of methodologies used:

• Brainstorming

Brainstorm means asking workshop participants to quickly come up with ideas or what comes to mind when a certain concept is mentioned.

• Working in pairs

Working in pairs means that the facilitator asks participants to find a partner within the group with whom they will talk about the issues raised as part of the activity.

• Small groups

A small group can have up to 4-5 people to discuss or brainstorm the topic and record their ideas.

• Personal reflection

A personal reflection exercise is an individual activity where participants are asked to close their eyes and think through particular issues in a quiet manner. The facilitator will read out a script starting with the posture that the participants must adopt, e.g., whether they are seated or lying down or having their eyes closed. Then the facilitator will introduce the story or situation which the participants are asked to visualise or think through. Then, each part of the story is read slowly, quietly and in a paced manner, with pauses after each statement to allow participants to visualise or think through the situation in their minds. Taking a pause after the end of the activity is also important to allow participants to get back into the workshop setting. When questions are posed during personal reflection, no one should be answering them out loud but rather using the opportunity for quiet reflection.

• Bigger group or group

A bigger group or group refers to the main group of participants with whom one facilitator is working. During group discussions, the facilitator should allow an informal and conversational flow to develop where people share spontaneously. The facilitator must also avoid allowing a few participants to dominate the discussion and should try to draw in those who are very quiet.

• Checking in

It is important to check that participants fully understand their activity and provide additional explanations, if necessary, to help them through their activity.

• Presentation or feedback

After each pair or small-group activity, participants will be asked to present their work via verbal feedback or written work on flip charts. After each group has been assigned, the facilitator must always remind participants that they will need to decide who will present the group's ideas to the bigger group. At presentation time, the facilitator must let each group present their thoughts and ideas, only interrupting to ask clarifying questions.

• Role play, demonstration or practice

This methodology asks participants to act out different situations by pretending to be dealing with something that is relevant to the discussion topic, demonstrating a concept or practicing new skills. These role play exercises should be brief and casual exercises to demonstrate a new skill or concept.

• Language use

This manual is available in Khmer and English. Facilitators are encouraged to conduct the workshop in the language that is easily understood by participants. This makes it important to prepare beforehand to help the facilitators anticipate difficult concepts and find colloquial translations and meanings before the workshop. Doing so ahead of time will help the facilitator gain confidence during the session and earn the confidence of the participants.

Energising Games or Icebreakers

Facilitators should have a few ideas ready to use as energisers or icebreakers when they notice that a group is struggling to concentrate or needs a light break after a serious or difficult discussion. It is also helpful to ask if participants have ideas about short games. They could sing a song or do a brief movement or dancing game to get some energy and laughter into the group.

Group Cohesion

It is important to build a connected, cohesive group dynamic. In such a situation, members of the group feel included, welcomed, supported, and encouraged. The group must be a safe space where people can be open to share and discuss many different and sometimes controversial or sensitive topics while respecting confidentiality and building trust.

It is important that the facilitator create such a group atmosphere by including and validating all members of the group, and through being non-judgmental, supportive, caring, and respectful to every member. Remember, participants will be taking a lot of cues from the facilitator both during the group session and outside of it. If a facilitator arrives late, then participants may start arriving late too; if a facilitator is seen to engage in poor behaviour in the community, then participants may not trust or respect the facilitator any more, or believe that the behaviour is acceptable.

Situations that can disrupt a group dynamic include:

- Switching facilitators: Try to have the same person (or two people) facilitating every session.
- Having new members join the group after it has been established or having members attend erratically.
- Having observers join the group without full introductions and consent.
- People telling personal stories to others outside the group or spreading rumours.

Supporting Participants

This programme addresses very personal and sensitive topics and issues and therefore it is important for facilitators to be aware of this and to be very sensitive and supportive of all participants and the process they go through during the programme. It is essential that the facilitator remains respectful, non-judgmental, caring, and supportive to all participants throughout the programme, both during sessions and between sessions.

Participants may become distressed during the sessions or disclose previous traumatic experiences and it can feel quite difficult to have such participants in the group.

- The first step is to notice how you - as the facilitator - are feeling about the participant's distress or disclosure and then to acknowledge that you are aware of the participant's distress/disclosure. (e.g., "I see that you are feeling very upset" or "I hear that you are very worried" or "I wonder if you are feeling disappointed right now?")
- It is OK to be upset by another person's distress as long as you are still able to focus on their problem and not on yours. It is also OK to not know how to best respond. You can even say, "I wish I knew the best thing to say or do right now that would make you feel better because I care about what you are experiencing, but I don't know."
- You may then want to ask whether the participant would like to take a break or discuss the matter with you individually away from the group.
- You can make suggestions but always ask their permission
 - ◆ "Would it be helpful if we discussed different places where you can find help?"
 - ◆ "Would it be OK if I put my hand on your shoulder?"
 - ◆ Taking slow, deep breaths can be helpful or sitting down or getting some water or tea to drink.

- ◆ You may want to ask the participant, “What can I do that would be most helpful to you now?”
- Always believe and never blame participants for traumatic experiences: “What happened to you is not OK and you did not deserve it or cause it. It was not your fault.”
 - ◆ This stance is especially important in sexual violence cases
- Do:
 - ◆ Believe them and acknowledge the distress/traumatic experience
 - ◆ Remain calm
 - ◆ Be non-judgmental
 - ◆ Maintain their confidentiality (unless it is a child and you are mandated to report it. In that case, discuss the disclosure plan with the participant.)
 - ◆ Debrief with a supervisor or manager afterwards.
- Avoid:
 - ◆ Ignoring the distress
 - ◆ Minimising the distress (e.g., “It could have been so much worse” or “It’s not so bad, don’t worry”)
 - ◆ Make promises you won’t or can’t keep (e.g., “I’ll make sure that the police arrest the perpetrator” or “Everything will be OK, you’ll see”)
 - ◆ Blaming or disbelieving
 - ◆ Telling others outside the group (other than a direct supervisor within the programme) about the situation

It is not the facilitators’ responsibility to provide additional services (e.g., counselling, legal advice, financial support, transport, tutoring, or couples or family counselling) to participants. It is important that facilitators rather refer participants with additional needs to the appropriate referral services in the region. Any requests or pressures to fill a supportive role that feels overwhelming or outside the scope of the facilitator’s role should be discussed with the facilitators’ supervisor or manager in order to deal with it in a positive way.



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SESSION 1: WELCOME

SESSION 1: Welcome

Overview: This session introduces the adolescent participants to the programme and sets the norms for the group to be a safe and comfortable and vibrant learning environment. Participants and facilitators meet one another and establish the group through introductions, exploring group expectations and the programme overview, establishing a code of conduct agreement for a safe and vibrant space, and agreeing on meeting times and venues.

Key objectives:

- Get to know group members
- Establish the group as a safe space
- Understand trustworthiness
- Understand and share both the challenges and rewards of caring for young teenagers

Session 1 activities	Materials	Time
Activity 1.1: Getting to Know Each Other Aim: participants will introduce themselves and get a chance to learn each other's names		30-40 minutes
Activity 1.2: Things We Have in Common Aim: To build group cohesion through participants sharing things they have in common.	2 bags of sweets, markers, flip chart paper	20-30 minutes
Activity 1.3: Expectations and Ground Rules Aim: Participants will get a chance to voice their feelings about the workshop and to commit to a set of ways of doing things in the group. This enables you to gauge their understanding of explanations so far, to adjust any misunderstandings, and to also try to get participants to commit to cooperating with one another in the group.	flip chart, markers, masking tape, notecards or small pieces of paper	30-40 minutes
Activity 1.4: Why Do We Trust Some People? Aim: To understand the concepts of 'trust' and 'confidentiality' and how these can be applied to the group workshops as well as to our relationships	flip chart, markers	15-20 minutes
Activity 1.5: The Joys and Problems of Caring for Young Teenagers Aim: Participants will reflect on both the rewards and challenges of caring for a teenager, remembering the rewards may help motivate them to cope with the challenges	flip chart, markers, small notecards	30-40 minutes
Activity 1.6: Learning in Action Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return.		10-15 minutes

ACTIVITY 1.1: Getting to know each other¹

Time needed: 30-40 minutes

Aim: Self introduction and getting to know each other

Description: Self introduction in a plenary

Directions:

1. The group is seated in a circle with equal spaces between them. The facilitator starts by introducing himself/herself

Speak: Thank everyone for joining this community discussion about supporting teenagers' development in healthy and happy relationships. The discussions will take place over one year, with 12 discussions taking place at monthly intervals. It is very important that we all participate in every session since each session is related to each other.

2. Explain: Each of us will make a short self-introduction to get to know each other better. Please introduce yourself by:
 - a. Telling the group your name
 - b. Describing your caregiver role (e.g. father, mother, grandmother, grandfather, uncle, aunt...)
 - c. Tell the group one thing you feel proud of or like about yourself

Ask for a volunteer to start and then move around the group until everyone has introduced themselves.

3. Say: Thank all participants. Now we know each other better, we can start our discussion.
4. Explain: Our discussion will focus on the following:
 - a. Personal experiences in caring for adolescents
 - b. We focus on issues related to **adolescents**
 - c. Applying skills to support adolescents such as building relationships, being a role model and participating in voluntary community projects.

ACTIVITY 1.2: Things we have in common²

Time needed: 20-30 minutes

Aim: Playing a fun game and building group coherence through participants sharing things they have in common.

Description: Group work and a fun competition

Directions:

1. Speak: In the last session, we got to know each other; now we will start to share things that we have in common.
2. Tell: We will divide into four groups of equal size; each group will try to express things that we have as common. Try to find as many things in common as possible.
 - a. For example: date of birth, married or single, likes and dislikes, places that you live, business or work interests, favourite foods, favourite songs, etc... We have five minutes to discuss. The group that finds the most points in common will get a reward.

¹ Ibid.

² Ibid.

- b. Provide time (about 5-8 minutes) to prepare a list to share with the group.

Facilitator notes

- ❖ If participants have difficulty expressing what they have in common, encourage them to think about simple things such as the month they were born, if they have a left-handed relative, if they like popcorn, if they raise animals, or if they have a garden at home, etc.

3. Speak: Now ask the groups' representatives to present the results of the discussion.
 - a. The facilitator gives a packet of sweets to the winning group. Another packet is given to other groups to share.
4. Summarize: This exercise is important for us to learn additional information from each other and to recognize that we will have things in common as well as differences.

ACTIVITY 1.3: Expectations and ground rules³

Time needed: 30-40 minutes

Aim: Discussion about our hopes and expectation from our discussions.

Description: Each participant will share their hopes and their concerns related to the community discussions. They will discuss ground rules and reflect on behaviour which they want or do not want in the community discussion.

Directions:

1. Speak: We will discuss together about our expectations or concerns for coming to these meetings.
2. Questions:
 - a. What are the reasons that you want to participate in these discussions?
 - b. What do you expect to gain from our discussion?
 - c. What are your concerns related to our discussion?
- The facilitator records the answers of participants in two columns, one about the expectations and other about concerns.

Expectations	Concerns
❖	❖
❖	❖

Facilitator notes:

- ❖ Motivate participants to share their expectations and concerns voluntarily and avoid forcing them to speak to one after another. Remind them that group discussion is a form of participatory dialogue.

³ Ibid.

3. Tell: Now we will talk about our setting:

- The time and place that we will meet regularly
- Refreshments
- Attendance list for each session (for reporting)

4. Speak: It is very important that we share our knowledge and listen to the points our group is raising. To put all participants at ease and use our time effectively, we should set common ground rules about behaviour that is acceptable and not acceptable.

5. Question: What are the points which we think will help our discussion to be safe and dynamic?
Time: 2–3 minutes.

- a. The facilitator records answers on a flip chart.

6. Speak: We will now review our objectives together. Is there any point to add or to take out? If agreed, please applaud. I will display these ground rules every time we meet.

Ground Rules

- No phones during the discussions
- Respect the ideas of others
- Maintain confidentiality
- Do not insult or tease
- Do not laugh or criticise

Facilitator notes

- ❖ Please apply the skills you have learnt during this training. Reward and motivate participants to have appropriate behaviour such as listening to others, participating in activities and sharing personal stories...
 - Using “me” phrases
 - Treat all participants equally, especially if you need to reprimand any participants.

ACTIVITY 1.4: Why do we trust some people?⁴

Time needed: 15-20 minutes

Aim: To understand the concepts of 'trust' and 'confidentiality' and how these can be applied to the group workshops and also to our relationships.

❖ **Key messages:**

- Trustworthiness is about being a good listener, being non-judgmental, and keeping things private.
- Trustworthiness is something we like about other people and it is also important that we behave in ways that are trustworthy.

❖ **Description:** A brief discussion and self-reflection exercise focusing on trustworthy behaviour with emphasis on confidentiality and non-judgment.

Directions:

1. Personal reflection: Ask the group to think about a personal problem or concern they have experienced in their life.
2. Question:
 - a. Who would you talk to about this issue?
 - b. Why would you tell that person and not someone else?
3. Summary: The points which make us trust somebody include:
 - a. Being non-judgmental and not assigning blame
 - b. Being a good listener, and being compassionate and understanding
 - a) Keeping the confidence and not spreading gossip
4. **Personal reflection:** Have you ever behaved in these ways to make someone trust you?
5. Questions:
 - a. What are the benefits of talking about our experiences or personal stories to other people?
 - b. Could there also be a risk (danger)? What are the risks?
 - We have 2-3 minutes for discussion.
 - Ask 2-3 volunteers to share.
6. Explain: We can learn a lot from talking together about our own life experiences.
 - a. These experiences could help us understand our lives, help solve problems and help us to feel better by receiving support from each other.
 - a. If someone in our group spreads gossip about another group member, that group member could be hurt and angry and the gossip could cause problems for that person.
 - b. To benefit from opened-minded discussion, all of us need to build trust and keep any personal information confidential.

⁴ Ibid.

Facilitator notes:

- ❖ Participants have learnt about trust, confidentiality and to understand the benefits of sharing.
- ❖ People may still feel uncomfortable sharing certain things. If that is the case, suggest that people can still share their story by talking as if they read it in a magazine
- ❖ We must care for each other and not tell private stories outside the group.
- ❖ We should always talk about problems in a caring way, without judging or joking.

ACTIVITY 1.5: The joys and challenges of caring for young adolescents⁵

Time needed: 30-40 minutes

Aim: Reflection on the challenges of caring for adolescents.

Key messages:

- Caregivers are not alone in their concerns, struggles, and challenges.
- There is much happiness involved in being a caregiver for adolescents and we must remember to celebrate this.

Description: Brainstorming, group work and discussion

Directions:

1. Explain: Now we are going to talk about being a caregiver for adolescents. Being a caregiver for adolescents can have many positive and some negative experiences.
2. Question:
 - a. What are some of the successes you have experienced as a caregiver for adolescents?
 - b. What are the challenges or problems?
3. Tell: We divide into five groups to discuss these experiences. (Time: 10 minutes) Please take this small piece of paper to write on.
 - Facilitator distributes small piece of papers, pens or markers to each group.
 - Facilitator prepares the flip chart as shown below:

Happiness	Concerns

4. Speak: Please paste your answers on the flip chart in the relevant columns: 'happiness' or 'concerns'. If you think that the answer involves both happiness and concern, then put it in the middle of the flip chart.
5. Question: What have you learnt from this activity?

⁵ Ibid.

Summary: We have discussed problems that caregivers face. But, more importantly, during the discussion we need to focus on the positive aspects as we can support adolescents to make better choices to help them live happy and fulfilled lives.

Facilitator notes:

- ❖ If the group is small, or if you do not have cards or paper and pens for participants to use, you can do this as a group brainstorming exercise. Remember to let the participants lead.
- ❖ It is important to let participants clearly express their experiences as caregivers. The facilitator should use guiding questions, but participants are likely to have different experiences and ideas. Allow these diverse ideas to be fully expressed and respected.
- ❖ This exercise is aimed at helping participants work as a group. Therefore, the facilitator must ensure that all participants are encouraged to share their ideas and listen to each other.
- ❖ Make notes of the ideas raised, these can be used in upcoming sessions.
- ❖ Understanding the issues: If you think that further discussion could help with any issue raised, you can ask the group for their input, as well as sharing your own. If the issue is too complex, tell the participant that you will investigate the issue further and get back to them in the next session.
- ❖ You may feel that some participants need to be referred to support services for specialist support. (Use the information package of referral services that is attached). All participants should receive a package of information about referral services; avoid pointing out any particular person in the group.

Facilitator Information: See Appendix 1

ACTIVITY 1.6: Learning in action

Time needed: 10-15 minutes

Aim: Close the group work, motivate participants to practice what they have learnt and return for next session.

Description: The facilitator or participants summarize the discussion points and how to put what has been learnt into practice.

Directions:

1. **Explain:** We are at the end of our first discussion and we will meet again in the same place. Today we discussed the happiness and challenges that we have as caregivers for young adolescents.
2. **Question:** Who would like to share their thoughts and experiences regarding our discussion today? Can we have 2-3 volunteers to share their thoughts about our discussion today?
3. **Explain:** Between now and our next meeting, think about our discussion today and take note about the happiness you can gain as caregivers for adolescents. Thank you for meeting today, we will meet again.



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SESSION 2: REFLECTIONS ON BEING A CAREGIVER

SESSION 2: Reflections on being a caregiver

Overview: Participants reflect on who and what has influenced their approach to caregiving and how they'd like to be as an ideal caregiver.

Key objectives:

- Participants will focus on enhancing the positive influences of their caregiving

Participants identify and commit to positive ideals and goals in caring for teenagers

Session 2 activities	Materials	Time
Activity 2.1: Welcome Aim: To welcome participants to the workshop and follow up on any questions, concerns, or achievements related to the group and prepare them for the day's discussions.		10-15 minutes
Activity 2.2: Influences on My Caregiving Aim: To help participants reflect on their own experiences of and values of caregiving, and to understand how they may be using these values to guide how they parent, help or guide teenagers	flip chart, markers	30-45 minutes
Activity 2.3: Muddling Messages Aim: Energiser, to make people laugh. To help us appreciate, in a funny way, how easy it is to misunderstand what someone has said.	Phrase for the exercise	10-15 minutes
Activity 2.4: Our Ideals and Goals As Caregivers Aim: To help participants identify their aspirations for the community's teenagers and identify the kind of caregiver they'd ideally like to be	flip chart, markers	40-45 minutes
Activity 2.5: Learning in Action Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return.		10-15 minutes

ACTIVITY 2.1: Welcome

Time needed: 10-15 minutes

Aim: Welcome participants, review questions, concerns or results related to the group and prepare for today's discussion.

Description: Summary feedback by the facilitator and participant volunteers.

Directions:

- Speak:** Thank all participants for joining the discussion today. In our last discussion, we talked about the issue of trust and we shared success stories and our concerns as caregivers to adolescents.
- Explain:** We want to start our discussion each week by having a volunteer (or two) share something that they did or they see as relevant to the subject we discussed in the group.
- Question:**
 - Who would like to share their thoughts about our discussion? Could we have 1-2 volunteers to speak? (Time: 3-5 minutes)

- b. Who has any questions or would like to raise any issues before we proceed to the new subject? If yes, ask 1-2 volunteers to share.

Facilitator notes

- ❖ If no participants share anything, then the facilitator can share a personal story or observation from her/his own life and link it to the previous session's discussion.
- ❖ Congratulate participants for their positive changes.

4. Tell: The following discussion we will focus on the roles of caregivers for adolescents.

ACTIVITY 2.2: Influences on my caregiving ¹

Time needed: 30-45 minutes

Aim: Reflecting on personal experiences and values (the benefits) of caring for adolescents.

Key messages:

- What we have seen and experienced as direct caregivers in our lives could influence positively or negatively in the way we care for adolescents.
- We need to think about whether these experiences are positive or negative.

Description: A self-reflection exercise and plenary session.

Directions:

1. **Speak:** Today we are going to discuss the reasons we become caregivers through self-reflection and a group discussion. Please close your eyes and listen:
 - a. Think about a time when someone gave you advice about caring for adolescents. This person may be a parent or a carer for adolescents, a friend or it might just be someone you met once.
 - i. What is the relationship between you and that person?
 - ii. What has that person done that makes you consider them a good caregiver?
 - iii. Why do you think their advice was good?
 - iv. What did you like about their caregiving?
 - b. Now think about the time when you met a person who is an example of a poor caregiver to adolescents.
 - i. What is the relationship between you and this person?
 - ii. What has that person done that makes you consider them a poor caregiver?
 - iii. Why do you not like the way they care for adolescents?
 - iv. What is it that you did not like?

¹ Ibid.

2. **Speak:** Please select a partner from the group to discuss your personal reflections on positive and negative care for adolescents.
3. **Tell:** After the discussion, share your ideas about caring for children or adolescents.
4. **Summary:** We can learn from these examples - the good and bad experiences we have seen in care for adolescents.

Facilitator notes:

- ❖ Participants may raise painful experiences about how they care for a child/adolescent; they should have time to share but do not put any condition on them to explain their experiences (these experiences should be raised voluntarily).
- ❖ Participants may raise religious or cultural beliefs and punishment; allow these to arise and remember there is no need to challenge or discuss these in depth. Try to remember them for next discussions.
 - o Remind participants that all the experiences here will remain confidential and that there is no judgement. Provide time for them to talk about things that hurt them during childhood.

ACTIVITY 2.3: Muddling messages²

Time needed: 10-15 minutes

Aim: Participants will play an energising game, to make people laugh. The game helps to promote a relaxed environment in which we recognise that it is easy to misunderstand what someone says.

Key messages:

- When stories are passed from one person to another, those stories can change.
- We shouldn't tell stories that are not our own and we shouldn't always believe stories that are told by many people.
- It is important for us to only tell our own stories or experiences because stories passed from one to another can easily be changed.

Description: Participants whisper the same message around the circle, one person to the next. At the end, we compare the final message to the original.

Directions:

Facilitator prepares:

- a. Think of a phrase to whisper such as "We are learning how to build strong, comfortable relationships with our children, especially through using open communication and better understanding" or another phrase of your choice. (Try to relate it to the community discussion.)
1. **Explain:** We are going to play a game. Now we will all stand in a circle and whisper one person to the next about the story. Do not let others hear it. Ask the last person who listens to the story to write what they heard on the board. Remember that you need to whisper quietly. Do not let anyone else hear what you say, but make sure the person you whisper to can hear it. Let's start
2. **Question:** What have you learnt from this exercise?

² Ibid.

ACTIVITY 2.4: Our ideals and goals as caregivers ³

Time needed: 40-45 minutes

Aim: To help participants define their expectations from adolescents in the community as well as defining the required characteristics of caregivers.

Key messages:

- ❖ It is important for us to have ideals, values, and goals to guide us as caregivers for adolescents.

Description: A self-reflection exercise and plenary session.

Directions:

1. **Explain:** Now we are going to discuss and define what kind of success we would like to see from adolescents? What activities should we do for them?
2. **Tell:** Please choose a partner and discuss the following questions:
 - a. What kind of person do you want the adolescent/s that you care for to become?
 - b. What kind of future life do you want for the adolescent/s you care for?
 - c. What are the most important things to stress for the future success of adolescents? Choose three things.
 - d. With these things in mind, how should you provide the necessary care and support?

Facilitator notes

- ❖ If they say they want their children to be “good”, ask them to explain what they mean by “good”.

3. **Speak:** Now we will discuss our roles as caregivers. (Record responses on heart or star-shaped paper.)
 - a. What kind of caregiver would you ideally like to be?
 - b. What kind of relationship do you want to build with the adolescents that you care for?
 - c. When adolescents grow up, what do you want them to remember about your role in their adolescence?
 - d. What would you like them to say about the kind of care you provided?
 - e. Would you like to add any criteria or behaviour for caregivers to the previous exercise?
4. **Summary:** We must try to achieve these goals every day through the education and care of our children. We play an important role in the lives of adolescents, even though we do not always see this in our everyday relationships.
5. **Question:** What have you have learnt from this exercise?

³ Ibid.

ACTIVITY 2.5: Learning in action

Time needed: 10-15 minutes

Aim: To close the group meeting, motivate participants to apply what they have learnt, and encourage participants to return.

Description: The facilitator or participants will summarise the key messages from the discussion and suggest how to apply this learning in practice.

Directions:

1. **Explain:** We are at the end of today's discussion. We have discussed the various ways to care for adolescents, especially the kind of caregiver we would like to be.
2. **Question:** Can anyone volunteer to share something they found surprising or interesting about the discussion today?
3. **Explain:** Between now and our next meeting, notice your behaviour and the response to the care you give to adolescents. Remember that you can start to apply other ideas raised in this session. Thank you for joining this session and we will see again at the next session.



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SESSION 3: STRESS AND COPING

SESSION 3: Stress and coping

Overview: Participants will understand stressors in their lives and various coping strategies to help deal with them. They will then focus on building resilience through health-promoting behaviour.

Key objectives:

- ◆ Participants understand how their coping strategies may be helpful or unhelpful in both the short-term and long-term.
- ◆ Participants will identify various health-promoting behaviours and activities that they can integrate into their own lives.

Session 3 activities	Materials	Time
Activity 3.1: Welcome Aim: To welcome participants to the workshop and follow up on any questions, concerns, or achievements related to the group and prepare them for the day's discussions.		
		10-15 minutes
Activity 3.2: Stress in our Lives Aim: To help participants identify causes of stress in their lives and to start thinking about ways of coping with them	three identical plastic bottles of soda water or sparkling water (unopened); flip chart, markers	30-40 minutes
Activity 3.3: Relaxation Aim: Participants will practice a relaxation technique to help reduce stress	Participants may want to bring towels or blankets to lie on	15-20 minutes
Activity 3.4: Keeping Ourselves Healthy, Strong, and Happy Aim: To identify healthy and effective health-promotion and coping strategies	flip chart, markers, post notes or memo cards, pens, tape, two bags of sweets	30-40 minutes
Activity 3.5: Learning in Action Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return.		10-15 minutes

ACTIVITY 3.1: Welcome

Time needed: 10-15 minutes

Aim: Welcome participants, review questions or concerns related to the group and prepare for today's discussion.

Description: Feedback summarized by the facilitator or a participant volunteer.

Directions:

1. **Speak:** Thanks for joining our discussion today. In the last session, we discussed how we can have positive and negative effects as caregivers of young adolescents and we identified our goals in caring for adolescents.
2. **Question:**
 - a. Do we have somebody willing to share a story about how they have implemented what we learnt? If so, ask 1-2 volunteers to share. (Time: 3-5 minutes).
 - b. Does anyone have any concerns or questions they want to raise before starting the new session? If so, ask 1-2 volunteers to speak.

Facilitator notes

- ❖ If no participants want to speak, the facilitator should share his/her personal story or observation and link it to the previous session.

Congratulate participants for sharing and cheer for positive changes.

3. **Tell:** Now we will talk about stress and finding solutions for stress.

ACTIVITY 3.2: Stresses in our lives¹

Time needed: 30-40 minutes

Aim: To help participants identify the cause and source of stress and to start thinking about ways of dealing with them.

Key message:

- We all face many stresses in our lives and these impact us in different ways, including both our physical and mental health as well as our relationships and work.
- Suppressing or masking stress is only a short-term solution, we need other options to manage stress in our daily lives.
- Sometimes we need to ask for help to solve problems that are causing us stress.

Description: Brainstorming activity

Directions:

1. **Guiding questions:** What kind of stress have you experienced as a caregiver? Ask 4-5 volunteers to share.
2. **Question:** How did you solve these problems that were causing stress? Ask 4-5 volunteers to share.

¹ Ibid.

3. **Speak:** To better understand the problems and possible solutions, we would like to have three volunteers demonstrate the following exercise.

Facilitator notes

- ❖ Prepare the soda water bottles before starting the activity
- ❖ Two bottles contain soda water. For the third bottle, pour out the soda and fill it with normal water
- ❖ Organize participants to stand in a circle with the person carrying the normal water bottle in the middle

Preparation:

- Give the bottles containing soda water to the first and third persons and the plain water bottle to the second.
 - Tell participants to speak out about stress in their lives in a voice that gets gradually louder while the three people holding the bottles shake the bottles in a manner to match the escalation in the tone of the voices.
4. **Play:** The three volunteers start to shake the bottles with more vigour. (Time: 1–2 minutes) Stop shaking:
- The first person opens soda bottle quickly. Soda water comes out or explodes.
 - The second person opens the water bottle quickly. Nothing comes out.
 - The third person opens the water bottle slowly and gently, allowing a small amount of pressure to be released before closing the bottle. They continue to ease the pressure out until the bottle can be opened without soda water pouring out.
5. **Explain:** Thank the volunteers and ask them to return to their seats. Normally, a person reacts to stress like one bottle among the three. These three kinds of reaction show that stress can explode strongly and people can lose control. Alternatively, we can work to release pressure little by little and not allow the pressure to explode.
6. **Question:** What are the negative impacts of stress on our physical and mental health, on family relationships and as our role as caregivers? (The facilitator records the answers on a flip chart.)
7. **Speak:** It can be very helpful to us to identify the reasons for our stress and to understand the reactions and effects from this stress. Using this knowledge, take a look at the following questions:
- ◆ What is the effect of solving problems in the short-term and long-term?
 - ◆ What can we do when we are under stress and our problem is too large to be solved alone?
8. **Explain:** Different strategies for coping with stress have different effects. Sometimes, our coping strategies release stress in the short-term but could also create more problems. For example, spending too much money in the market, feeling sick after eating too much, drinking too much alcohol and making bad decisions while drunk. We need to think and reconsider the methods or ways we solve problems that cause stress. Ask yourself the following questions:
- ◆ Is the problem being solved?
 - ◆ Should we try other ways? Which options will not worsen the problem?

- 9. Explain:** It is very important to reduce stress. Sometimes stressful situations cannot be rectified alone: We need to seek help from others. (e.g. Close friends, trusted family members, a partner, counsellors or social workers, support from an NGO or a community support group.)
- 10. Question:** How do you feel about these ideas?

Note: Distribute leaflets and information cards to participants and explain the places they can seek support

ACTIVITY 3.3: Relaxation²

Time needed: 15-20 minutes

Aim: Using relaxation techniques to reduce stress

Key message:

- Practicing relaxation techniques, even in the short-term, will be beneficial and can help you.

Description: Reflection exercise

Directions:

- 1. Explain:** We will do a relaxation exercise. Please sit on chairs, sit on the floor or lie down on the floor. If you are seated, put your feet flat on the floor. Put your hands on each thigh.

Facilitator speaking slowly to guide:

- Take a deep breath and, as you slowly let it out, let your eyes close gently. Let your eyes remain closed to help you to focus. Pay attention to your breathing. Notice how it feels as the air enters through your nose and fills your lungs. Then take notice as the breath leaves your body and the cycle starts again. There is no need to change how you are breathing, just notice that you are breathing and focus all your attention on what it feels like to breathe.
- If you feel that you have lost your concentration and have begun thinking about something else, just bring your attention back to your breath.
- Take a moment to notice how your body feels. There is no need to change your position, just notice how your body feels now, in this moment.
- Feel your feet in your shoes and on the floor. Continue to close your eyes
- Gently shift your attention to your hands lying in your lap. Clench your fists. While holding them clenched, pull your forearms up against your upper arms as far as you can. Pull your forearms up tight enough so you can feel the large muscle in your upper arms tighten. Hold it. Relax; just let your arms flop down into your lap, and notice the difference between tension and relaxation.
- Gently shift your attention to your head and raise your eyebrows while keeping your eyes closed. At the same time, imagine moving your skin from your scalp down to meet your eyebrows. Release that tension all at once. Just allow your forehead to smooth out.
- Now close your eyes forcefully, then reduce the pressure but keep your eyes closed.

² Ibid.

- Now tense all the muscles in your body, but do them in the following sequence. Raise the tips of your toes as if to touch your shins and hold them while tensing your thighs, and then your buttocks. Take a deep breath and hold it. Clench your fists and tighten your upper arms. Grit your teeth and close your eyes tight. Hold it so you are tense all over. Now let go all at once. Don't ease off, but just let go and feel the tension leaving your body.
 - When you are ready, open your eyes slowly.
2. **Speak:** Please share what you have learnt from this exercise.
 3. **Summary:** This is an exercise which we can do at any time and place to help relax. It can help a lot when you have insomnia or when you are under a lot of stress.

ACTIVITY 3.4: Keeping ourselves healthy, strong and happy³

Time needed: 30-40 minutes

Aim: To identify strategies for solving problems and reduce stress in a healthy and effective way.

Key message:

- There are things we can do daily to improve our health.
- Keeping ourselves strong and healthy – physically and mentally - makes us more resilient and better able to cope with stress.
- **Description:** Participants will brainstorm and share their ideas about how they care for their health and effectively solve problems related to stress.

Directions:

1. **Explain:** We have talked about various things that cause us stress and ways to cope with that stress. An important, effective solution in the long-term is to keep our bodies, minds, hearts, spirits, and relationships healthy and strong.
2. **Speak:** Please form a small group of 5-6 people per group and take flip charts, markers, piece of papers and pens.
3. **Question:** What can you do to keep yourself healthy in mind, heart (feelings), body, spirit, and in your relationships?
 - a. We are going to have a small competition: The group with the most ideas will win. Give one packet of candy to the winning group and the other packet to the rest of the groups to share.
4. **Summary:** When we keep ourselves healthy, we become more effective caregivers as we are better able to solve stressful situations. We need to teach adolescents about the importance of keeping physically and mentally active to help reduce stress and be healthy.
5. **Question:** What have we learnt from the exercise?

³ Ibid.

Facilitator notes:

- ❖ Praise positive, health-promoting strategies and reinforce the idea of using these strategies daily.
- ❖ Praise those who have come up with ideas about seeking help and explain that seeking help is a good step, not a sign of defeat. Seeking help shows you are exploring all your options and so it should not be embarrassing or shameful.
- ❖ See appendix 3 for information about how to improve your health. If participants struggle to identify strategies for each group, then you can suggest some ideas from this list.

Information for facilitator: Appendix 3

ACTIVITY 3.5: Learning in action

Time needed: 10-15 minutes

Aim: Close this group meeting, motivate participants to practice what they have learnt and return for the next session.

Description: The facilitator or participants will summarise the key messages from the discussion and suggest ways to practice what we have learnt.

Directions:

- 1. Explain:** We come to the end of the discussion. Today we discussed about stress and ways to solve stressful situations in our daily lives.
- 2. Question:** Can we share our understanding and feelings regarding what we discussed today?
- 3. Explain:** Between now and our next meeting, think about stress and the solutions that we have. We can try to apply the positive solutions which we discussed today and ways to keep healthy. Thank all participants for joining this session. We will meet again in the next session when we will discuss men and women and the ways we care for teenage boys and girls.



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SESSION 4: Ideas about being a woman/girl or being a man/boy

SESSION 4: IDEAS ABOUT BEING A WOMAN/ GIRL OR BEING A MAN/BOY

Overview: This session focuses on understanding that society creates unequal, unfair norms and ideas about how men and women should behave that put a lot of pressure on all of us. Participants engage in discussions that challenge these norms and ideas.

Key objectives:

- To build an understanding of how gender ideals and norms put unreasonable pressure on women and men

To promote gender equitable ideas and attitudes among participants so that they can promote more flexibility and equality in gender roles and ideals among teenagers

Session 4 activities	Materials	Time
Activity 4.1: Welcome		
Aim: To welcome participants to the workshop and follow up on any questions, concerns, or achievements related to the group and prepare them for the day's discussions.		10-15 minutes
Activity 4.2: Being a Woman and Being a Man		
Aim: To allow participants to reflect on and discuss their experiences of gender norms and inequalities.	flip chart, markers	50-60 minutes
Activity 4.3: Raising a Girl, Raising a Boy		
Aim: To reflect on the impact of gendered ways of caregiving when raising young people and the potential negative impact of these traditions	flip chart, markers	50-60 minutes
Activity 4.4: Learning in Action		
Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return.		5-10 minutes

ACTIVITY 4.1: Welcome

Time needed: 10-15 minutes

Aim: To welcome participants to the workshop; follow up on any questions, concerns, or achievements related to the group and prepare for today's discussion

Aim: Feedback summary by facilitator and volunteer.

Directions:

- Explain:** Thank all participants for coming to our discussion. In the last session, we talked about stress and solving stress-related problems.

2. Explain: In the last session, we focused on stress and ways to resolve stress.

3. Question:

- a. Do we have experience to share about practicing what we learnt in the last session? If so, ask 2–3 volunteers to speak. (Time: 3–5 minutes)
- b. Do we have any concerns or questions before we start the new subject? If so, please ask 2 or 3 persons to speak. (Time: 3–5 minutes)

Facilitator notes:

- ❖ If no one wants to speak, the facilitator could share a personal story or observation and link it to the subject of the previous session.
- ❖ Use applause, praise and cheering for stories of success or positive change.

4. Explain: In the following session, we discuss how to be a man or a woman and the ways we care for our teenage girls and boys.

ACTIVITY 4.2: Being a woman and being a man¹

Time needed: 50–60 minutes

Aim: Participants reflect on their experiences related to inequality between men and women.

Key messages:

- Ideas of being ‘real men’ and ‘real women’ puts heavy and unnecessary pressure on men and women and girls and boys.
- Expectations about men and women based on their gender are unfair, instead we should focus on ideas of what we are good at.

Description: Participants will share their experiences of gender issues with the group.

Directions:

- 1. Explain:** We are going to talk about what it is like to be a girl or a boy in different situations such as at home with your family, at school, among your friends, and in your community. Please sit, relax and close your eyes.
 - a. Think back to time when you were a child or adolescent and you were treated differently as a girl or boy or we are given different privileges and opportunities in life because we were a girl or boy.
 - b. For example: “My mother told me not to play football because it’s a game for boys only”.

Facilitator notes:

- ◆ The facilitator should share an example from your own experience if participants can’t immediately think of something. Prepare to have 2–3 short examples.

¹ Ibid.

2. Speak: Please open your eyes and choose a partner for the discussion. Tell your partner:

- a. What happened?
- b. How did it make you feel?
- c. Thinking back, how do you feel about it now?

3. Speak: Ask 3-4 participants to share their personal stories and feelings:

- a. Motivate participants to provide examples both for women and men
- b. Record answers for women and men on two flip charts (one for men and other for women)
- c. Motivate participants to add more about what they hear or are told about how men or women should behave or what they should and should not do.
- d. Use a coloured marker to draw a line under the phrases that are biological (e.g. being pregnant, breastfeeding) and phrases which are social (e.g. “takes care of children” or “ways that men and women should dress”).

Facilitator notes:

- ◆ Although we are told that men and women are different, we are not really very different.
- ◆ Even though there may be ideas about ‘women’s work’ and ‘men’s work’, in reality, both men and women are capable of doing many of the same types of work. (Share some examples.)
- ◆ We both feel a heavy pressure to demonstrate the nearly impossible ideals of being a ‘real man’ or ‘real woman’.
- ◆ Sometimes opportunities for men and women are missed because of social attitudes about what is best for women or best for men.
- ◆ Sometimes we, or someone we know, does not always do what they are ‘expected’ to do. This shows that principles or ideas relating to gender can be flexible.

4. Discussion questions:

- a. How do we feel when there are different expectations for men and women?
- b. What are the similarities between men and women?
- c. Are men and women equally valued in society? (e.g. Are men valued more highly or considered more important than women?)
- d. Is the higher status afforded to men? Is it in line with human rights laws?
- e. How do we feel about the ways men and women are told to behave or act?
- f. How do these ‘rules’ impact our futures? Is this fair?

5. Question: What have we learnt about being a man or a woman? Has anything in this discussion surprised you?

Facilitator notes:

- ❖ Help participants to accept their vulnerability. (e.g. Talking about similar feelings: men feel pain, sadness and fear in the same way that a woman does.) Both women and men can feel under pressure of gender norms and expectations.

FACILITATOR INFORMATION: Appendix 4**Facilitator notes:**

- ❖ Play a game, an energising activity, or icebreaker here
- ❖ Ask participants to suggest and lead such an activity
- ❖ If no one has a suggestion, then the facilitator should lead a short game (Time: 5-10 minutes)

ACTIVITY 4.3: Caring for a girl, caring for a boy²

Time needed: 50-60 minutes

Aim: To reflect on the traditions of gender in caring for adolescents.

Key messages:

- ❖ As caregivers, we should be role models and, in our caring for adolescents, we should exhibit gender equality in terms of providing girls and boys with the same opportunities and avoiding putting pressure on them to conform to gender norms.

Description: Group work and presentation

Directions:

- 1. Explain:** Previously, we discussed our hopes and expectations for our children when they become adults. We also discussed the pressures and expectations of others towards us as men and women. Therefore, we are going to discuss how to care for girls and boys.
- 2. Group discussion:** Please divide into four groups. I will give you flip charts and markers. We will discuss about caring for adolescent girls and boys. We have 10 minutes to discuss the following questions:
 - a. What make us happy about caring for a teenage girl or boy?
 - b. What makes us unhappy or is challenging about caring for an adolescent girl or boy?
- 3. Speak:** Each group will share their ideas.
- 4. Question:** The facilitator could write answers on flip charts
 - a. Do you notice any difference between girls and boys? How are they different?
 - b. Do we have a similar or different approach in caring for girls and boys?
 - c. What kind of things do we allow girls to do but not boys?

² Ibid.

- d. When we provide different opportunities to girls and boys, what does this mean?

For example: Cooking, cleaning, driving, going for walks, participating in business from a young age, doing construction work...

- e. From where do these ideas about the roles for girls or boys come from? Do we agree with all these ideas?
- f. What is the meaning of all these expectations for the success of adolescents as they grow to be adults?
- g. Do we think it is correct that some aspects of society are open for boys but closed for girls? Or some aspects of society that are open to girls but closed for boys?

Facilitator notes:

- ❖ We can think about what is fair and what is not and whether we can do something to change what is not fair or equal. How did gender norms function when they were children? How are these gender norms likely to function when they grow to adulthood?
- ❖ For example:
 - Girls are expected to comply with male power, this could mean when they have relationships, they are expected to comply with the power of a boyfriend / partner.
 - Boys are expected to fight each other. This may still happen when they become adults if they fight with their partner (verbally or physical abuse) or use violence towards other men.
 - Ask participants what kind of adults they want their girl and boy to become.

5. Question: What have we learnt or experienced from this discussion?

Information for facilitator: Appendix 4

6. Summary: Being a caregiver for adolescents, we sometimes feel that we have less impact on them but we actually have a strong effect on what kind of adults they will become when they grow up. Continue to think about our values and ways a caregiver can influence adolescents in the early stages of their lives.

ACTIVITY 4.4: Learning and action

Time needed: 5-10 minutes

Aim: Close this group meeting, motivate participants to practice what they have learnt and return for the next session.

Description: The facilitator or participants summarise the key messages from the discussion and suggest the ways to practice what we have learnt through volunteer activist engagements.

Directions:

1. **Explain:** We have come to the end of the discussion. But remember that we will meet again. Today we discussed about being women and men in our society and the pressures on men and women to become 'real men' and 'real women'. We also discussed the ways we care for girls and boys in our society and the impact of the ways we care for them to their future.
2. **Question:** Can we share our understanding or feelings about what we discussed today?

Explain: Between now and our next meeting, notice your behaviour and how it might be different towards girls and boys. Thanks for joining our discussion today. Next session we will discuss ways to support adolescents through the changes they experience in different developmental stages.



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SESSION 5: Understanding and supporting teenagers

SESSION 5: Understanding and supporting teenagers

Overview: Participants will reflect on the kinds of support that teenagers need as they negotiate this period of developmental change.

Key objectives:

- To build an understanding of the various types of changes that teenagers are going through and how that influences their behaviour, attitudes, and needs.
- To build skills among caregivers to be supportive of teenagers in ways that will help teenagers be open with them

Session 5 Activities	Materials	Time
Activity 5.1: Welcome Aim: To welcome participants to the workshop and follow up on any questions, concerns, or achievements related to the group and prepare them for the day's discussions.		
Activity 5.2: Stages of Child Development Aim: Participants will discuss the adolescent developmental stages, how teenagers feel and think and act, try to make sense of why teenagers behave the way that they do, and identify how they can support their teenagers through the many changes they are experiencing		
Activity 5.3: Bucket and a Ball Game Aim: To engage participants in a game where they will 'walk in their children's shoes' and ultimately learn to appreciate how their teens sometimes feel when they are being praised for good behaviour and how they feel when they are being scolded for bad behaviour.		
Activity 5.4: Being Supportive Aim: Learn ways of providing support to teenagers when they are facing challenges		
Activity 5.5: Learning in Action Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return.		

ACTIVITY 5.1: Welcome

Time needed: 10-15 minutes

Aim: Welcome participants, review questions, concerns or results related to the group and prepare for today's discussion.

Description: Summary of feedback by the facilitator and volunteers.

Directions:

1. **Explain:** Thank you for participating in the discussion today. In our last session, we discussed about gender and other pressures on men and women from society. We also discussed inequality between men and women and its impact.
2. Question:
 - a. Who would like to share their thoughts about our last discussion? Could we have 1-2 volunteers to speak? (Time: 3-5 minutes).
 - b. Who has questions or wants to raise any issues before we proceed to the new subject? If yes, ask 1-2 volunteers to share.

Facilitator notes

- ❖ If no participants share anything, then the facilitator can share a personal story or observation from her/his own life and link it to the previous session's discussion.
- ❖ Congratulate and cheer for positive changes.

Questions to review from the last session:

- a. What are the positive or negative ideas or messages about 'real women' or 'real men'?
 - ❖ **Answer:** The messages could put pressure on men and women and could make them miss the opportunities for professional fulfilment. The phrase "women belong in the kitchen" makes many women focus only on work at home and does not motivate them to join social networks or make decisions like many men do.
- b. What are the differences between girls and boys? Though there are some differences, what should we do to make sure the potential of both boys and girls is developed?
 - ❖ **Answer:** The development of girls can be different to boys because societal expectations sometimes give girls less opportunities than boys. To fully develop the potential of both boys and girls, we have to understand their needs and have to provide opportunities for self-development.
3. **Explain:** In the next session, we will be discussing the stages of development for adolescents and ways we can support them using various methods.

ACTIVITY 5.2: Stages of child development¹

Time needed: 50-60 minutes

Aim: To discuss the developmental stages of adolescents such as the way they think and act, and to discuss how caregivers can support adolescents.

Key messages:

- Being a caregiver can be confusing and difficult since there are changes in physical, mental and emotional aspects that adolescents go through with their new responsibilities and expectations.
- Adolescents often want to be given a lot of independence or be treated as adults, which makes it difficult when caregivers need to enforce rules to protect them. Therefore, negotiation skills are important.
- Adolescents can be impulsive and take part in high-risk behaviour. Thus, we need to be patient as caregivers and help them to think about options and help them to manage their feelings.

Description: Group work and discussion

Directions:

1. **Explain:** We are going to understand about the stages of development during adolescence as they move from childhood to adulthood.
2. Brainstorming in a group:
 - a. Question: What do you remember about yourself when you were an adolescent? After the fall of Pol Pot, how old were you? When you were young, what were the experiences that made you happy? What were the problems? Could we have 2-3 volunteers to share?

Facilitator notes:

- ❖ There is no need to brainstorm extensively and no need to record responses on the flip chart.
- ❖ Allow participants to share some brief experiences, but do not go into a full brainstorming exercise. This exercise is just to get participants thinking about the topic and to generate some thoughts and ideas.

3. **Explain:** Adolescent development involves many changes including physical, mental and social.
4. **Tell:** We will discuss the development of adolescents. Divide into 4 groups. (Give flip charts and markers to each group). Each group looks at the drawing of a child's body and discusses the development of adolescents in physical, mental, emotional and social terms. Draw a picture to represent the four components:
 - Physical: e.g. Chest, voice, height, body, sex organ
 - Mental: e.g. increased intellectual understanding , learning to cope with more complex issues, good memory
 - Emotional: e.g. Changes in feeling towards others, concerns and peer pressure, learning to care for themselves
 - Social: e.g. Wants more friends, wants to go out

¹ Ibid.

Each group has 10 minutes for discussion and five minutes for their presentation.

Facilitator notes:

- ❖ The facilitator could emphasize “We can use our experiences when we were young or from our observations regarding the changes in our own children.”

(read information for facilitator: Appendix 5, development of adolescents)

5. Speak: Now we do the group work again:

- Give candy to the participants. Each person gets one candy. “There are four varieties of candy. When everybody has their candy, join the group members that have the same flavour as you.”
- Giving flip charts and markers to each group.

6. Questions: (Time: 10 minutes)

- What do adolescents need from parents when they go through all these changes?
- How should parents communicate with them?
- How can parents positively support adolescents through their development in these four areas?
- What are differences in the development of teenage girls and boys? What are the points of difference?

7. Speak: Ask each group to present their results.

Read information for the facilitator: Appendix 5, ‘How to care for adolescents with understanding’.

Facilitator notes:

- ❖ The facilitator could emphasize: “We can use our experiences when we were young or from our observations regarding the changes in our own children.”

Facilitator notes:

- ❖ If the following subjects have not been raised, ask the participants to think again:

Adolescents need adults to:

- o Support and care for them
- o Provide opportunities for them to gain independence
- o Listen to what they say
- o Support them to think about challenges they face
- o Discuss options and impacts but, finally, let them choose the option by themselves
- o Explain real issues and repercussions of options and decisions
- o Make them aware that we care for them and that they are important.

8. Summary: Parents and caregivers play important roles for the life of adolescents because:

- They need love and support from parents / caregivers
- We need to spend time to understand our child including expectations, happiness, successes, difficulties, challenges, and their concerns.
- Create opportunities for adolescents to express their views
- Give information about sexual development and sexual issues

9. Conclusion and ask: What have we learnt from this exercise?

ACTIVITY 5.3: Bucket and ball game²

Time needed: 15-20 minutes

Aim: Playing a game to reflect on the feelings of adolescents.

Key message:

- When we are praised, it is encouraging and makes us feel good and want to try harder
- When we are “booed”, it is discouraging and makes us feel down and not want to try anymore.

Description: An interactive game using a bucket and a set of different coloured balls (or one ball)

Directions:

- 1. Explain:** Now we will play a game using one bucket and one ball. This game requires us to throw the ball into the bucket while standing away from the bucket.
- 2. Tell:** We will divide into two groups. Members of each group should try to throw the ball into the bucket.
 - ◆ Every time the ball goes into bucket, the group should cheer and applaud
 - ◆ Every time the ball fails to get into the bucket, the other group blames and talks down to the person who threw the ball
 - ◆ When one group finishes, the other group will start
 - ◆ But this time, the group will cheer and applaud to motivate someone who could not get the ball into the bucket.
- 3. Question:** How do we feel when people applaud while we play well? Contradictorily, how do we feel when people make us feel bad when we cannot get the ball into bucket?
 - ◆ What have we learnt from this exercise about being applauded?
 - ◆ How did the other group behave while being applauded, instead of being blamed?

Explain: We see that when we get praised, it motivates us; it makes us happy and we want to play better. When we got “booed” or blamed, it demotivates us; it makes us feel hopeless and do not want to try again. This is similar to the situation when we talk to adolescents. They need to be applauded for what they are doing well, if they do something badly, they need to be motivated to do better and not be blamed.

² Ibid.

ACTIVITY 5.4: Being supportive³

(Note: This exercise is optional. The facilitator could implement or not implement this session according to time availability)

Time needed: 30-40 minutes

Aim: Providing support to adolescents when they are facing challenges

Key message:

- If we make quick assumptions or conclusions without trying to understand the relevant situations or views of the adolescents, we could miss some important information.
- If we are open, then adolescents will tell us a lot about what is happening to them. This is important if they are facing challenges or involved in risk behaviours.

Description: Participants respond to a story that is revealed in stages.

Directions:

1. **Explain:** We will do an exercise which is to support adolescents with direct or indirect speaking. We will listen to a story and imagine that we are in that situation, then we will discuss the ways to respond to adolescents.
2. Read and Ask:
 - a. When a child arrives home from school, the parent is surprised. Why is the child home so early?
❖ Question to discuss: How did the parent feel? What did the parent say or do?
 - b. The adolescent does not say anything, s/he just puts the bag down and takes a deep breathe.
❖ Question to discuss: How did the parent feel? What did the parent say or do?
 - c. The adolescent tells the parent, "I hate school and do not want to go to school again". The adolescent goes to their bedroom.
❖ Question to discuss: How does the parent feel? What is the parent thinking about? What does the parent say or do?
 - d. The adolescent shouts, "I don't know, the school is crazy" and stomps away.
❖ Question to discuss: How does the parent feel? What is the parent thinking about? What does the parent say or do?
 - e. Question to discuss: How does the parent feel? What is the parent thinking about? What does the parent say or do?
 - f. The adolescent says, "The school teachers are unfair – they hate me so my scores are going down."
❖ Question to discuss: How does the parent feel? What is the parent thinking about? What does the parent say or do?
 - g. The adolescent says, "I cannot ask questions in the class, the others just laugh and look down on me."
❖ Question to discuss: How does the parent feel? What is the parent thinking about? What does the parent say or do?
 - h. The adolescent says, "Students in my class are horrible, they always try to find people's mistakes, then laugh at them".
❖ Question to discuss: How does the parent feel? What is the parent thinking about? What does the parent say or do?

³ Ibid.

Facilitator notes:

- ❖ Focus on the question “What did you say or do?” Spend more time on these responses, but get participants to reflect on their thoughts and feelings and understand what they might change from each answer they gave to the adolescent.
 - Key supportive responses include:
 - To know how the adolescent is feeling.
 - Using appropriate praise or motivated phrases (e.g. “thank you for sharing this experience with me” or “it is important that I hear what you experienced, that helps me understand how you feel” or “I am sad to hear you have all these issues”).
 - Appropriate offers of help or support (e.g. “Would you like to discuss these issues?” or “I really want to help. What can I do to help?” or “I wonder whether you think it’s useful to look for other options?”)
- ❖ If participants respond in the ways that are not supportive, make assumptions, give advice without understanding the issues or become aggressive, you should change the story to have adolescent walk away or dig deeper to discuss the issue that has prompted that response.
- ❖ Ask participants, “What are you thinking about?” to reflect their concerns in such situations.

3. Explain: We can respond to adolescents in supportive ways by:

- Trying to understand their feelings
- Use motivational phrases such as “it’s good that you told us about this issue” or “if you have any concerns, you need to tell us so we can look for solutions together”.
- Ask about how the issue can be tackled or resolved. (e.g. “What do you think we could do to help?” or “How do you want to solve this issue?”)

ACTIVITY 5.5: Learning in action

Time needed: 10-15 minutes

Aim: Motivate participants to practice what they have learnt and to return for the next session.

Description: The facilitator or participants will summarise the key messages from the discussion and suggest ways to practice what we have learnt through participation from active volunteers.

Directions:

1. Explain: We have come to the end of our session, but remember we have agreed to meet again. Today we have discussed the stages of development in adolescents and ways we can support them.

2. Question: Do we want to share our understanding and feelings from our exercise today?

3. Explain: Between now and our next meeting, we should bring stories discussed today to our relationships with adolescents. Thank for joining today’s discussion. In the next session, we will discuss the hazards that adolescents may face in their lives and think about ways to decrease the risks involved.



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SESSION 6: Risks and challenges faced by teenagers

SESSION 6: Risks and challenges faced by teenagers

Overview: Participants will discuss the various concerns and worries they have about the risks that teenagers face. Then they will focus specifically on brainstorming solutions for the risks of school dropout and boredom of teenagers.

Key objectives:

- Teenagers face many risks in their lives

As caregivers, we need to think about and put various ideas and solutions into action to help teenagers make healthy, positive choices and decisions

Session 6 activities	Materials	Time
Activity 6.1: Welcome		
Aim: To welcome participants to the workshop and follow up on any questions, concerns, or achievements related to the group and prepare them for the day's discussions.		10-15 minutes
Activity 6.2: Concerns, Worries, Risks, and Challenges in Teenagers' Lives	flip chart, markers	40-45 minutes
Aim: To identify the worries and potential risks that teenagers face		
Activity 6.3: I'm bored!	ball	10-15 minutes
Aim: To identify potential solutions to teenager's boredom.		
Activity 6.4: School Dropout and Boredom	flip chart, markers	30-45 minutes
Aim: To understand why school completion as well as alleviating leisure boredom is important.		
Activity 6.5: Learning in Action		10-15 minutes
Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return.		

ACTIVITY 6.1: Welcome

Time needed: 10-15 minutes

Aim: Welcome participants, review questions, concerns or results related to the group and prepare for today's discussion.

Description: Summary feedback by the facilitator and participant volunteers.

Directions:

1. **Explain:** Thank all participants for joining the discussion today. In our last session, we discussed the stages of development in adolescents and changes they go through. We also discussed about the support that parents should provide for adolescents.

2. Question:

- a. Who wants to share their experience from our previous discussion? Could we have 1-2 volunteers to speak? (Time: 3-5 minutes).
- b. Who has questions or wants to raise any issues before we proceed to the new subject. If yes, could we have 1-2 volunteers to share?

Facilitator notes

- ❖ If no participants share anything, then the facilitator can share a personal story or observation from her/his own life and link it to the previous session's discussion.
- ❖ Congratulate and cheer any positive changes.

Questions to review the last session:

- a. How could we motivate adolescents to have positive behaviour?

Answer: Use motivational words, applause, small rewards, make food that they like, etc.

3. Explain: In the next session, we will discuss our concerns related to adolescents and the issues they are facing.

ACTIVITY 6.2: Concerns, worries, risks, and challenges in teenagers' lives¹

Time needed: 40-45 minutes

Aim: To identify concerns and risks that adolescents face

Key message:

- There are many issues that adolescents face which cause concern and worry for caregivers
- We can try different tactics to help adolescents avoid risks or deal with challenges in their lives

Description: Participants brainstorm

Directions:

1. **Explain:** We have discussed various methods that could help adolescents succeed in their future. In our exercise today, we will focus on the risks posed during adolescence and ways we can help them to mitigate those risks.

¹ Ibid.

2. **Question:** What are the risks faced during adolescence?

- Those risks could be:

(The facilitator puts the flip chart on the wall and writes the title “Risks”)

- 1) Not completing schooling
- 2) Using alcohol and drugs
- 3) Boredom
- 4) Wanting to have a partner or embarking on a sexual relationship
- 5) Violence
- 6) Mental health issues (e.g. depression...)

3. **Question:** Do any of these six points relate to a child we care for? Are there any additional points? We will divide into six groups to discuss these risks and concerns. Each group has eight minutes for discussion.

- **For example:** “I worry that, if my child does not finish school, they won’t have the opportunity to get a good job.”

4. **Speak:** Ask a representative of the group to read their results and ask others to add ideas if they have any.

5. **Question:** What are the biggest concerns or worries that you have?

6. **Explain:** Parents or caregivers need to understand our adolescents because they are confronting many changes and challenges during this developmental phase. Thus, we need to help them look for solutions.

ACTIVITY 6.3: I’m bored! and school dropout

Time needed: 10-15 minutes

Aim: To create a good atmosphere out of school times and look for solutions to reduce loneliness in adolescents.

Key message:

- Think about ideas for adolescents to participate in positive activities during their free time rather than being bored.

Description: Participants will play a memory game focusing on boredom and recreational activities.

Directions:

1. **Explain:** Think about activities for adolescents to do in their free time, avoiding activities which could involve risk.
2. **Speak:** We will play a game related to solving the problem of boredom and preventing school dropout:
 - ♦ We all stand in a circle. One person has a ball. She/he throws the ball to another person while saying, “I am bored!”
 - ♦ The person who catches the ball needs to provide an idea to prevent a young person giving up school as well as solving the problem of being bored.
 - ♦ After sharing their idea, the person throws the ball to another person in the circle and says, “I am bored!” The one who catches the ball needs to provide a solution and repeat the activity.

Facilitator notes:

- ◆ The facilitator should motivate participants to provide good examples of how to stop boredom and avoid activities that entail risk

3. Question:

- ◆ How do we feel about this game?
- ◆ Do we understand about the problems that can occur with adolescent boredom?
- ◆ Do we understand the ways to prevent children from dropping out of school?
- ◆ We have two major concerns when our children become adolescents (1) the child could not complete school, (2) the child could have problems when they get bored.

Facilitator notes (additional reading)

- | | |
|--|---|
| <ul style="list-style-type: none">◆ How to help the child to complete school<ul style="list-style-type: none">◆ Show interest in the child's study◆ Motivate and praise the child◆ Talk about the opportunities that will be open to them when they complete school◆ Motivate them to go to school◆ Create a community project with the school | <ul style="list-style-type: none">◆ How to help solve the problem of being bored<ul style="list-style-type: none">◆ Suggest or organise activities for the child◆ Take the child to participate in community programmes◆ Participate in recreation activities together◆ Create a place in the community for adolescents to meet after school time. |
|--|---|

4. Question: What did you find interesting about this exercise?

Explain: It is very important that our children can complete school and have opportunities for a good future; parents should motivate them to complete their schooling. When adolescents get bored, we need to motivate them to join good activities to limit the opportunity to get involved with risky behaviours. Activities include participating in volunteer work in the community, studying a language, doing sports or reading books.

ACTIVITY 6.4: Learning in action

Time needed: 10-15 minutes

Aim: Motivate participants to practice what they have learnt and return for the next session.

Description: The facilitator or participants summarise the key messages from the discussion and suggest ways to practice what we have learnt through participation from active volunteers.

Directions:

- 1. Explain:** Today we have discussed the concerns and risks of adolescents as well as finding solutions to reduce school dropout as well as preventing boredom.
- 2. Question:** Do we have somebody willing to share any interesting ideas about today's exercise? If so, ask 2-3 persons to speak.
- 3. Explain:** Between now and our next meeting, we can think about some community programmes which we could start. Thank you for the meeting today. In the next session, we will discuss violence against children.



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SESSION 7: Experiences and impacts of violence

SESSION 7: Experiences and impacts of violence

Overview: Participants will build an understanding of the various types of violence that children and adolescents may experience and review definitions. They will then move on to discuss causes and impacts of this violence and then, finally, brainstorm ways to support survivors and prevent violence.

Key objectives:

- To promote sensitivity and empathy among caregivers that some behaviour by caregivers (e.g., shouting, name calling, or hitting as punishment) can be very harmful to children and teenagers, even if caregivers don't intend to hurt children
- For caregivers to reflect on what teenagers learn from violent or harsh punishments
- To build understanding of the effects of violence and abuse and harsh punishments on young people

Session 7 activities	Materials	Time
Activity 7.1: Welcome		
Aim: To welcome participants to the workshop and follow up on any questions, concerns, or achievements related to the group and prepare them for the day's discussions.		10-15 minutes
Activity 7.2: Experiences of Violence During Childhood and Adolescence Aim: To understand the different forms of child abuse and neglect	flip chart, markers, memo cards or post-it notes, pens, tape	30-40 minutes
Activity 7.3: When Young People are Exposed to Violence Aim: To understand the impact that violence can have on young people	flip chart, markers	30-40 minutes
Activity 7.4: Learning in Action Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return.		10-15 minutes

ACTIVITY 7.1: Welcome

Time needed: 10-15 minutes

Aim: Welcome participants, review questions, concerns or results related to the group and prepare for today's discussion.

Description: Summary feedback by facilitator and participant volunteers.

Directions:

1. **Explain:** Thank all participants for joining the discussion today. In our last session, we focused on the risks faced by adolescents and specifically on giving up school and being bored. We discussed certain ideas about helping adolescents complete their schooling and solving problems associated with boredom.

2. Question:

- a. Who wants to share their experience of putting into practice the subject matter from our last discussion? If so, could we have 1-2 volunteers to speak? (Time: 3-5 minutes).
- b. Who has questions or wants to raise any issues before we proceed to the new subject. If yes, could we have 1-2 volunteers to share?

Facilitator notes

- ❖ If no participants share anything, then the facilitator can share a personal story or observation from her/his own life and link it to the previous session's discussion.
- ❖ Congratulate and cheer for positive changes.

3. Explain: In the next session we will focus on the impacts of violence against children and adolescents

ACTIVITY 7.2: Experiences of experiencing violence during childhood and adolescence¹

Time needed: 30-40 minutes

Aim: To understand the different forms of abuse and neglect on children.

Key message:

- Some behaviour of caregivers (e.g. shouting, beating, belittling) could damage the child and adolescent even if the caregiver does not want to harm them.

Description: This session starts with an exercise by writing various forms of violence on pieces of paper and discussing the definition and meaning of different forms of violence.

Directions:

- 1. Explain:** Today we will discuss different forms of abuse, violence, neglect or other activities that could harm children and adolescents. We will do an exercise before reviewing what we discussed in a group.
- 2. Tell:** Bring the sticky cards and pens.
 - a. Remember when you were young and think about painful experiences.
 - b. Write those experiences on papers.
- 3. Explain:** We will do this exercise anonymously, thus no need to write your name on the paper. I will collect the papers, mix them together, and then read them.
 - **Speak:** Come back to the group. Collect all cards from participants and mix them together. We will look at different experiences written on the paper and put these experiences in different groups. The facilitator takes four flip charts and writes a title on each as follows:
 - Mental abuse and neglect
 - Physical abuse and neglect

¹ Ibid.

- Sexual abuse and sexual harassment
- Overworking

Certain form of abuse (additional reading for facilitator)

- Neglected or abandoned by father (mental abuse)
- No money to buy food but father/mother having money to drink alcohol (mental, physical abuse)
- Stepfather beats mother (mental abuse)
- Adopted brother forces kissing or touching (sexual abuse)
- Caretaker sexually harasses (sexual abuse)
- Carer beats us when we do not want to eat (physical abuse)

4. Explain: Now look at the meanings:

- **Abuse:** Voluntary negative actions have been done to child, adolescent or other person.
- **Neglect:** Volunteer negative actions which cause harm due to missing being taken care.
- **Overwork:** Asking a child to work is reasonable, but asking a child to work too much or in an inappropriate context could have a bad impact on the child.
- The facilitator picks cards from the pile to read and asks participants to classify them according to the four titles.

5. Question: What have we learnt from this exercise? How do we feel?

6. Summary: If we ever experienced painful events then, being parents, we do not want our children to have the same experiences. Thus, to be a success, a child and adolescent needs support from us such as:

- ♦ Love, being cared for and feeling part of a family
- ♦ Given value and being trusted
- ♦ Protected from experiencing violence and sexual abuse
- ♦ Equality and honesty
- Receiving basic needs such as foods, shelter, being warm and protected and education

Facilitator notes:

- ♦ Energising activities could be done at this point
- ♦ Propose that participants provide ideas or lead activities
- ♦ If nobody provides ideas, the facilitator should introduce a short game (Time: 5–10 minutes)

ACTIVITY 7.3: When young people are exposed to violence²

Time needed: 30-40 minutes

Aim: To understand the impact of violence on adolescents

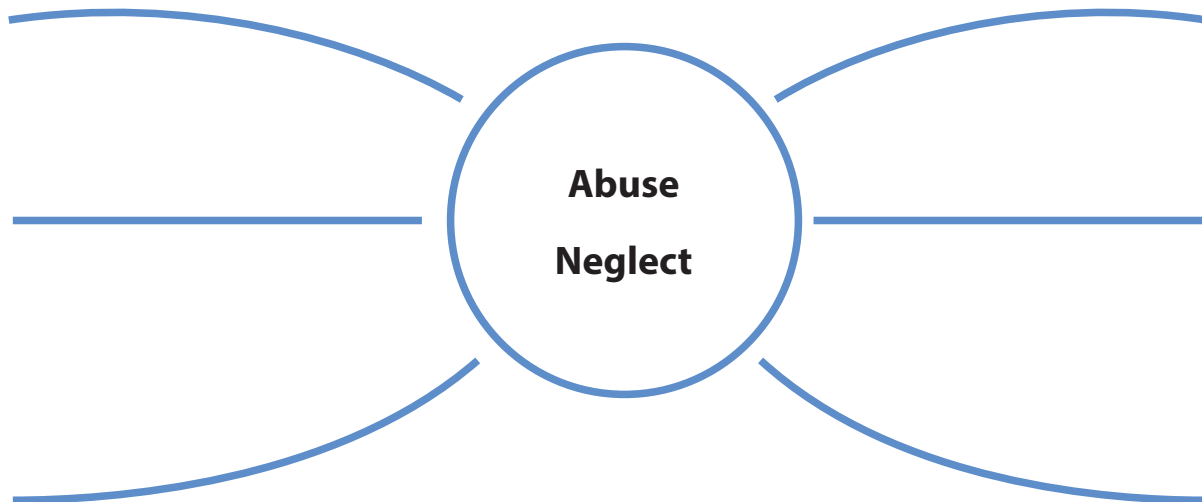
Key message:

- Different forms of violence and abuse can harm children and adolescents in many ways and for the long-term.

Description: Participants will reflect on the different impacts of violence on adolescents and discuss how to support the victims of violence.

Directions:

1. **Explain:** We will discuss about the impact of violence on children or adults.
2. **Question:** What are the impacts from experiencing any of the painful events that we discussed previously?
 - Take a flip chart and write 'abuse' or 'neglect' in the middle and draw a circle around the words.
 - Record your answers at the points below, like 'spider legs'.



- Remind participants about the physical, mental, social and economic impact of abuse on victims, family members, friends and the community.
 - Ask also participants to think about the short-term and long-term impact.
1. **Question:** (The facilitator records the reasons in the column following the body of 'spider')
 - What are the reasons people abuse children?
 - What support do you think that the victims (children being abused) need?
 - What can be done to prevent children and adolescents from being abused?

² Ibid.

2. **Explain:** If we imagine our own personal experiences and those of other children being abused or left behind, we should note certain impacts such as:
- Being scared
 - Child may become aggressive
 - Child may sleep more or less than before
 - Child may eat more or less than before
 - Child may stop caring about personal hygiene or become overly concerned about physical appearance
 - Child may start having problems at school or with neighbours
 - There may be a notable change in school results
 - Child may exhibit negative behaviour
3. **Explain:** If the child shows an extreme shift in their behaviour, it is very important that parents or caregivers ask what has happened.
- If the children do not communicate their problems to the adult, then the caregiver must ask again at another time.
 - If the child says that they have been abused, we must believe them.
 - Most children do not tell their caregiver if they have been abused.
 - According to the law, if someone knows or suspects that there is a child being abused, the person must report it to police, the local authority, the village head, the commune head, the commune of women's affairs, the local police, or other relevant organization.
4. **Explain:** It is very important that the child (victim) is taken to a safe place and receives counselling.
5. **Question:** What have we learnt from this discussion?

Facilitator notes (additional reading)

- ❖ This exercise can be very difficult for anyone who has experienced abuse or neglect. Pay attention to how participants respond during this exercise.
- ❖ Stick to the time allotted time for this exercise. To save time, categorize answers that are similar.
- ❖ Some participants may feel regret and sadness when they realize that they have behaved in ways that could harm their children. Be sympathetic, but reinforce that there are serious repercussions for behaving in these ways.
- ❖ Think about doing something to relieve tension at the end of this exercise, if time allows. For example, a deep breathing exercise.
- ❖ Do not skip this session even though it can be difficult and painful
- ❖ Provide information about support services to participants and tell them you are happy to discuss any specific concerns after this exercise.

Read Facilitator Information in Appendix: 7

ACTIVITY 7.4: Learning in action

Time needed: 10-15 minutes

Aim: Motivate participants to practice what they have learnt and return for the next session.

Description: The facilitator or participants summarise the key messages from the discussion and suggest ways to practice what we have learnt through participation from active volunteers.

Directions:

1. Explain: We have come to the end of today's session. We have discussed forms of violence or abuse which children or adolescents face in their lives and what we can do to prevent or support the victims.

2. Question: Do we have somebody willing to share a story or interesting ideas about today's exercise? If so, ask 2-3 persons to speak.

3. Explain: Between now and our next meeting, think about how we can create programmes in our community to improve the safety and happiness of adolescents. We will discuss these in our next session. Thank you for meeting today. In the next session, we will discuss adolescents and dating.



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SESSION 8: Adolescents and dating

SESSION 8: Adolescents and dating

Overview: The discussion focuses on teenagers and dating relationships – both the positives and negatives.

Key objectives:

- To promote an openness among caregivers to discussing dating or intimate relationships with teenagers in their care
- To build understanding that forbidding or ignoring dating or intimate relationships may cause more problems as secrecy around this issue may lead teenagers to make healthy choices

To understand that dating or intimate relationships among teenagers are not the same as adult intimate or dating relationships, and may not necessarily involve sex

Session 8 activities	Materials	Time
Activity 8.1: Welcome		
Aim: To welcome participants to the workshop and follow up on any questions, concerns, or achievements related to the group and prepare them for the day's discussions.		10-15 minutes
Activity 8.2: Nary and Sophal's Story		
Aim: To explore teenage dating and peer relationships, pressure, sex, and violence in these relationships, and various risk factors that increase vulnerabilities	flip chart and markers, print-out of story	50-60 minutes
Activity 8.3: Getting Involved and Creating Positive Change		
Aim: To promote caregiver collaboration with teenagers in community service projects that will help to make the community a safer and happier place for everyone	flip chart, markers	30-40 minutes
Activity 8.4: Learning in Action		
Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return.		10-15 minutes

ACTIVITY 8.1: Welcome

Time needed: 10-15 minutes

Aim: Welcome participants and review questions, concerns or results related to the group and then prepare for today's discussion.

Description: Summary of feedback by the facilitator and participant volunteers.

Directions:

1. **Explain:** Thank the participants for joining the discussion today. In our last session, we discussed forms of violence, abuse and risk behaviour that can be faced by children and adolescents. We noted the importance of providing care for them; opening our minds and building supportive relationships with the adolescents in our lives.

2. Question:

- a. Who would like to share their experience of putting points from our previous discussion into practice? If so, ask 1-2 volunteers to speak? (Time: 3-5 minutes).
- b. Who has questions or wants to raise any issues before we proceed to the new subject? If yes, ask 1-2 volunteers to share?

Facilitator notes

- ❖ If no participants share anything, then the facilitator can share a personal story or observation from her/his own life and link it to the previous session's discussion.
- ❖ Congratulate and cheer for positive changes.

Question to review the last session:

- a. What are the different kinds of violence and abuse?
- b. As a parent, how can we support children who have been abused?

Answers: Follow-up on changes in the child's behaviour; be caring towards them to build trust so that they will share how they feel; if necessary report abuse to police, the local authority or relevant organizations

3. **Explain:** Our session today will focus on understanding adolescents and dating relationships as well as problems that may occur in dating relationships.

ACTIVITY 8.2: Nary and Sophal's story ¹

Time needed: 50-60 minutes

- ❖ To identify various types of problems that teenagers may face in dating relationships, including sex and violence in relationships.

Key message:

- Although there are many risks involved in dating, adolescents can learn the skills to manage the risks and create relationships that are happy and safe.

Description: Participants will read the story about Nary and Sophal and then, in group discussions, they will identify various problems with the relationship. Finally, participants will discuss the advice they would give to Nary and Sophal.

Directions:

1. **Explain:** We will discuss adolescent dating and relationships.
2. **Question:** Is the discussion about adolescents and dating important to this discussion? What do you think? What do we know about adolescents and dating?

¹ Ibid.

3. **Explain:** We will read the story of Nary and Sophal to help us to discuss problems that can occur in dating relationships, including peer pressure, pressure to have sex and violence. While we are reading, look for factors that make the situation more risky and things that adolescents can do to prevent harm.
4. **Tell:** Now, can we please have volunteers to read the story aloud.
5. **Speak:** We all need to express our ideas about what happens in this story. I will record those ideas on a flip chart.

Facilitator notes (additional reading):

- ❖ Make sure participants discuss: dating, sexual matters (including decision-making and safe sex), alcohol and drugs, communication, peer pressure.

6. **Speak:** Now we break into two groups of equal size. We have 10 minutes for discussion.
 - a. **Group 1:** Suppose we are parents of Sophal: What should we talk to him about when we see how he is behaving in his relationship with Nary?
 - b. **Group 2:** Suppose we are parents of Nary: What should we talk to her about when we see what happened in her relationship with Sophal?
7. **Speak:** Share answers in each group, and ask:
 - a. What did the groups discuss about the problems in the relationship of Sophal and Nary?
 - b. How did the majority of the caregivers respond to the dating of adolescents and sexual matters? Why?
 - c. Is the response of parents likely to have positive results?
 - d. What do you think about the adolescents you know? How do they feel about relationships and dating?
 - e. Why do you think they are interested in these matters?
 - f. Do you remember how you felt about these kind of relationships when you were young?
 - g. What skills do we need to help adolescents overcome any problems without making judgements and showing care and support?

Read information for facilitator, Appendix 8.1

8. **Explain:** Adolescents face many problems and the best thing we can do is acknowledge these instead of ignoring them and hoping that things will not happen.
9. **Question:** What have we learnt from this exercise?

Facilitator notes:

- ◆ Participants could play the game or take part in an energising activity
- ◆ Ask participants to lead the activity
- ◆ If nobody has ideas, the facilitator could play a short game (Time: 5–10 minutes)

ACTIVITY 8.3: Getting involved and creating positive change

Time needed: 30-40 minutes

Aim: To motivate caregivers to collaborate with adolescents on community programmes to help make the community a safe and happy place for all.

Key messages:

One way to continue to practice what we have learnt and strengthen supportive relationships between caregivers and adolescents, is to create community programmes.

Description: Participants brainstorm and share ideas about community programmes.

Directions:

1. **Explain:** We are going to discuss ideas about creating community programmes to implement the topics we have discussed in this workshop, to create a safe place and actively engage adolescents.
2. **Question:** Discuss the following questions:
 - a. Being parents, grandparents, uncles and aunts, how should we support community programmes?
 - b. How do you want to implement community programmes to make the community safe and actively involve adolescents?
 - What are your ideas for community programmes?
 - Are you interested in contributing time and effort to implement one or many of the programmes?
 - How can you strengthen relationships with each other by the implementation of the programme?

Facilitator notes:

- We will consider organising a joint programme of adolescents and caregivers that allows them to plan together.

ACTIVITY 8.4: Learning in action

Time needed: 10-15 minutes

Aim: Motivate participants to practice what they have learnt and return for the next session.

Description: The facilitator or participants summarise the key messages from the discussion and suggest ways to practice what we have learnt through participation from active volunteers.

Directions:

1. **Explain:** Today we discussed about adolescent dating and sexual relationships.
2. **Question:** Do we have somebody willing to share a surprising story or interesting idea about today's exercise? If so, ask 2 -3 persons to speak.
3. **Explain:** Between now and our next meeting, think about the community programmes which we can implement with adolescents to reduce loneliness and create a safe and happy community. Thank you for joining this session.



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SESSION 9:

Promoting positive behaviour

SESSION 9: Promoting positive behaviour

Overview: This session focuses on the foundational steps to creating a positive discipline strategy which is focused on desired or positive behaviour to make it understood and more likely to occur. The second step is about clarifying boundaries or guidelines for good or positive behaviour.

Key Objective:

To learn skills to increase positive behaviour in teenagers

Session 9 activities	Materials	Time
Activity 9.1: Welcome		
Aim: To welcome participants to the workshop and follow up on any questions, concerns, or achievements related to the group and prepare them for the day's discussions.		10-15 minutes
Activity 9.2: Rewarding Positive Behaviour		
Aim: Participants will learn about positively reinforcing and rewarding good or desired behaviour in teenagers.	flip chart, markers	40-45 minutes
Activity 9.3: Opening a Fist		
Aim: A quick game, to change the pace and be challenged		10-15 minutes
Activity 9.4: What Are the Rules and Boundaries?		
Aim: Participants learn about the importance of setting limits and boundaries and strategic ways to do this with adolescents		40-45 minutes
Activity 9.5: Learning in Action		
Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return.		10-15 minutes

ACTIVITY 9.1: Welcome

Time needed: 10-15 minutes

Aim: Welcome participants, review the previous exercise

Description: Feedback by the facilitator and participant volunteers.

Directions:

1. Explain: Thank participants for joining the discussion today. In our last session, we focused on adolescent dating and we talked about the importance of parents discussing relationships and sex with adolescents to help them avoid problems

2. Question:

- Who wants to share an example of what they put into practice from our previous discussion? If so, ask 1-2 volunteers to speak? (Time:3-5 minutes).
- Who has questions or wants to raise any issues before we proceed to the next subject. If yes, ask 1-2 volunteers to share?

Facilitator notes

- ◆ If participants don't share anything, then the facilitator can share a personal story or observation from her/his own life and link it to the previous session's discussion.
- ◆ Congratulate and cheer for positive changes.

3. Explain: Today we focus on promoting positive behaviour.

ACTIVITY 9.2: Rewarding and promoting positive behaviour¹

Time needed: 40-45 minutes

Aim: Participants will learn about praising and rewarding positive behaviour in adolescents

Key message:

- Verbally praise or show appreciation to help adolescents understand what kind of behaviour we want to see and motivate them to behave in a positive manner.
- Giving praise or appreciation can also be positive and rewarding for caregivers.

Description: The facilitator will describe how to use praise as a strategy to manage behaviour. Participants will practice using this skill in the group.

Facilitator Information: Appendix 9

Directions:

1. **Explain:** We want to encourage adolescents to behave in a positive manner. An important strategy is to define good behaviour and reward or praise the child while the child is doing something good.
2. **Speak:** Imagine we are doing something good and we get praised or rewarded (e.g. from a parent, boss or manager).
3. **Speak:** Could we have 2–3 volunteers to share how this situation makes them feel?
4. **Explain:** We all want to be praised for doing something well. Children and adolescents are the same. Praising and rewarding children makes them feel happy and appreciated and motivates them to continue their good activities.
5. **Tell:** Can we have a volunteer act as an adolescent taking part in their daily activities? For example, cleaning the house, getting water or helping to prepare the vegetables. The facilitator will act as a parent and come to offer praise.

¹ Ibid.

Participants should use the specific motivation phrase as following:

- ◆ "...my dear...you have done a very good job"
- ◆ "Thanks for ..."
- ◆ "I really like it..."
- ◆ "Very good ...when"
- ◆ "You have done the best...or you have done a good job"
- ◆ "I really want to congratulate you..."

6. **Tell:** Remember that motivational phrases work best when we tell someone about what we like about what they did. Now let us practice together. Take a partner to discuss. (Time: 7 minutes)
 - One person acts as a child or adolescent.
 - One person uses motivational phrases or shows appreciation to the child by talking about what you like.
7. **Speak:** Return to your seats
8. **Question:** How do you feel when somebody praises you? How do you feel when you praise the adolescent?
9. **Summary:** Praising means observing when the adolescent was doing something good or correct even though it is sometimes just an everyday action.
10. **Question:** Is there anything you've found surprising about this discussion and practice?

ACTIVITY 9.3: Open a fist²

Time needed: 10-15 minutes

Aim: To better understand adolescents and decrease conflict.

Key message:

- We need to be calm and patient and use negotiation skills with adolescents
- Body language is an important part of communication

Description: Work in pairs to communicate effectively using body language

Directions:

1. **Tell:** We will play a game to practice the skills of persuasion
2. **Explain:** Our body language can influence other people's response to us. For example, if someone is angry towards us, they might approach us with a clenched fist. But by changing the body language, we can manage the situation better.

For example: If we sit down, we can calm our feelings by not crossing our hands, not sitting with crossed legs, looking at the person and not being aggressive.

3. **Tell:** Work in pairs for three minutes to play this game. Please listen:

² Ibid.

- a. The first one person acts as an abuser, the other acts as a persuader; after that change the roles.
- b. The abuser must make a clenched fist and be aggressive
- c. The persuader should use skills to calm down the abuser.
- d. The persuader and abuser will not touch each other, but the persuader can say or do something to calm the abuser and have them open their hand.
- e. If the abuser thinks that the persuader is doing well, then they can open their fist.

4. Question:

- a. What did you say to get your partner to open their hands?
- b. What have you learnt from this exercise?
- c. This exercise helps us to understand the need to improve communication with adolescents and helps us reduce conflict with adolescents.

ACTIVITY 9.4: What are the rules and boundaries?³

Time needed: 40-45 minutes

Aim: Participants discuss about the importance of setting limits with adolescents.

Key message:

- It is important to discuss and negotiate rules and expectations with adolescents so that they will feel if those rules and expectations are created in consultation with them.
- Remember to focus on desirable behaviour; the focus should not be on negative behaviour.

Description: The facilitator will describe the importance of discipline and on setting clear limitations in family situations. Participants will reflect on discipline in their households.

Directions:

1. **Explain:** It is important that parents set rules and clear limitations to prevent behaviour that could cause problems. It also helps to motivate adolescents to show care and take responsibility for others. Discipline and limitations set guidelines for what adolescents should and should not do.
 - For example: At the beginning of our community discussion, we set some ground rules. This helped us know the rules, expectations and to understand what could happen if we do not respect the rules. It helped us know that our behaviour could affect others in certain ways.
 - Similarly, when we set rules with adolescents, it motivates them to participate in positive activities and to agree to negotiate a set of rules or guidelines.
 - Firstly, we should discuss with adolescents why we need principles to guide our behaviour?
 - Discuss with adolescents what important principles we share? Seek comments from them about those principles. Negotiation is important.
 - These principles should be negotiated and should be flexible if you want to avoid conflict. We could let children know that the rules can be changed when they grow older or depending on certain circumstances.

³ Ibid.

Facilitator notes:

- ◆ Language is important. Sometimes, it is not good to call these “rules” or “discipline” as this could cause opposition from adolescents.
- ◆ We have directions that make us understand and agree regarding what we can accept and what we cannot accept
- ◆ These rules help keep everyone safe and build trust and understanding

2. **Question:** Now think about what are important rules for adolescents (12–14-years old)? Record answers on the flip chart.

3. **Speak:** Now we will discuss this together.

- a. What are the rules that can motivate adolescents in a positive way?
- b. What are the disciplines to ban adolescents from doing something? (E.g. Not doing homework or doing the homework as soon as you arrive home in the afternoon).
- c. Do these principles apply for younger children?
- d. What should we do when adolescents respect all these rules?

Answer: Praise and applaud for positive input and ideas.

4. **Summary:** Adolescents would like to have some opportunities to understand who they are and the world they are living in, thus they need freedom. However, they need to understand about limitations, what they should do and what they should not do including understanding the values of caregivers.

5. **Question:** What have you learnt from this activity?

FACILITATOR INFORMATION: Appendix: 9

ACTIVITY 9.5: Learning in action

Time needed: 10-15 minutes

Aim: Motivate participants to practice what they have learnt and return for the next session.

Description: The facilitator or participants summarise the key messages from the discussion and suggest ways to practice what we have learnt through participation from active volunteers.

Directions:

1. **Explain:** Now we have come to the end of our session. Today we have discussed ways to instil discipline and negotiate rules of conduct for adolescents. Plenary discussion (1–2 volunteers)
2. **Question:** Do we have somebody willing to share a story or an interesting idea about today’s exercise? If so, ask 2-3 persons to speak.
3. **Explain:** Between now and our next meeting, we need to practice using phrases to praise children who are doing well, to value and support positive behaviour. Thank you for joining this session.



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SESSION 10: Communication and conflict resolution

SESSION 10: Communication and conflict resolution

Overview: Participants will reflect on their own communication styles and then practice different conflict resolution strategies.

Key objectives:

- To understand the different ways people communicate and resolve conflict and how different approaches have particular consequences.
- To learn skills in listening, defusing tension, and assertive communication.

Session 10 activities	Materials	Time
Activity 10.1: Welcome		
Aim: To welcome participants to the workshop and follow up on any questions, concerns, or achievements related to the group and prepare them for the day's discussions.		10-15 minutes
Activity 10.2: Different Ways of Communicating		
Aim: To identify communication behaviours that are attacking, avoidant, and manipulative and how these strategies may impact on relationships or interactions.	flip chart, markers	30-40 minutes
Activity 10.3: How I Approach Conflict With Teenagers		
Aim: To reflect on patterns of dealing with conflict with teenagers	flip chart, markers	10-20 minutes
Activity 10.4: Listening Pairs		
Aim: To help participants realise the importance of listening skills to good communication in all life situations, including relationships.		15-20 minutes
Activity 10.5: Defusing the tension first		
Aim: To understand several options for decreasing the stress and tension in a conflict situation from early in the interaction	Flipchart, markers	20-30 minutes
Activity 10.6: 'I' Statements		
Aim: Participants practice making non-judgmental statements, and using a structure which can open, rather than close discussion of difficult topics	flip chart, markers	45-50 minutes
Activity 10.7: Learning in Action		
Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return.		5-10 minutes

ACTIVITY 10.1: Welcome

Time needed: 10-15 minutes

Aim: Welcome participants, review the previous exercise, ask whether there are concerns and prepare for today's discussion.

Description: Feedback by the facilitator and participant volunteers.

Directions:

- 1. Explain:** Thank all participants for joining the discussion today. In our last session, we learnt how to praise adolescents when they behave well. We also talked about setting limitations and discipline for adolescents, to help them achieve success in their futures.
- 2. Question:**
 - a. Who would like to share their experience of putting their learning from the last session into practice? If so, ask 1-2 volunteers to speak. (Time: 3-5 minutes)
 - b. Who has questions or wants to raise any issues before we proceed to the new topic? If yes, ask 1-2 volunteers to share.

You could ask the following question to review the previous session:

- ◆ Who has praised their children for good behaviour since our last discussion? Please share with the group.

Facilitator notes

- ◆ If no participants share anything, then the facilitator can share a personal story or observation from her/his own life and link it to the previous session's discussion.
- ◆ Congratulate and cheer for positive changes.

- 3. Explain:** Today we will focus on communication and conflict resolution.

ACTIVITY 10.2: Different ways of communicating¹

Time needed: 30-40 minutes

Aim: To identify communication behaviours that are attacking, avoidant and manipulative.

Key message:

- We all communicate in different ways. It is important that we know how different forms of communicating lead people to react in different ways.
- Communicating with anger and deceit could create problems or conflict.
- Communicating to build trust and confidence will create mutual respect.

¹ Ibid.

Description: Participants brainstorm about how various methods of communication used by themselves and others provide good results or bad results. The facilitator will then classify the examples given by participants and give additional examples, focusing on tools to avoid anger and mistrust and to build trust and confidence

Directions:

- 1. Explain:** We will identify various types of communication to achieve different goals. For example, how should we communicate when we are trying to persuade someone to change an idea or behaviour? When someone tries to put pressure on us, how should we respond?
- 2. Question:** What can we do to persuade someone to do what we want? (The facilitator writes answers on a flip chart.)
- 3. Speak:** Divide into three groups for a role play exercise. We have five minutes to prepare:
 - a. How should we communicate if we want an adolescent to do something?
 - b. How will an adolescent respond when a parent does not allow them to go to a party with friends?
 - c. How can we persuade friends who do not want to go to the market with us?
- 4. Question:** What communication skills have we used to persuade others?
 - The facilitator displays a flip chart with four columns:
 1. Anger / fighting
 2. Inactive / avoidance
 3. Manipulative
 4. Respect and assertive

♦ The facilitator explains communication as following:

Anger / fighting	Inactive / avoidance	Deceived	Respect / Trust
Shows their feelings and expectations by threatening or putting mistakes on others Examples: Shouting Scolding Exploding Warning Insulting Seeking revenge Nagging Badgering Staring Inappropriate body language	Allow to do whatever they like, not telling the truth, lets other make decisions Examples: Withdrawal Keeping silent Speaking softly but aggressively Avoiding conflict Speaking behind others' backs Trying to forget problems Not speaking what comes to mind	Using tricks or cheating to reach goals. Manipulating the words of others Examples: Complaining Making others feel they are wrong Begging Pretending to cry Manipulating Offering something with conditions	Telling someone how you feel and what you want in a way that does not seem rude or threatening. Examples: Showing real feeling, being honest Listening to the other person and asking clarifying questions Suggesting a compromise or other solution Being neutral

5. Question:

a. How do we feel when other people do these things to us:

- ♦ Angry and fighting when someone is talking?
- ♦ Avoiding solving the problem?
- ♦ Cheating?
- ♦ Talking with respect and trust?

b. How do you usually respond when people use these strategies with you? How have people responded when you have used these different strategies?

- ♦ When you are treated like this by teenagers at home or at work, how does that make you feel?
- ♦ When you are treated like this by colleagues, how does that make you feel?
- ♦ When you are treated like this by family or friends, how does that make you feel?

c. What do you think about the outcomes from these kinds of communication: aggressive/attacking, passive/avoidant, manipulative?

6. List the outcomes and assess with the participants whether the outcomes are positive or negative.

7. Summary: We all use different communication styles in different situations. But when we communicate with anger, avoidance of deceit, we can create many problems. If we want people to respect each other, we need to be respectful and build trust with each other.

Facilitator notes:

- ◆ Remind the group that using effective communication methods can help us achieve our aim.
- ◆ Methods of communication using anger, avoidance and deceit could cause problems.
- ◆ Moreover, using negative communication methods means that we do not achieve solutions in a 'win-win' or positive manner.

ACTIVITY 10.3 How I approach conflict with teenagers²

Time needed: 10-20 minutes

Aim: To reflect on ways to solve conflict with adolescents

Key message:

- Conflict situations are usually very challenging and difficult
- Understanding how to solve or reduce conflict with adolescents (and others) could help us to improve our interactions and relationships.

Description: Through a personal reflection, participants think about how they usually deal with conflict situations with adolescents in their various caregiving roles.

Directions:

1. **Explain:** We are going to think about conflicts we can have with adolescents. Think about solutions to those conflicts.
2. **Speak:** Close the eyes and think about these questions. I will read slowly:
 - a. Think of a recent conflict situation with an adolescent.
 - b. Describe to yourself what you did.
 - c. Describe to yourself how the adolescent reacted.
 - d. Would you say the conflict was resolved positively?
 - e. If possible, would you do anything differently?
 - f. What are the factors that cause this conflict to recur?
3. **Question:** What have we learnt from this reflection? (Ask 1-2 volunteers to speak)
4. **Summary:**
 - a. Some ways to solve problems of conflict with adolescents such as:
 - ◆ Discuss the impact of an activity with the adolescent.
 - ◆ Motivate adolescents to share their feelings and needs.
 - ◆ Let adolescents participate in setting rules. (e.g. They could suggest that when they have finished their homework, they could then play football or another activity.)

² Ibid.

- ◆ Focus on positive behaviour more than on negative behaviour. (e.g. A parent should not immediately blame an adolescent, they must seek to understand the reason for the behaviour.)
- ◆ Understand that adolescents can make mistakes.

Refer to facilitator notes in Appendix: 10

- b. We need to think about what our behaviour is teaching adolescents and whether what we tell them is contradicted by our behaviour?

Example:

- ◆ Shouting, but then saying that children must not shout at each other.
- ◆ Not keeping a promise, then saying that adolescents must keep their word.
- ◆ Partying, then saying that adolescents must not go to parties.
- ◆ Drinking or smoking, then saying that adolescents must not drink or smoke.
- ◆ Hitting a child, then saying that hitting others is wrong.
- ◆ Lying, then saying lying is a mistake.
- ◆ Being too lazy to cook, then saying that children must cook.

ACTIVITY 10.4: Listening in pairs³

Time needed: 15-20 minutes

Aim: To help participants to understand the importance of good listening skills.

Key messages:

- How do we feel when we talk to someone but they are not listening?
- Good listening skills are important in daily life.
- Sometimes we are not good listeners, especially with adolescents, and we should think about how they might feel when we don't listen to them.

Description: Participants work in pairs, taking turns to speak. When one speaks the other one listens carefully. Discuss your thoughts with the group.

Directions:

- 1. Explain:** In this activity we will focus on good listening skills. We will do short role play exercises. Choose a partner for the role play.

- One person is the speaker, the other is the listener.
- The listeners will join me outside the room.

Tell the speaker: Tell a story or experience to the listener. Continue speaking whatever the listener is doing.

Tell the listener outside the room: Keep silent at the beginning. You should listen to what they say. When I clap my hands, stop listening and pretend to yawn, look around, play with your phone, and do whatever you want even though the speaker is speaking about their experience.

³ Ibid.

Now begin

2. Question:

- a. How do you feel when being carefully listened to? How do you feel when you are not being listened to?
- b. What are the characteristics of good listeners? What are the characteristics of poor listeners?

Good listening	Not listening

3. Question:

- a. What kind of listener are you? Good or bad?
- b. How do you think adolescents feel when they share something and we do not listen to them? What could be the impact?

4. **Summary:** We communicate through language and through our bodies via 'body language'. Our bodies can express many different feelings. (Remember that adolescents learn behaviour from others. If we show them how to be a good listener, they will learn that from us)

Facilitator notes:

- Motivate participants to understand that we communicate via words and body language. Explain how to use body language effectively. Some body language expresses friendliness and warmth while other body language can show weakness, anger or distrust. We should learn how to communicate effectively using body language.

ACTIVITY 10.5: Defusing the tension first⁴

Time: 20-30 minutes

Aim: To understand various ways to reduce stress and tension in conflict situations.

Key message:

- We need to note whether our behaviour is increasing or reducing tension in a conflict situation or disagreement.

Description: Participants brainstorm about what they have done to increase or reduce the tension in a conflict situation.

Directions:

1. **Explain:** We will learn and practice skills to solve conflict with respect, trust and evidence.
2. **Speak:** Please share your experiences of what you did to increase or reduce tension in a conflict situation.

⁴ Ibid.

- ❖ On a flip chart, draw a horizontal line in the middle. Write 'Increase Tension' on upper part and 'Decrease Tension' on the lower part.

- Increase Tension

Example:

- Shouting, blaming, scolding, not listening to the other person, threatening, looking down on, shaming, speaking about irrelevant subjects

- Decrease Tension

Example:

- Sitting down, taking deep breathes before talking, asking clarifying questions, listening to others, trying to find a common point, speaking clearly and with respect
-

3. **Speak:** Think about your actions communicating during past conflict situations. Did they increase or decrease tension?
4. **Speak:** What have we learnt from this exercise?

ACTIVITY 10.6: "I" statements⁵

Time needed: 45-50 minutes

Aim: To have participants practice using non-judgmental statements and open statements in discussions.

Key message:

- 'I' statements build good, clear and respectful communication, especially in situations where there are disagreements.

Description: Participants learn to use "I" statements effectively via role play.

Directions:

1. **Explain:** We are going to learn a method of communicating clearly and assertively. "I" statements can help reduce conflict when seeking solutions together. This kind of communication shows respect for ourselves and for others.

Part A Explain:

- ◆ The facilitator writes 'Method' on a flip chart and explains each step while giving examples.

Explain "I" statements

(Read information for facilitator in Appendix: 10)

⁵ Ibid.

• How to use “I” expression

- ◆ “I feel... when...because...what I want”
- ◆ “I feel ...”[tell your feeling]
 - Example: “../ not care/ regret/ happy/ sad/ I feel pain”
- ◆ “When you ...” [describe behaviour that makes you feel that] Explain that you should not to blame others
 - “... because I want to spend time with you”
- ◆ “What I want is ...” [describe the solution] ... about a change you want.
 - Example: What I want is that “we discuss this problem” or what I want is “to make an agreement we both can keep.”

Part B Practice:

2. Speak:

- a. Take a partner to work with and prepare statements related to challenges you have using “I” statements. Example: The neighbour putting waste in front of the house or a child not getting up early...
- b. Partners could help to make statements more clear and correct. (Time: 5–8 minutes)

3. Speak: Ask three volunteers to role play using ‘I’ statements.

4. Question: What do we think about the “I” statement? Is it useful?

5. Summary: We should try to use “I” expressions with someone when have conflict or are seeking to solve a problem.

Facilitator Information: Appendix 10

ACTIVITY 10.7: Learning in action

Time needed: 10-15 minutes

Aim: To close the discussion, promote implementation of learnings and encourage participants to return for the next session.

Description: The facilitator or participants summarise the key messages from the discussion and suggest ways to practice what we have learnt through participation from active volunteers.

Directions:

- 1. Explain:** Today we have come to the end of the session but remember that we will meet again. Today we discussed communication and conflict resolution.
- 2. Question:** Do we have somebody willing to share a surprising or interesting story about today’s exercise? If so, ask 2-3 persons to speak.
- 3. Explain:** Between now and our next meeting, try to apply what we learnt today to resolve conflict situations. Thank you for joining today’s discussion. In the next session we will discuss how to deal with behavioural issues in adolescents.



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SESSION 11: Dealing with problem behaviour

SESSION 11: Dealing with problem behaviour

Overview: Participants will learn about consequences and penalties within a positive discipline framework and they will then practice and discuss how to integrate positive discipline within their caregiving approach with teenagers.

Key objectives:

To build understanding and skills with non-violent, positive discipline strategies that caregivers can use with teenagers

Session 11 activities	Materials	Time
Activity 11.1: Welcome		
Aim: To welcome participants to the workshop and follow-up on any questions, concerns, or achievements related to the group and prepare them for the day's discussions.		10-15 minutes
Activity 11.2: Learning About Effective, Non-violent Communication		
Aim: Participants will learn how to use effective, non-violent communication to discipline their teenage children	flip chart, markers	50-60 minutes
Activity 11.3: 'Hand Push'		
Aim: Participants will reflect on different ways of dealing with conflict.		10-15 minutes
Activity 11.4: Applying Positive Discipline		
Aim: to practice the use of positive discipline in different circumstances	flip chart, markers	30-40 minutes
Activity 11.5: Learning in Action		
Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return.		10-15 minutes

ACTIVITY 11.1: Welcome

Time needed: 10-15 minutes

Aim: Welcome participants to the session, review the previous exercise and discuss whether there are concerns or any issues related to the group and prepare for today's discussion.

Description: Summary feedback by the facilitator and participant volunteers.

Directions:

1. Explain: Thank all participants for joining the discussion today. In our last session, we learnt how to use and practice "I" statements and we discussed how to decrease tension and promote conflict resolution. (Time: 10 minutes)

2. Question:

- a. Who would like to share their experiences implementing their learning from our previous discussion? If so, ask 1-2 volunteers to speak? (Time: 3-5 minutes).
- b. Who has questions or wants to raise any issues before we proceed to the new subject? If yes, ask 1-2 volunteers to share?

Facilitator notes

- ◆ If no participants share anything, then the facilitator can share a personal story or observation from her/his own life and link it to the previous session's discussion.
- ◆ Congratulate and cheer any positive changes.

3. Explain: Today we focus on positive punishment

ACTIVITY 11.2: Learning about effective, non-violent consequences¹

Time: 50-60 minutes

Aim: Participants will learn how to use effective and non-violent punishment

Key messages:

- ◆ Adolescents may face negative impacts and punishment for inappropriate behaviour, but remember that bad behaviour does not make an adolescent a bad person.
- ◆ We should not react to poor behaviour simply to punish an adolescent and we must refrain from insulting them. Instead, we must explain that when they choose to behave badly, they create negative effects for themselves and those around them.
- ◆ The impact of positive punishment is to strengthen the skills of adolescents to create better options for their future and to improve their behaviour.

Description: The facilitator will describe the principles and impacts of positive punishment and participants will work in groups to discuss various impacts from the implementation.

Directions:

1. **Explain:** We have learnt and practiced skills of conflict resolution and positive motivation. Even if we regularly apply these skills to encourage positive behaviour, sometimes adolescents still make poor choices and we need to reprimand them. We have discussed that physical punishment (e.g. beating) or mental abuse (e.g. shouting) can create risks. Therefore, we will brainstorm how to work with adolescents when there are problems caused by poor decision-making.
2. **Question:** Have you ever punished an adolescent when they did something wrong? What did you do? What were the impacts?
3. **Explain:** We need to think about the impact of punishing the adolescent; thus, we need to look for positive methods. Therefore, non-violent punishment is not a punishment but:
 - Teaches adolescents that their behaviour can have negative repercussions (focus on behaviour and options)

¹ Ibid.

- Teaches adolescents about making positive choices
 - Changes and is not static
4. **Explain:** Non-violent punishment can be effective and poses no physical and mental risks through the use of good communication as follows:
- Write the seven points below on seven coloured cards and paste these on the board.
 - Ask participants to think and discuss (they could role play the seven points, following the examples below, allowing one minute for each point). Ask participants about how important they think each point is. If time is short, just focus on three or four points.
 - Write the seven points below on a flip chart or board and briefly summarize key points for the participants:
 - i. Always communicate: Tell children immediately when they break the rules and tell them about the impacts.
 1. For example: When children come home late, we need to tell them immediately that we are very concerned to see them arriving late and ask for the reasons for their delayed arrival.
 - ii. Regular reinforcement of rules: We need to apply rules around our expectations for children and their activities.
 1. For example: You have to finish your school work before watching television.
 - iii. Do not make threats: Threatening children will make them feel unsafe and is not effective in changing their behaviour.
 - iv. Self-reflection: Motivate adolescents to think about their behaviour and understand the impact it might have. We should also help them to seek alternative solutions.
 - v. Fair punishment: Use fair punishment according to the age of the adolescent that does not negatively impact their health or welfare.
 1. Example: If they come home late, scold them and tell them they should come early next time.
 2. Example: If they destroy public property, they should do community activities to repair what they have destroyed.
 - vi. Withdraw cooperation:
 1. Example: If children ask for money, we should tell them they will get it if they follow the rules and make them aware that we may take the money back if they do not follow the rules.
 - vii. Take away something that the children like.
 1. Example: Going to friends' houses, their mobile telephone or time spent watching television.
5. **Speak:** Now we divide to four groups. Give flip charts and markers to the group. Time: 10 minutes.
- Think about five problematic adolescent behaviours that we have seen. Write those problems on a flip chart then think about positive punishments for those problems.
6. **Speak:** We will discuss your ideas as a group.

7. **Explain:** Avoid violent punishment, conflict, harassment and threatening behaviour. Explain that we need rules so that we can care for them and keep them safe.
8. **Question:** What have we learnt from this exercise?

ACTIVITY 11.3: 'HAND PUSH' EXERCISE²

Time needed: 10-15 minutes

Aim: Playing an energetic game and thinking about how to resolve conflict.

Key message:

Motivate participants to seek creative solutions to conflict situations with adolescents.

Description: The participants form two lines for an exercise. The group will then analyse their outcomes.

Directions:

1. Set up the activity:

- ◆ Ask participants to form two lines, facing each other.
- ◆ Each participant touches palms with the participant facing them in the other line.
- ◆ Call one line "Line 1" and the other "Line 2".

2. Play the game:

- ◆ Ask all the participants in Line 1 to start pushing against the person in Line 2, only using their palms. People in Line 2 can respond in any way they like.
- ◆ After about 30 seconds, ask everyone to stop and then to change roles.
- ◆ This time Line 2 members should push against Line 1 members, and Line 1 members can respond as they choose.

3. Group discussion

- ◆ After another 30 seconds or so, ask everyone to sit down in a big circle.
- ◆ Ask people how they felt doing this exercise.
- ◆ Ask people how they responded (pushing back, giving in, getting aggressive, etc.)?
- ◆ How does this exercise relate to your real-life experience of conflict with teenagers?
- ◆ When teenagers push you, what happens? Do you push back, give up, argue or withdraw?

4. Summary and conclusion (by facilitator):

- ◆ There are no right or wrong answers but sometimes our relationships with teenagers are influenced by how we respond.

² Ibid.

ACTIVITY 11.4: Learning in action

Time needed: 10 - 15 minutes

Aim: Motivate participants to practice what they learnt and to return for the next session.

Description: The facilitator or participants summarize the important points of the exercise and suggest ways to put it into practice through community volunteer programmes.

Directions:

1. **Explain:** Now we have come to the end of the session. Today we discussed positive punishments in response to inappropriate behaviour from adolescents.
2. **Question:** Do we have someone willing to share any surprising experiences, or information about what they found most interesting about today's exercise? If so, ask 2–3 persons to talk.
3. **Explain:** From now to the next session, we should try to apply what we learnt to our family situation. Thank you for joining the session today.



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SESSION 12: Moving on

SESSION 12: Moving on

Overview: In this final session, participants reflect on what they have learnt from the workshop and how they plan to continue to integrate it into their lives. Finally, participants will say goodbye to one another.

Key objective:

- To consolidate learning
- To establish continued group support (independent of the facilitator)
- To promote involvement in community projects
- To bid farewell

Session 12 activities	Materials	Time
Activity 12.1: Welcome		
Aim: To welcome participants to the workshop and follow up on any questions, concerns, or achievements related to the group and prepare them for the day's discussions.		10-15 minutes
Activity 12.2: What Have We Learnt and Making a Commitment to Success in Our Future		
Aim: To summarise the skills and ideas learnt during the workshop and how they will influence participants' future choices, attitudes, and behaviour		45-60 minutes
Activity 12.4: Getting Involved and Creating Positive Change		
Aim: To promote caregiver collaboration with teenagers in community service projects that will help to make the community a safer and happier place for everyone		30-40 minutes
Activity 12.4: Saying Goodbye		
Aim: To close the group meeting, promote implementation of learnings, and encourage participants to continue to share their experiences, thoughts, feelings, and lessons with others, and to take forward the community projects.		10-15 minutes

ACTIVITY 12.1: Welcome

Time needed: 10-15 minutes

Aim: Welcome participants, review the previous exercise.

Description: Summary feedback by the facilitator and participant volunteers.

Directions:

1. **Explain:** Thank participants for joining the discussion today. In our last session, we discussed positive punishment in response to poor behaviour of adolescents.

2. Question:

- a. Who would like to share their experience of putting into practice the subject matter from our last discussion?
- b. Who has questions or wants to raise any issues before we proceed to the new subject?

❖ **Facilitator notes**

- ❖ If no participants shares anything, then the facilitator can share a personal story or observation from her/his own life and link it to the previous session's discussion.
- ❖ Congratulate and cheer any positive changes.

3. **Explain:** Today is the final session. Today we will say goodbye and make a commitment to continue our activities.

ACTIVITY 12.2: What we have learnt and making a commitment to success in our future¹

Time needed: 45-60 minutes

Aim: To summarize skills and ideas learnt and discuss how what we have learnt will affect our options, behaviour and actions in the future.

Key messages:

- We have learnt a lot from sharing our experiences and ideas.
- We need to practice what we have learnt and implement this knowledge in our daily lives.

Description: Participants will brainstorm and share what they have learnt during the workshop.

Directions:

1. **Explain:** We come to the end of our community discussions. We have gained knowledge by working in groups, through our discussions and group activities. The facilitator writes the 11 exercises on different coloured paper and pastes it on the wall.
2. **Tell:** Pick up a picture of an animal from the bucket and make the sound of the animal you have chosen. Find other groups members with the same animal and answer the following questions:
 - ◆ What have we learnt from the community discussions since they started? We could draw pictures, write a poem, sing a song or make a movement to show our ideas.
 - ◆ What are new or surprising insights that we gained from our discussions?
 - ◆ How have we changed in our thinking and actions? How is our relationship with adolescents now compared to before?
 - ◆ After our discussions have finished, what can we do with this new knowledge?

¹ Ibid.

3. Speak: We will share our ideas with the group.

4. Speak: We will now divide into groups to share our commitment to care for adolescents based on what we have learnt from community discussions.

α. What can we do to commit to eliminate violence in households and in our communities?

- Each participant writes their commitment on a flip chart. We will post these flip charts in public places to share this knowledge.

Notes: The facilitator provides enough time for everyone to share. Motivate parents to make a commitment to care for their adolescent in a positive way without resorting to violence.

ACTIVITY 12.3: Getting involved and creating positive change

Time needed: 30-40 minutes

Aim: To promote collaboration between parents and adolescents in community programmes to help make the community as a place of safety and happiness for all.

Key messages:

- One way to continue to put what we have learnt into practice and build supportive relationships between caregivers of adolescents is to work with adolescents to create community programmes.

Description: Participants will brainstorm and share what they have learnt from community discussions.

Directions:

1. Explain: Adolescents in this exercise have created community programmes to make their community a safe and happy place.

2. Question:

- a. Have any of us discussed these programmes with adolescents?
- b. What can parents do to motivate and support adolescents' community programmes?
- c. Do we want to implement community programmes to make our communities safer?
 - ◆ What ideas do we have?
 - ◆ Who is interested in contributing time and effort to implement the programmes?
 - ◆ How will we continue to communicate for programme implementation?

Facilitator notes:

- You may consider organising a joint session between the adolescents and the caregivers to discuss the community programmes so they can plan collaborations together

ACTIVITY 12.4: Saying goodbye

Time needed: 10-15 minutes

Aim: To close the group meeting, motivate participants to share their lessons with others and participate in community programmes in future.

Description: The facilitator and participants say goodbye.

Speak: We are now at the end of our community discussion. The facilitator will summarize the experiences of participants from the community discussions.

Tell: Thank everyone for participating in the discussions. Though we do not have further meetings, we can still benefit from these exercises by sharing what we learnt with others. Most importantly, we should continue to implement what we have learnt into our daily lives and participate in community programmes. Wish everyone the four wishes of Buddha; to live long lives, to be wealthy, healthy and strong.



APPENDICES

APPENDIX 1

Background Notes:

- It is important to remember that the first session contributes a lot to group atmosphere and ways we implement the programme over the coming weeks.
- Other successful prevention programmes have emphasised the value of connecting people to the potential personal or individual benefits of participating in the programme.
 - You may consider framing the discussion around expected outcomes and forge links to what participants feel will benefit them from attending the programme.
 - Facilitators should take note of this information as it provides insight into what motivates participants.
- You may want to establish a reminder or a buddy system to improve attendance.
 - You could send reminders via text message or a social network if everyone in the group uses cell phones.
 - A buddy system means that each member of the group partners with another participant and they regularly visit or check in with one another (e.g., once per week) to be supportive and to remind one another to attend the group sessions.
 - The facilitator could phone or visit participants who miss sessions, or visit all participants informally just to be supportive over the course of the month between meetings as this will help to motivate participants to attend.
 - The facilitator and participants could discuss other methods of reminders or ways to encourage full attendance.

Notes on Adolescents' Behaviour:

All teenagers have a problem at one or more times during their young lives.

Lack of discipline

Some parents have problems with their adolescents; this can be displayed in a lack of attention paid to their education, a refusal to help out at home, failing to keep their clothes or their rooms clean, or failing to do what they are asked to do by their parents. They may start to show some signs such as not caring, being offensive or intentionally making problems. This behaviour affects themselves and others. Parents need to understand that adolescents know what constitutes good behaviour, but at this stage of development, they are trying to understand themselves and it is often a difficult and confusing time. It may be that they do not know how to balance their wants and their responsibilities. Being asked to take responsibility often provokes anger in them, especially when they are being punished. This is a difficult time for both the parent and the adolescent. Adolescents' negative behaviour can also be a confusing, painful and embarrassing time for parents. Relationships become strained because the parent has the responsibility to teach their adolescent to act responsibly and take care of others. Parents cannot fulfil their roles if they do not teach their children to be disciplined. The best way to educate children is to use skills or effective methods aimed at achieving positive results. We will talk about these in the coming days.

Cell phones, video games and television

Adolescents like communication devices such as the cell phones, computers, videogames, and television. They also communicate with their friends, for example, through phone calls, text messages, or social networks like Facebook, Twitter and others. So, when they are on these devices, they are able to communicate with others around them. Many Cambodian adolescents own cell phones and use social media. To think about stopping them from using those devices would not be realistic. If the adolescent is spending too much time on these social network platforms,

and this is affecting their schoolwork or they are not helping around the house, the concerns of parents are justified. Helping your adolescent plan their time for school work and entertainment activities is the first step towards helping them organize their time and focus on their priorities. Some parents also worry that using these devices may not be healthy. But it is important to know what they are doing with all these devices before making a judgement. Nonetheless, this does not mean that parents do not need to be worried. We will talk more about how to motivate adolescents to balance their lives between time to spend with their devices, time for studying and time to help with work at home.

Staying out too late

Should parents set a time for children to be home from activities? Why? Arriving home late at night could be dangerous. Adolescents want to spend time with their friends, and parents want them to have that time, but if they do not come back home when expected, the parent will be anxious.

Restriction: Arriving home at an agreed time is one of the important rules that a parent can enforce to keep their child safe. The parent should decide how often they allow their children to spend time with friends. Also consider how far away you allow your child to travel to see their friends, how they get there, and how well you know their families. Consider what kind of relationship your child has with his/her friend. All these are very important because some parents would allow children to meet their friends whose parents they know; and sometimes adolescents tell their parents they are going to see somebody that the parents know, but they go somewhere else instead. If the child comes home late, the parents need to think about the reason why; it may not be the fault of the adolescent.

Your teenager has friends you don't like

Does your child have friends who you don't like? Think about why you don't like your child's friends. Is it because of the way they dress, something you know about their family, or that you fear they will influence your child to do something irresponsible? Have you ever talked to the children you don't like? Do you know their family and where they live? All these questions are important to understand the reasons why you do not like those children. Another consideration is whether your adolescents knows how you feel and whether you have ever discussed this with them. It could be upsetting for your child to know that you do not like their friends, especially when they do not understand the reasons why. The best way to show why you do not like your child's friend is to talk to your children with patience and understanding. If you are calm about this, in time your children will understand about the problems and make decisions by themselves.

Always emotional and sensitive

It is natural for adolescents to have and show a lot of intense emotions and sometimes even have outbursts. If you recall the anger of children when they are toddlers, this may be similar, but this time your adolescent is old enough to talk and have a conversation about what they like or don't like and what they find is hurtful or not. Try and be understanding, though it may not be easy, because some adolescents feel that everything in their lives is wrong. Parents should understand that some things we consider unimportant, such as clothes or having acne, are very important to adolescents. Listen to their concerns and let them know what help you can offer. Do not tell your adolescent what to do, but if you are not in a position to help your child at that time, explain that in a calm but firm manner.

Always want money or expensive things

Adolescents care a lot about what their peers think of them. If they have things that their peers have, that will make them happier and feel more accepted. There is often competition among adolescents about who has the latest version of a cell phone or hi-tech gadget, the latest fashion or the most coveted shoes. This can be frustrating for parents, because not all parents can afford to give their adolescents these things and these desirable objects are usually expensive. Most parents try to balance buying their children clothes and the little things they need. Sometimes we don't understand what adolescents really want. This can cause many conflicts and adolescents in this situation may seem ungrateful towards a parent who has spent a lot of money on something. Parents who discuss and plan what they will be able to do for their adolescents at a specific time will do well to at least manage the expectations of their adolescents, and their adolescents will understand the limitations of their expectations. But those parents who do not prepare for or talk to their adolescents about what they can or cannot do for them may find themselves and their adolescents in a difficult situation. To make friends with a 'popular' group is very important for adolescents. When parents try to explain the financial situation of the family, what they can and what they cannot afford, this limits the expectations of children. Nevertheless, sometimes adolescents do not understand and can be easily persuaded to do something to acquire the things they want. What do parents do in these situations?

The best thing is to continue talking to the adolescent and asking how they acquired a certain thing. (e.g. Did they borrow the item from a friend? How did they get expensive gadgets or clothes that you did not pay for?)

Drinking and using drugs

Many adolescents experiment with substances such as cigarettes, alcohol and other drugs. This could be the start of a serious problem for an adolescent, such as addiction. Children are exposed to alcohol and drugs in their homes, at schools and in the community. Preparing adolescents for what they may face regarding alcohol or drug use can help to create awareness. Thus, parents must know clearly about all these substances which children could be being introduced to. Parents must try to discuss drug use honestly and as practically as possible, not to frighten them, but to teach them life skills and how to avoid drug use. What about parents who smoke or drink alcohol at home? This has an important implication for parents to think hard about what they are modelling for their children. There is no simple solution to say that “my child knows what is right or wrong for his or her age”. Role modelling involves showing the behaviour that you would want your child to follow. Parents must consider their own behaviour and how it may impact their children. Children and people copy what they know best. The problem of adolescent alcohol or drug use is worrying in Cambodia. We will talk more about how we can prepare ourselves, our children and try to deal with challenges that we may have regarding our children and substance use.

APPENDIX 2

Background Notes:

◆ Who is a caregiver?

- See the introduction to the manual for a description of ‘caregiver’

For this programme, a caregiver is any adult person who provides direct influence or care to adolescents through their role in a family (e.g., parent, grandparent, aunt/uncle, nanny), community (e.g., religious leader, youth group leader, outreach worker, youth coordinator, youth club coordinator, etc.), or institutional service (e.g., teacher or other school staff, healthcare provider, social worker or counsellor, librarian, etc.)

- These people provide some sort of regular care or direction to adolescents as they grow up

◆ Ideally, all members of a community join together to be a supportive, positive influence in adolescents’ lives in different ways. For example:

- Being positive role models
- Offering opportunities to young people to participate in community life such as through community service projects, fun activities, or internships and apprenticeships
- Creating safe places for adolescents to spend time

◆ Many people have an influence on adolescents and although we are unlikely to be able to control the influence from media, celebrities or peers, it is important that all adults in a community – especially adolescent caregivers – consider the kind of influence they are having and make the most of what they are able to do with and for young people.

- Positive caregivers with direct positive influences could decrease negative influences on adolescents.

APPENDIX 3: COPING AND RESILIENCE-BUILDING STRATEGIES

- Bodies
 - Exercise (cardio and stretching) 3-7 times per week (about 30 minutes)
 - Eat a healthy, balanced diet
 - Drink water
- Minds
 - Do mind games or puzzles like crosswords
 - Read an interesting book
 - Learn something new
 - Doing creative work in free time
- Hearts
 - Focus on what makes you happy
 - Smile at others
 - Behave sympathetically
 - Tell friends or family members about something good or positive that happened to you or write about it in a journal
 - Praise other people
- Spirit
 - Participate in spiritual practice
 - Read spiritual poems
 - Visit a spiritual place
- Relationships
 - Spend time with people you care about
 - Truly listen to them
 - Find out what makes them most cared for and think about when you feel cared for. Try to do some of those things for each other
 - Do a fun activity together

Suggestions for coping with stress and keeping healthy:

- ◆ Communication does not need to take a lot of time and practice
- ◆ Even if you are feeling very stressed, harassed and unhappy, it is possible to find something to praise in your child's behaviour each day
- ◆ Remember chatting with your child is about ensuring that you are interested in your children and are connected to your children's lives. Asking: How was school today? How

was your day? These are simple questions that can make your children try harder at school and harder to please you at home. This will save you a lot of time in the long run.

- ◆ Make sure at least once a week you have time for a longer chat about any problems the adolescent is experiencing. You can have this chat whilst you are washing or cooking.
- ◆ Families should eat meals together, turn off the television and talk. Try to sit together to eat at least once a day.

Tips for parents to manage their daily stressors

1. Prioritize. Before you try to come up with solutions, it is essential that you spend some time reflecting on all that you are doing. You need to decide which things you really must do now, which things can wait and which things you can let go of altogether. You need to look carefully at all of the things you are currently doing and determine which are the most important. It would be useful to have all of these discussions with a trusted friend or partner.

2. Explore options. Assess everything you are doing, the number of hours you are working, your other responsibilities, the demands of the house and of course, the responsibility for your children, and maybe even your budget. Are there ways to change your circumstances, maybe spending money in a different way, saving, finding a new job or asking for help?

3. Share the load. Men's participation in home and family has increased a lot, but women still carry more of the load in the household, even if they are also working. Those who live with a partner could talk about sharing the load of things around the house such as the cleaning, childcare, helping with homework and the finances. Some men are happy to help but could be prevented from doing so by their female partners who may be hesitant about sharing the caring. Women may feel as if their expertise is being threatened by sharing more equally with their partners. There are some women who are still washing up for their adolescents, and yet they have so much work in the household. Teaching and allowing your child to do their own washing could be another step to managing your stress as a parent.

4. Combine tasks. Some of your many tasks may be able to be combined. You can talk with your child while you are preparing dinner or he/she can do homework in the kitchen. That way you are able to support your child through homework, and yet spending time together. Or you could do some house chores together. Doing these activities together may take longer but will be well worth the effort. Sometimes parents become impatient while they are teaching their family members to do certain house chores, or even act as if they do not want the help. Being patient while you are teaching your adolescent or partner to cook or clean will be helpful in the long run.

5. Enjoy quality time. It is also important that you have some family time when you are focusing simply on your children, yourself or your partner. Children have their own special pace and communication system. Slowing down and reconnecting with your child at their pace and with their interests is important and can help you to see the world from his/her perspective. Spending good time together does not always have to involve talking or spending money; you might sit and listen to some of the music that your adolescent likes or look through magazines together or read books or go for a walk.

6. Simplify. Your child will only be an adolescent once. Focus on simplifying other parts of your life so that you can spend more time with your adolescent whether at home or doing something out in the community. Remember that your child doesn't need things so much as she/he needs you. Buying lots of stuff is not only costly, it clutters up your home. Your child is not going to remember that toy or jeans 20 years from now. She/he is going to remember that she/he had time where you really listened to her/him, enjoyed time with her/him and shared yourself with her/him.

7. Remember, it's a balancing act. Most parents never find a moment in which they feel perfectly caught up on all the things they expect themselves to do. If you consider this a normal state, you can learn to relax about it. Balance is not something you necessarily find as a parent, it is something you are always moving towards. One week you will get lots of good things done at work and the house will be a wreck. The next week, you will leave work early to spend some extra time picking your child up or hanging out at home. The following week, you might arrange a time

for yourself to exercise, but you need to leave your desk a mess and the dishes undone. Balance doesn't happen in any one moment, but it can happen in the long run.

APPENDIX 4

Notes about Gender:

- The central idea of the social construction of gender can be understood as there being many different ways of being a man or woman (girl or boy). We learn how to be a girl or a boy in childhood and the ideas of how to be a girl or boy and then a woman or man change as we get older. These ideas are under the influence of our social environment and peers as well as the choices we make and values we hold. The importance of understanding that gender is socially created lies in the possibility for choice and change. Gender is not determined like sex; gender is created.
- Though different cultures may have different ideas and expectations about gender and gender roles, it is important to remember that culture and tradition are not justifications for creating social inequality and maintaining power imbalances between men and women. Creating and maintaining inequality is a violation of the fundamental human right to equality and non-discrimination as declared in the Chapter III of the Constitution of the Kingdom of Cambodia and the United Nations Universal Declaration of Human Rights.
- Because ideas about gender are central to this programme, there are a lot of facilitator notes within the lesson plans. We strongly encourage facilitators to go through these notes before the class and to keep referring to them throughout the programme so that gender issues can be challenged and respected and equality promoted throughout all lessons.
- Ideas of masculinity and femininity are very different. Men and women are often judged differently and there are quite different standards for men and women. Men generally have more freedom and access to power than women do. Women are usually relegated to activities and roles in private domains (e.g., home) and men's roles are in the public domains (e.g. work or school). If women venture into roles in the public domain, they are still primarily responsible for activities in the private domain. These ideas limit everyone and make women particularly vulnerable to abuse.
- Different cultures may have different gender norms. Although we respect different cultural beliefs and practices, it is not acceptable to harm or discriminate against someone for any reason.
- Although ideas about gender and sexual orientation are sometimes linked, they are not always correlated. That is, we cannot assume that a male who acts in ways that are stereotypically considered female or feminine is gay. Similarly, a female who acts in ways that are stereotypically considered male or masculine cannot be assumed to be lesbian. Many traditional ideas about gender include ideas about sexual orientation. For example, dominant ideas about masculinity often include ideas about men's sexual access to and dominance of women. This idea assumes heterosexuality of both men and women.
- Sex differences, like reproductive capacities and hormones, are biologically determined and the same around the world. We can think of sex being male or female, or less often as intersex, where sex is not determined or has both male or female characteristics.
- Gender norms, however, are socially created. That is, social groups create ideas about how to be a boy or man and how to be a girl or woman. Gender is constructed in different ways around the world and it is essentially arbitrarily assigned attributes and roles. Females do not have to be feminine and are capable of doing things that are considered masculine and the same is true for males. Although there is a long history of gender norms and gender inequality in various cultures, societies and cultures are dynamic and have changed in various ways throughout history. Therefore, social and cultural change is possible, including to fight gender inequality by challenging gender roles.
- Culture and family practice may influence how we think about gender and power. However, it is always reasonable to expect to be treated fairly and with respect, regardless of one's gender.

Notes about power:

- Power is the ability to act or cause a particular affect; authority; influence; control access to various benefits (economic resources, social admiration/respect/regard, decision-making including making policies and laws, preferential treatment, social influence, social and economic mobility/promotion, directing social interactions, etc.)
- In general, being older, having more money, being taller or bigger or stronger, being a man, and being white means having more power to influence people or situations in a variety of ways.
- Highlight abuse of power and use of power in positive, prosocial ways. The distinction can be made either by labels such as 'abusive power' and 'prosocial power' or by labelling actions as powerful *and* abusive/caring/violent/helpful, etc.
- Power is not a bad or dangerous thing; it is how we use it that might be positive or negative. We are now going to think about some of the problems with power.
- We discovered that there are different expectations on girls and boys. Some gender ideas are potentially harmful and unhealthy to individuals and those around them. Do we really want to promote problem behaviour such as sexual promiscuity and heavy drinking among men or passivity and food restriction among women?
- Although women do not have much social or physical power, the laws of the country still give us all power and women can choose to access and use that power in different ways.
- We all have choices about how to use the power that we have. We can use our power in harmful or abusive ways or we can use our power in helpful and respectful ways. What do you like to do with your power?
- Sometimes not using your power, such as by doing nothing or staying silent, is a form of abusing your power.
- Explore the short-term and long-term consequences of particular actions not only on the character identified as powerful but also on those people who may be connected to either the powerful or the powerless character.

Notes about gender and power:

- In patriarchal societies where men are dominant, men have more far-reaching, public power whereas women's power is more limited to private spheres and often needs to be validated by men.
- Despite recent popular rhetoric about "girl power" and women taking on powerful public positions (such as in our government), power is still mostly held by men and men's power has more social value and influence.
- Men can express their power freely and overtly because they are socially expected to do so; whereas women often need to be more subtle and indirect such as asserting power through men.
- When women or girls have power, it is largely confined by limits set by men as if men are the custodians of power and have the right or ability to assign power as they wish.
- Society often feels threatened when women have and express power openly and may shun or criticise them or not take them seriously.
- The irony of these sexualised gender ideas is that women are sexual gatekeepers and are expected to exert influence over men. However, men have more power than women and dominant ideas of masculinity promote men's control and sexual entitlement making it very difficult for women to exert control over their own and a man's sexual behaviour. This creates a situation where it is impossible for both parties to feel satisfied in the relationship.
- Having more power than another person or group of people does not mean that you are allowed to exert your power in ways that harm yourself or them.

- Being part of a generally non-powerful group does not mean that you are powerless. Every person has the same rights and by using different communication skills you can assert your power.
- Gender has been created in such a way that it creates inequality between girls/women and boys/men such that women are often put in positions of inferiority relative to men. Often the ideas and expectations are not based on true capabilities; that is, both men and women are capable of doing the same things (e.g., housework, running a business), but the inequitable ideas put limits on both men and women.
- The way that gender has been created, men have more social power than women do (in general). Power differences make women very vulnerable to oppression and abuse and also means that it's easier for those with power to maintain and perpetuate gender inequality.
- Not only are gender ideas unequal, but access to benefits and resources are also unequal between men and women. Specifically, women's access to various resources, benefits, and even rights, is restricted. Gender inequality violates women's rights to equality.
- The way that gender has been created in our society and the unequal power between men and women is not fair or acceptable. We are all equal as people according to our constitution, therefore, we all have equal rights and we all have the responsibility to treat others as equals and not to exploit or discriminate against them.
- Power is related to social value and social status (e.g., acceptability of women displaying 'masculine' behaviour vs. acceptability of men displaying 'feminine' behaviour)
- Gender is constructed in such a way that men have more power than women. Men having more power does not mean that women should not have power or cannot access power. Nor does it give men the right to abuse the power they have.
- Having power is a great responsibility. We can choose not to abuse the power and to use the power positively instead of just not using your power at all.
- Discussions about power can be quite complex and abstract so remember to use behavioural examples (especially those provided by learners) to illustrate the points.
- Remember, this discussion is not about taking men's power away or thinking that women have no power. Also, the discussion should not reinforce women's relative less power as an inability to make choices and decisions within relationships and other aspects of life.
- Reinforce ideas about equality.

Notes about Gender and Parenting:

- The idea of this exercise is to help parents to appreciate that there are expectations in our families, by peers and in the community of how girls or boys should behave. These expectations put different pressures on adolescents, as well as provide or deprive them of certain opportunities. Sometimes adolescents are under pressure to behave in ways that they do not want to behave, that don't make them happy and may undermine their ability to achieve their goals in lives.
- Generally, boys and men are privileged over girls and women and have more opportunities. They are given more control over their lives, and if they start to experiment with alcohol, drugs or crime, people in the community are more likely to make excuses or tolerate their behaviour. Men may be expected to be strong and tough and, for example, drink a lot and settle arguments with a fight. This may put undue pressure on boys to behave in a certain way. Boys can be disadvantaged by expectations. For example, boys who are always out with friends can make parents feel they have no influence on their boys and therefore cannot help them when they are tempted by drugs, alcohol and crime.
- Girls are also pressured to be at home and to behave modestly. As a result, society and parents often ignore the fact that girls may miss out on many opportunities. Girls are expected to do most of the work in the home. This can make them feel unhappy because they feel they have little control over their lives. For example, girls may be pressured to do work at home but sometimes they may be neglected in terms of their own needs

such as having sanitary pads, beauty products etc. This can sometimes make the girls seek financial support from other people, particularly older boyfriends.

APPENDIX 5

Background Notes:

- We must remember that all adolescents go through developmental changes at different stages; not everyone goes through the same changes in the same way at the same time.
- Adolescents go through multiple changes and have to learn many new things in each of these stages as they grow into independent adults.
- Adolescents are facing increasing socio-cultural demands requiring them to take on new roles in various fields as well as develop a mature and unique self-concept.
- The choices made and experiences faced during adolescence have a long-term impact while they develop to adulthood.
- If you think about the overall path of development, it is about increasing independence and autonomy, starting with complete dependence during infancy, and then developing some level of independence and autonomy within a very structured, regulated and confined environment of the family or school. Then, during adolescence, it is about expanding your independence and autonomy and finding your way in your community and nation as an adult.

Notes on Adolescent Development

- Physical development (changes of the body):
 - Physical growth and maturation including development of secondary sex characteristics and reaching reproductive maturity
 - Hormonal changes
 - Neurological growth (especially development and sophistication of particular areas of the brain) and development that has an impact on intellectual or mental abilities and processes
 - Sexual development
 - Most people become sexually active during adolescence/youth (usually in late adolescence)
 - Need for comprehensive sexual education including sexual and reproductive health and, importantly, sexual decision-making and negotiation skills
- Intellectual development (changes to the way they think about and understand things)
 - How to process information, think about other matters, make sense of the world, and make decisions
 - And understanding the processes of developing and growing and changing.
 - In the early teenage years, there is a transition from thinking in simple terms - perceiving things as good or bad, right or wrong – to thinking more abstractly, imagining the future, understanding and recognising the consequences of their actions, and anticipating what others are thinking.

- In early adolescence, the capacity to think through complex and abstract ideas is still limited.
- Adolescents need to learn how to think through different issues including how to weigh different consequences so that they can make decisions
- Youth begin to question family and school rules and challenge their parents because they are growing more independent and making decisions and choices for themselves instead of just readily accepting what others tell them.
- It's important that adolescents are encouraged to question and think critically about issues, but it is also still important to balance their rule-challenging behaviour with safety, responsibility, and respect.
- Adolescents' emotional processing centre in their brain is very active and so they often think about matters and make choices based on their feelings
- This often results in types of responses such as fight, escape, freeze and/or panic, which can compromise strategic reasoning skills and impulse control.
- This may lead to misinterpretation of social cues such as facial expressions (we know that the social sphere is of heightened importance during adolescence AND that behavioural responses are then based on these interpretations from a highly emotional centre of the brain).
- Still primarily "knowing through doing".
- Learning how to express oneself
- Emotional development (changes to the types and range of mood and emotion):
 - Adolescents might be 'irritable' because they are experiencing many changes and their lives can become quite confusing as they experience new feelings and thoughts and deal with several developmental challenges as well as people's expectations.
 - Their level of anxiety can increase.
 - Dealing with change without much structure, direction or knowledge
 - Increasing knowledge about society, and feeling judged by society can be a contributing factor to increasing anxiety.
 - Immaturity in understanding and dealing with emotions
 - Needing to learn to express emotions flexibly and appropriately.
 - Adolescents may behave poorly, for example, getting into physical fights, using alcohol or drugs and being absent from school classes
 - Pre-teens and teens have confusing feelings about 'breaking away' from parents. One day your child wants to stay away from you, the next day they are always next to you.
 - Increased vulnerability related to mental health, especially feeling confused, but it's important to remember that some moodiness, sadness, anxiety, and anger or irritability is normal for adolescents to experience; when these feelings seem to rule their lives and interrupt their daily functioning (e.g., they stop doing well at school; don't see friends at all, etc.) then it is likely they need mental health care

- Psychological development (changes to how they think about and understand themselves and who they are as an individual):
 - Personal identity - Who am I? Am I important in this world?
 - May seek to define their identity through exploring different clothes, hairstyles, friends, music, and hobbies. They are trying to find an identity which fits them best and with which they are comfortable.
 - Pre-teens and teens believe they are the centre of attention because they are learning and experiencing their independence and their ability to have an impact on the world around them. They feel that everyone will notice if they have pimples or don't have nice clothes.
 - Testing their values. What's important and what isn't important to me?
 - Testing boundaries and independence can often push the limits of adults.
 - Adolescents' self-esteem and self-confidence can be very fragile
 - Pre-teens and teens tend to believe that bad things won't happen to them. This helps explain why they are risk-takers. For example, an adolescent may believe he or she can have unprotected sex without becoming pregnant or getting HIV.
- Social development (changes toward functioning and social needs):
 - During adolescence, people learn to become independent and develop a social network wider than the family.
 - Adolescents begin to spend more time with peers and less time with family members. In fact, their peers and peers' opinions and ideas become very important to them as they try to figure out who they are.
 - Adolescents find comfort among peers because they might feel better understood and accepted among people who are going through similar changes.
 - Adolescents start to get interested in dating. If they are rejected by someone they like, they can feel their world has fallen apart. Or sometimes, these relationships can become emotionally, physically, or sexually abusive. They need a lot of support to help them navigate these issues even though they may avoid the topic with parents because of embarrassment, feeling their parents wouldn't understand, or worrying that they would get into trouble or be forbidden to date. Dating can be very confusing for adolescents and is often an awkward or embarrassing topic for them.
 - Dating relationships are very important among adolescents. Sometimes younger adolescents will get a boyfriend or girlfriend just to be able to tell their friends that they have one, even if they don't spend very much time with that girlfriend or boyfriend.

Developmentally sensitive approaches to parenting teens:

- As parents, we still have an important and influential role to play in adolescents' lives even when they appear not to need us or when they increasingly turn to their peers.
 - They need our constant love and support to go through these changes successfully.
- We need to find new ways to connect and bond with adolescents, perhaps by taking an interest in their new activities and new interests.

- We need to spend time getting to know the person that our teenage child is developing into, including understanding their hopes, dreams, challenges, successes, etc.
- Our children don't only have physical needs (e.g., food, shelter, clothing), but they have equally important emotional, intellectual, psychological, and social needs.
 - Balancing these needs and supporting adolescents to live a balanced, healthy life is important.
- Communication and consultation
 - Adolescents' growing need for independence means that they need more information than children need; these explanations help to teach adolescents how to analyse the issues and to understand them better.
 - Giving adolescents the opportunity to voice their opinions allows them to learn how to express themselves and gives the message that you value their views.
 - It is important that communication is open and honest with adolescents.
 - If you involve adolescents in decision-making through consultations, it may help to avoid rule-breaking or defiance in the future.
 - There is a need to have conversations about puberty, dating, sex and violence.

APPENDIX 6

Background Notes:

- Definitions:
 - A risk is something dangerous that can injure, or cause harm. If possible, it would be best to avoid risks.
 - A challenge is something that is difficult to deal with but can be overcome and may even have a positive effect (e.g., personal growth or strength) if it is overcome. If possible, it would be best to support adolescents to get through or overcome challenges.
- Teenagers face many risks and challenges in their lives and as caregivers we need to help them to make decisions that minimize risk (or the impact of the risk) and to overcome challenges positively.
 - During childhood, caregivers often fully manage children's exposure to risks and challenges but they have less control of adolescents.
 - An essential developmental task for adolescents is to learn good decision-making skills to help them to avoid or manage risks, and to overcome challenges.

- To learn these skills, adolescents need support and direction from caregivers, but it will not be helpful if caregivers try to control the situation
- The idea of this session (along with the programme in general) is that participants will generate their own solutions to problems.
 - Self-generation of solutions is more likely to be relevant, feasible, and acceptable within a context, so it is preferred to imposing solutions. Such solutions are more likely to be implemented because participants feel an ownership of the idea or plan.
 - Self-generated solutions are empowering and build self-esteem as well as the skill to be proactive about problem-solving, which is what we would like to promote among caregivers.
 - Facilitators should give input primarily through:
 - ◆ Asking guiding questions that help participants think about problems and solutions from different perspectives
 - ◆ Making suggestions for participants to think and discuss (rather than providing solutions).
 - ◆ Help participants with a 'thinking framework' that will guide their future problem-solving as well as helping them to think about what would be a non-violent, supportive, and encouraging way to deal with their adolescents

APPENDIX 7

Background Notes:

- ◆ This session can be particularly difficult for participants
- ◆ Review the information in the introduction of the manual about being supportive and responding to distress of participants.

Defining types of violence and abuse:

- ◆ A violent act against a child such as beating, pushing, pulling hair; this is **Physical abuse**.
- ◆ A violent act against a child such as yelling, calling names, belittling; this is **emotional abuse**.
- ◆ If a child is exposed to sexual acts, whether touching or being exposed to pornography or more major sexual acts, this is **sexual abuse**.
- ◆ If a child is not given enough to eat, warm enough clothes, protection from harm in the community or is not able to go to school that child is **neglected**. (Sometimes a family may be too poor to provide some of these needs).

Types of Violence or Abuse against Children:

Emotional violence: Actions that hurt someone's feelings including; looking down on or diminishing them, frightening or intimidating them, abusive language, calling names, spreading rumours, lying, cheating, embarrassing, shouting, breaking promises, coercing them to lie or steal, destroying property.

Physical violence: Actions that hurt someone's body includes hitting, scratching, pushing, shaking, choking, spitting, biting, kicking, punching, beating, pulling hair, throwing things, using a weapon.

Many parents and caregivers applying physical abuse believe that their actions are simply forms of discipline - ways to make children learn to behave. But there is a big difference between using punishment through discipline and physical abuse. The point of disciplining children is to teach them what is right or wrong, not to make them live in fear. Physical abuse is:

- ◆ Unpredictable: The child never knows what will provoke a parent to lash out. There are no clear boundaries or rules. The child is always careful, because they do not know what kind of behaviour will result in physical abuse.
- ◆ Blaming with anger: Parents applying physical abuse are releasing anger and aim to control, not to motivate or help children.
- ◆ Using fear to control behaviour: Parents who apply physical abuse believe that children need to be frightened to behave in a way the parent wants.

Sexual violence: Actions that hurt someone through sexual acts; includes forcing or tricking someone to have sex, sexual abuse, rape, any sexual act while someone is drunk or unconscious, any forced sexual act.

This is a complicated form of abuse, due to the psychological effects and shame involved. It's important to recognize that sexual abuse doesn't always involve body contact. Exposing a child to sexual situations or material is sexually abusive, whether or not touching is involved.

While news stories of sexual predators are scary, what is even more frightening is that sexual abuse usually occurs at the hands of someone the child knows and trusts, often close relatives. Contrary to what many believe, it's not just girls who are at risk. Boys and girls both suffer from sexual abuse. In fact, sexual abuse of boys may be underreported due to shame and stigma.

Aside from the physical damage that sexual abuse can cause, the emotional trauma is severe. Those who have experienced sexual violence may feel that they are responsible for the abuse or somehow brought it upon themselves. This can lead to self-loathing and sexual issues as they grow older, such as sexual promiscuity or an inability to establish a good relationship.

The shame of sexual abuse makes it very difficult for children to report it. They may worry that others won't believe them, will be angry with them, or that it will split their family apart. Because of these difficulties, false accusations of sexual abuse are not common, so if a child tells you they have been abused, take him or her seriously. Don't ignore them!

Child neglect: This is also a very common type of child abuse. This is failing to provide a child's basic needs including food, clothing, hygiene, or proper care. Neglected children are not always easy to spot. Sometimes a parent might become physically or mentally unable to care for a child, such as with a serious injury or untreated depression, or anxiety. Other times, alcohol or drug abuse may seriously effect decision-making and the ability to keep a child safe.

Older children might not show signs of neglect because they show false confidence or take on the role of parent. But neglected children are not able to fulfil both their physical and mental needs.

All forms of violence and abuse have long-term consequences for the mental, physical and social development of the child and many of them have long-term consequences for child and adult health. Here are some examples:

- Involvement in gangs and violence, and other anti-social activities
- May treat others, including dating partners, violently
- Risky sexual activity including STIs and HIV/AIDS.
- Feeling that a violent or abusive relationship is acceptable
- Mental health problems: depression, anxiety, suicidal thinking
- Substance abuse: taking drugs and abusing alcohol
- Teenage pregnancy
- Bullying, fighting and anti-social behaviour at school
- Disruptive in class
- Socially excluded and lacking confidence
- Inability to control anger
- Problems concentrating in school (poor school results, poor learning, potential drop-out,)

A whole range of causes of abuse may be mentioned, but it is important that the following are included:

- ◆ Our attitudes towards women and children
- ◆ Seeking revenge towards a 'disobedient' female partner
- ◆ Wanting to "teach a woman a lesson"
- ◆ Cycle of violence: parents used to be abused
- ◆ Mental health problems of parents
- ◆ Parents had stress or difficulties or unhappiness in their lives
- ◆ Parents/caregiver substance abuse
- ◆ Parents care only for themselves not the children
- ◆ Parent having died and new caregivers are neglectful
- ◆ Not communicating with the child
- ◆ Parents not managing their anger appropriately
- ◆ Parents not praising and expressing positive feelings towards a child
- ◆ Parents not keeping regular rules and discipline
- ◆ Parents not showing interest for the child's life, their hopes and dreams
- ◆ Parents not understanding that adolescents are still vulnerable and need care and love
- ◆ Sometimes abuse occurs when parents try to do their best but they act inappropriately e.g. physical punishment.

Cambodia has very comprehensive laws on child abuse and neglect, and they require anyone who suspects abuse or neglect to report it to the police or to a social worker or child protection NGO. It's much better to report something you suspect, even if it turns out you were wrong, than to allow abuse to continue without assistance being offered to a child. The general rule with child abuse is that you should trust your instincts and if you are worried it's much better to try and get something done. The first thing to do, of course, is to talk to the child, especially if it is a teenager, and ask if there is something troubling them.

Facts and Myths about Sexual abuse of children

Facts

Findings from Cambodia's Violence against Children Survey 2013

- ◆ More than half of all Cambodian children experienced some form of physical violence prior to age 18 by a close partner, parent or adult relative, or community member.
- ◆ Roughly a quarter of Cambodian children are emotionally abused while growing up: Almost 1 in 5 females and a quarter of males aged 18-24 years, and nearly 3 in 10 females and males aged 13-17, experienced emotional violence by a parent, caregiver or other adult relative prior to age 18.
- ◆ Rates of childhood sexual abuse are significant: 4.4 percent of females and 5.6 percent of males aged 18-24 experienced some form of sexual abuse prior to age 18.
- ◆ More than 6 percent of females and 5 percent of males aged 13 to 17 reported at least one experience of childhood sexual abuse.

Myths about child abuse

- Children are mostly abused by strangers.
- Damage to a child after abuse is irreparable.
- All the child's problems arise from the abuse.
- Children can say no.
- Children can always tell.
- Offenders are not able to be stopped.
- It does not happen in my community.
- Sex with a child will cure HIV/AIDS.

The first sign that something is wrong is usually a change in behaviour; a child loses interest in school, going out with friends, doing hobbies or the child starts fighting and getting into trouble while previously he or she was known as a 'good' child. These are not always signs of abuse, but they are signs that an adolescent has problems. It is very important to try to get any adolescent with problems to talk about these and for you to try to solve them together.

Warning signs of child abuse and neglect

The earlier you know about child abuse, the better chance of treatment and recovery for the child. By learning some of the common warning signs of child abuse and neglect, you can catch the problem as early as possible and get both the child and the abuser the help that they need.

Of course, just because you see a warning sign doesn't mean that the child is being abused. It's important to dig deeper, to look for some symptoms such as a significant change in a child's behaviour (including school performance) or manner. These could be the warning signs that something is making the child unhappy. The child could be abused or neglected at home, at school or in the community, they could be in a violent dating relationship, there could be mental health problems or difficulty in managing changes in life (such as changing residence, death, illness in family, growing to adulthood).

Warning signs of neglect in children

- Clothes do not fit or are very dirty or inappropriate for the weather.
- Hygiene is always poor (unbathed, matted and unwashed hair, noticeable body odour).
- Untreated illnesses and physical injuries.
- Is frequently uncared for, left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school.

Warning signs of emotional abuse in children

- Hiding, fearful, or anxious about doing something wrong, particularly around authority.
- Shows extreme behaviour (extremely compliant or extremely demanding; extremely passive or extremely aggressive). These behaviours may change depending on who the child is interacting with (e.g., passive with an authority, but aggressive with a peer or younger child).
- Doesn't seem to like the parent or caregiver.
- Behaves strangely around an adult or being infantile (rocking, thumb-sucking, throwing tantrums).

Warning signs of physical abuse in children

- Frequent injuries or unexplained bruises, welts, or cuts.
- Is always careful and 'on alert', as if waiting for something bad to happen.
- Other injuries
- Being shy, not wanting to be touched, being afraid to go home.
- Wears inappropriate clothing to cover the injuries, such as long-sleeved shirts on hot days.
- Seem to be anxious, over-reacts to noise or other movements.

Warning signs of sexual abuse in children

- Difficulty walking or sitting.
- Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behaviour.
- Doesn't want to change clothes in front of others or participate in physical activities.
- A sexually transmitted infection (STI) or pregnancy, especially under the age of 14.
- Runs away from home.
- May show excessively sexualised behaviour.

Cambodian Law and policies on Violence

The Royal Government of Cambodia has made a strong commitment to address violence against women. The Law on Domestic Violence and the Protection of Victims was passed in 2005 and has been used widely to raise awareness about violence against women, which is a crime. Key policy documents, which are currently under revision, including the National Strategic Development Plan (NSDP) and the Royal Government of Cambodia's Strategic Plan for Gender Equality (Neary Rattanak), which emphasise the elimination of violence against women and girls (EVAW/G) as a government priority. Strategies to prevent and respond to VAW/G are elaborated in the second National Action Plan to Prevent Violence Against Women (NAPVAW), which was approved in 2014. The adoption of the second NAPVAW along with the establishment of the Sub-working Group Focused on Gender Based Violence, the mechanism responsible for developing and implementing national policies and plans on EVAW/G, represented important acknowledgement towards a multi-sectoral coordinated approach to EVAW/G in Cambodia, particularly in the area of preventing violence against women.

(Read box 1.1 for further information)

The Royal Government of Cambodia is currently undertaking a comprehensive prevalence study interviewing women on their experiences of violence, using the WHO Multi-Country Study Methodology. This will, for the first time, provide comprehensive prevalence data on women's experiences of different types of violence as well as data on the health consequences of such violence in Cambodia.

Cambodian policies on gender equality and prevention of violence against women

Constitution of the Kingdom of Cambodia	<p>Article 31 (rights and freedoms): Every Khmer citizen shall be equal under the law, enjoying the same rights, freedom and fulfilling the same obligations regardless of race, colour, sex, language, religious, political tendency, birth origin, social status, wealth or other status.</p> <p>Article 35 (political equality): Khmer citizens of either sex shall be given the rights to participate actively in the political, economic, social and cultural of the nation.</p> <p>Article 45 (discrimination against women): All forms of discrimination against woman shall be abolished...and the exploitation of women in employment shall be prohibited in marriages and matters of the family.¹</p>
Law on Domestic Violence and the Protection of Victims (2005)	<p>Jurisdiction: Within the household, and includes any form of domestic violence against husband, wife, children or the elderly.²</p> <p>Definition of violence:</p> <p>(1) an act that could affect life (including planned murder, intentional or unintentional murder)</p> <p>(2) an act that affects physical integrity (including physical violence that may or may not result in visible wounds)</p> <p>(3) any torturous or cruel act (including harassment that causes mental/ psychological, emotional or intellectual harm to persons within the household) or</p> <p>(4) Sexual abuse (including violent rape, sexual harassment or indecent exposure).³</p>
National Action Plan to Prevent Violence against Women 2014-2018 (2014)	<p>Four strategies of the NAPVAW:</p> <ol style="list-style-type: none"> 1) Primary prevention; 2) Legal protection and multi-sectoral services; 3) Capacity building; and 4) Review, monitoring and evaluation.
Neary Rattanak IV: Five Year Strategic Plan for Gender Equality and Women's Empowerment	<p>Strategic Framework 2.3. Legal Protection for Women and Girls</p> <p>Strategic Objectives: To reduce all forms of violence against women and girls through effective implementation of the NAPVAW II (2014-2018) and National Action Plan to Fight Human Trafficking (2014-2018)</p>

Source: So, Kim, and Duong, 2013, MoWA, 2014 (a) and MoWA, 2014 (b).

APPENDIX 8.1: NOTES ON PARENTING AND SEXUAL RELATIONSHIPS

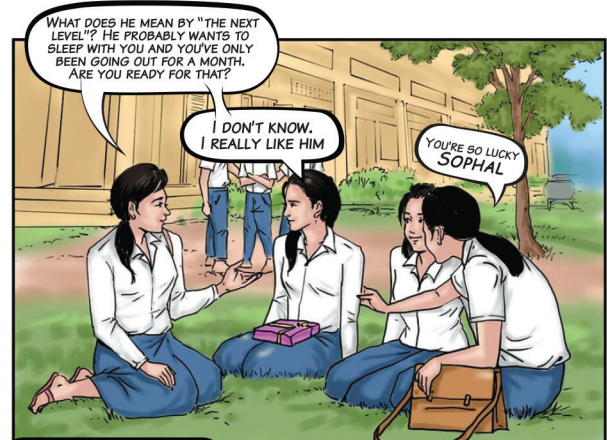
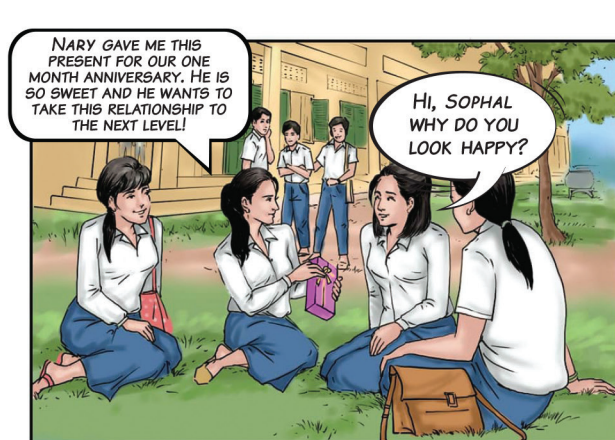
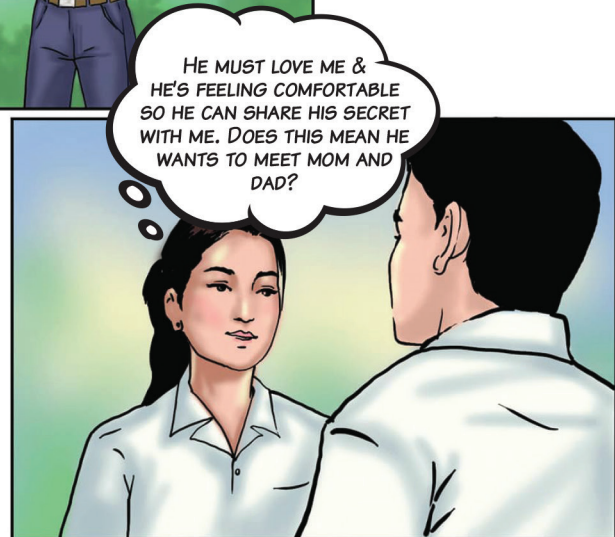
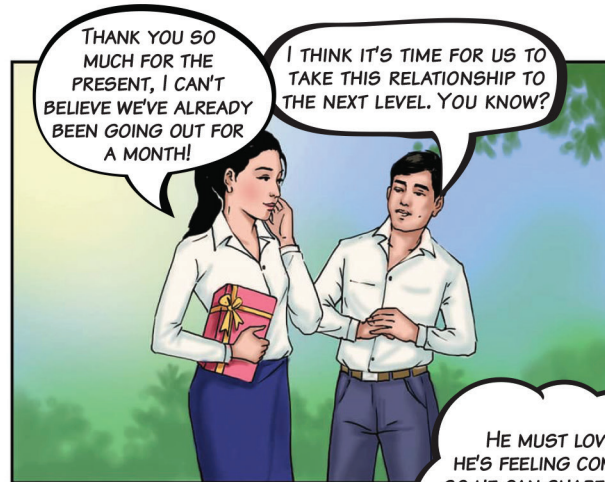
Tips for Parents

The prevention of first sexual activity and substance use begins with caregivers. The parent plays an important role such as providing open communication with the adolescents about sexual relationships and dating, parent's expectations of the teen's behaviour and the impacts for poor decision-making, as well as being a role-model for children. The parent has the responsibility to provide a good environment, non-judgemental communication as well as providing care and support.

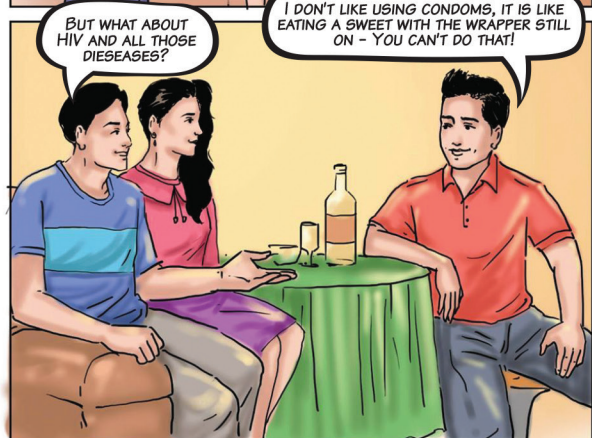
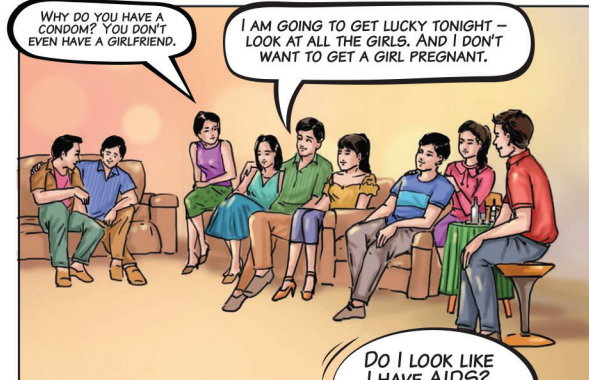
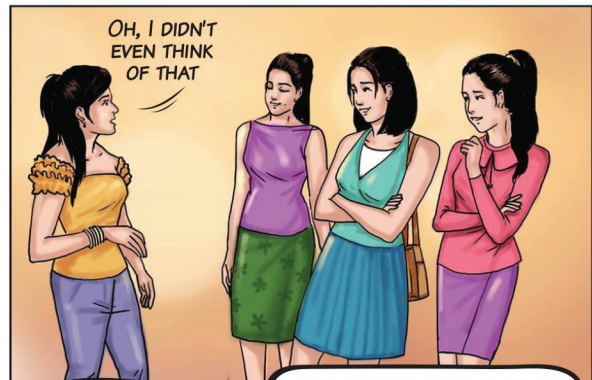
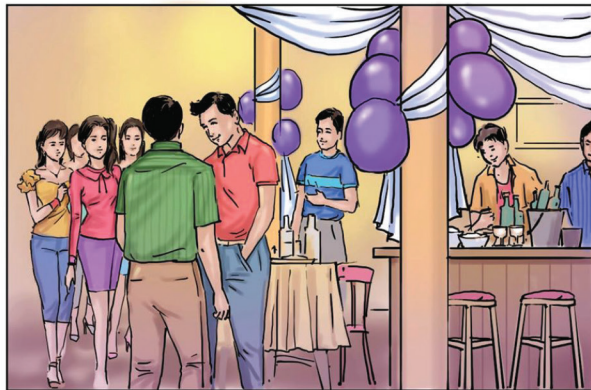
- **Open discussion and information about sex and sexual relationships.** The best approach to addressing issues of sex and sexual relations is for parents to openly discuss any questions a child has about these issues. Caregivers need to discuss and provide age-appropriate information many times during different developmental phases from childhood to adulthood. Peer pressure and the risk of reliving inaccurate information increases when there is a lack of open information at home.
- **Clear expectations of the teen's behaviour.** Clearly telling children about ways you expect them to behave, and explaining why you set these rules, is important to discuss before a child is faced with decision-making about risky or harmful behaviour. When the teen is confronted with issues such as sexual activity, drugs or alcohol, he/she may also find it easier to communicate if they have already discussed these issues with their caregivers.
- **Communicate effectively about dating and sexuality, partying, smoking, alcohol and drug use.** Parents need to make it clear how they want their children to handle such situations. Parents also need to control their own behaviour to ensure that they are not appearing as hypocrites to their children. Controlling what children get exposed to may help the teen to understand what is acceptable or not.
- **Monitor places that adolescents frequent.** Ensure that the places that teens go to be with their friends are safe and free from drugs, alcohol and sexual activity.
- For example, when your child goes to a party, drop them off to make sure you know where they are going and who they are going with. Set rules for who they can spend time with and what activities they are allowed to participate in.
- **Setting rules for children to participate in parties, the use of alcohol / drugs and follow-up regarding the kind of friends the child has or the kind of partner the child is dating:** Parents need to know and approve of who their teen spends time with, observe what kind of activities they engage in, and set rules for how much time is spent with their friends or partner. Similarly, the parent needs to monitor and limit where the teen goes and what kind of access the teen would have to any drugs or alcohol when they go out with friends.

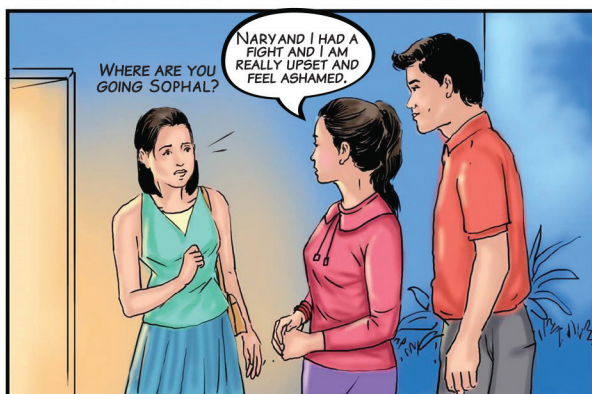
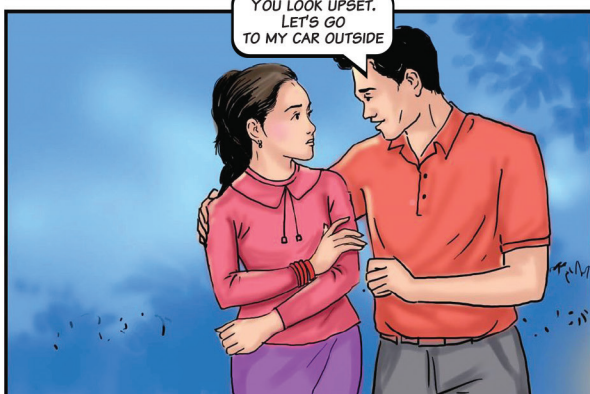
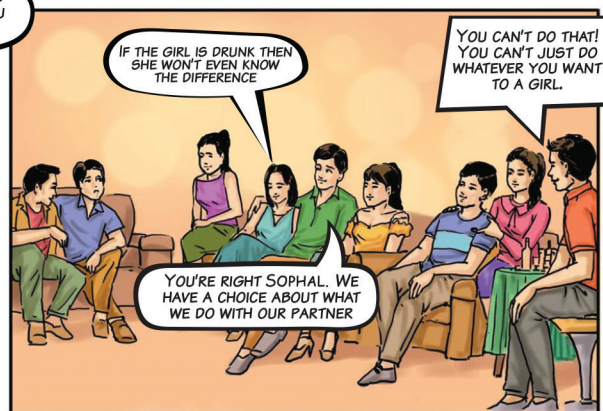
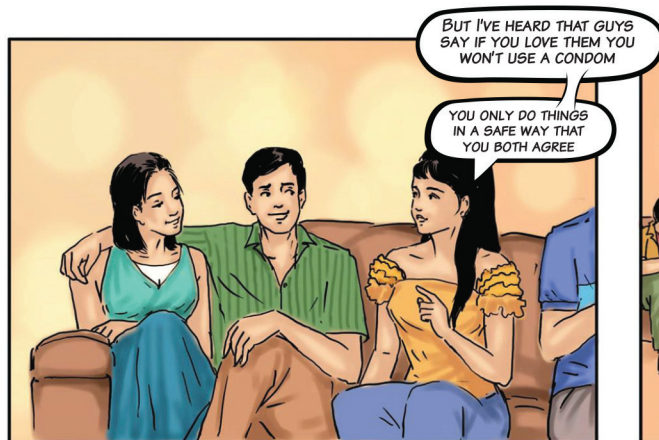
INFORMING YOUR TEEN ABOUT THE CONSEQUENCES OF THEIR ACTIONS: PARENTS NEED TO COMMUNICATE RISKS THAT ARE ASSOCIATED WITH DATING, PARTYING AND SUBSTANCE USE AND ABUSE. THE INFORMATION NEEDS TO BE HONEST AND NON-THREATENING. IT MAY BE EASY FOR PARENTS TO USE EXAGGERATED LANGUAGE TO TRY AND WARN THEIR TEENS AGAINST SOME OF THESE DANGERS, BUT ONCE THE TEENS UNDERSTAND THE EXAGGERATION, THIS MAY DISCREDIT THE PARENT.

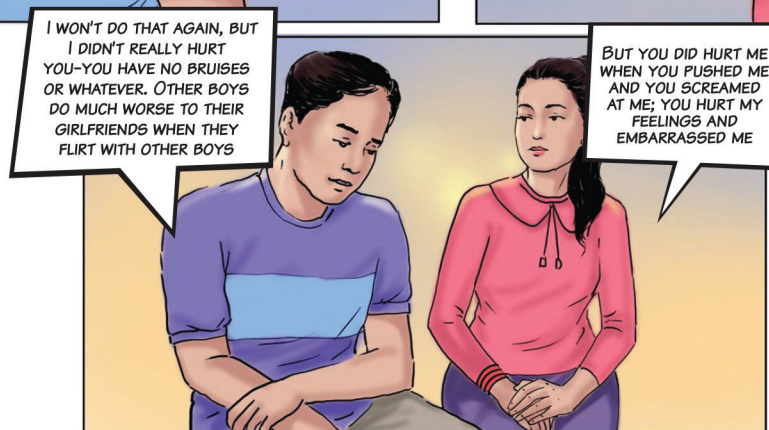
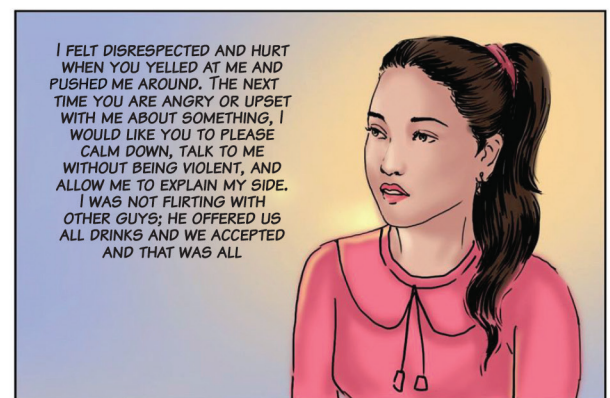
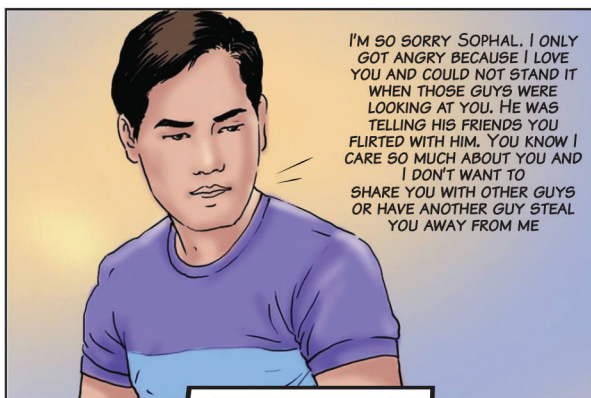
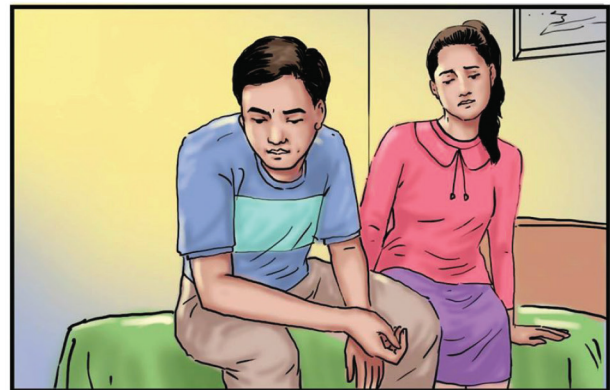
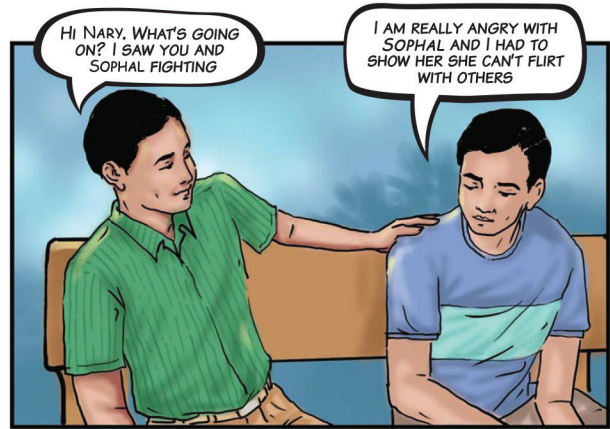
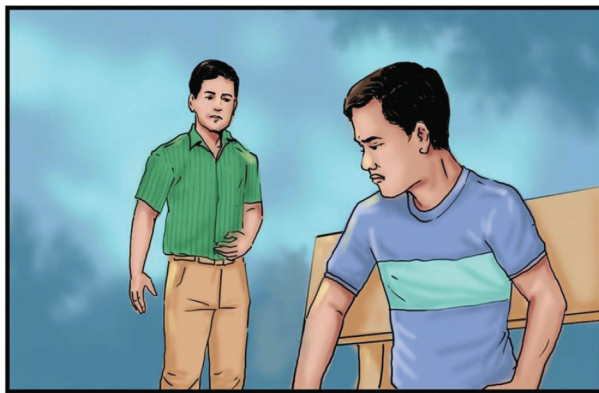
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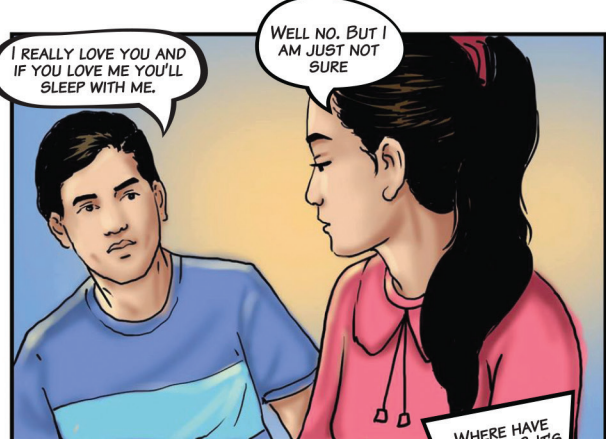
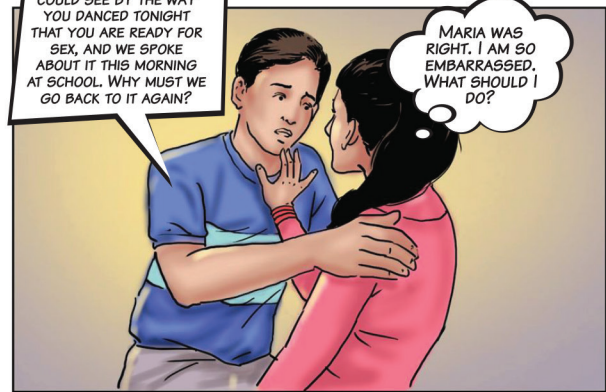
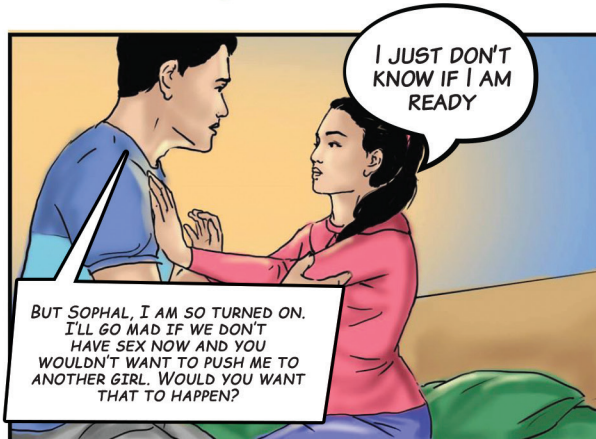
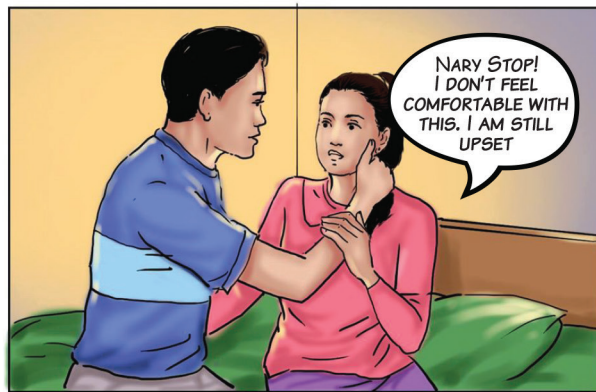
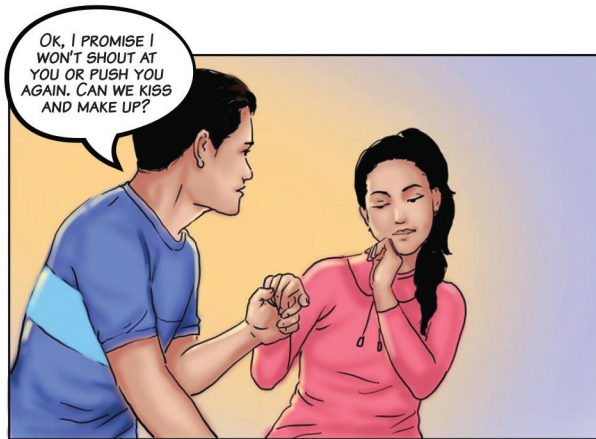


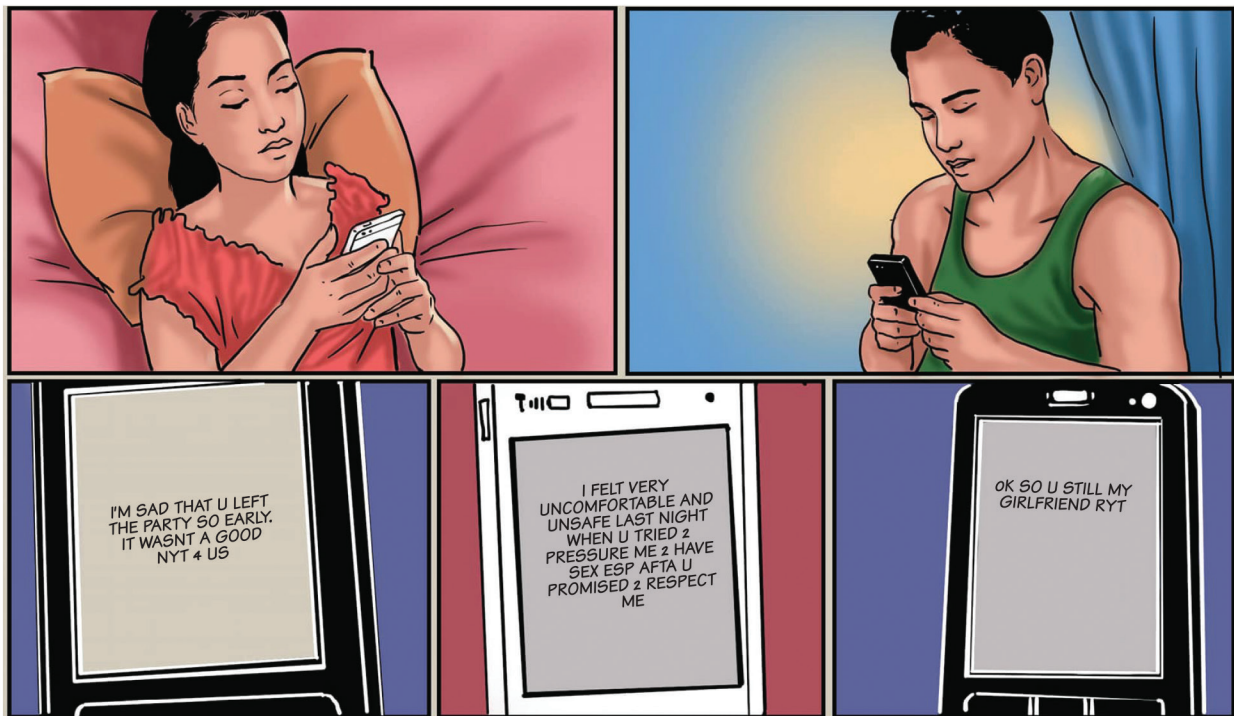
AT THE PARTY...











APPENDIX 9: Notes on positive discipline

What is positive discipline?

Positive discipline is a method of punishment that educates children and adolescents to understand relationships, creates respect to each other, builds long-term relationships, teaches important life skills and encourages children to reach their full potential.

The aim of implementing discipline in children:

- Positive punishment is about teaching children appropriate ways to behave. For adolescents, discipline is about agreeing on and setting appropriate limits and helping them behave within those limits. Discipline is not about issuing punishment. It is a way of responding to children that should not be dependent on a child misbehaving in the first place, but should be aimed at encouraging and rewarding good behaviour.

Parents use various punishment strategies when the children are younger, but these may still be necessary when the child is an adolescent. Punishment during teenage years is important and requires the use of limits and boundaries to help the adolescent learn independence, manage and take responsibility for his/her behaviour and its outcomes, and solve problems. These skills are needed for the child to become a young adult with his/her own standards for appropriate behaviour and respect for others. An important part of the child's journey is learning to stick to some clear rules, agreed on in advance, and with agreed-on consequences.

Other key elements in the implementation of positive discipline

Praising

Praising a child helps to motivate them to overcome struggles and new challenges, and to return to a pattern of positive behaviour if they have been having difficulties.

Your praise will work best if you go up to your child, get their attention by using their name, look them in the eye, and give honest and kind words of praise. For example, "Kosal, you have you cleaned your teeth, well done" or "My dear Samnang, you have cleared your things away. You are great."

Your praise will be disregarded if it is not honest and not matched by the tone of your voice and your body language.

Avoid giving praise with a sting in the tail. This sort of praise starts well but ends with an implied criticism that wipes away the positive comment. For example, try not to say: "Bopha, well done for making your bed. It's a shame you don't do it every day" or "Navy, you shared your book so nicely, what a pity you hit Lina yesterday."

Sometimes you may struggle to find things to praise but look hard and praise small things. Without positive comments, your child is likely to find negative ways to get your attention. You can never praise too much. Your child will not be spoiled or big-headed if you give frequent, genuine praise that reflects the effort they've put into tasks as well as the outcomes they achieve.

Agreeing on clear limits

Setting clear limits, rules and expectations from the beginning can discourage problem behaviour from happening. Clear limits help a child develop positive social behaviours, including showing concern for others. Each family has its own rules and standards, and teaching your child to live to the family standards is the most important role of a parent. To check whether your family standards and rules are realistic and reasonable, you could talk with parents and friends who have children of the same age. Many schools can also help to provide direction.

Here are some tips for setting clear limits:

- Involve your child in working out the limits and rules. When your child feels that you listen to her and s/he can contribute, s/he'll be more likely to see you as fair and agree to rules.
- Be clear about the behaviour you expect. It can help to check that your child has understood your

expectations. For example, a rule such as “do your homework when you come back from school” might mean one thing to you, but something different to your child. Stating this rule more precisely will make it easier for your child to follow it. For example, “I want you to do your homework soon after you arrive from school, before you watch your afternoon television programme, not afterwards”.

- Discuss responsibilities with your child. For example, “I’m responsible for providing for you. You, as a child, have responsibilities too, such as cleaning your room everyday”.
- Agree in advance with your child what the consequences will be if she/he doesn’t respect the rules you’ve agreed on.
- Praise your child when she /he does respect the rules you have agreed.
- Be willing to discuss and adjust rules as your child gets older.

APPENDIX 10: Notes on communication and conflict

Types of communication and discipline strategies

- Parents use communication and punishment which is related to caring and supporting their adolescent.
- Parents try to be warm and responsive to their children’s needs
- Parents who encourage their adolescents and other children to think about their goals and help them work towards achieving them.
- Parents who give their adolescents and other children an opportunity to explain their actions before reacting with shouting or punishment.
- Parents who seek to understand their adolescents and other children’s behaviour before they react.
- Parents who contain their anger after seeing their adolescents and other children behaving in ways that they do not like.
- Parents who are concerned about the well-being of their adolescents and other children without making children feel guilty.
- Parents who look at challenges as an opportunity for both him/herself and their adolescent and other children to learn and grow.
- Parents who do not think that the solutions to problems they have with their adolescents and other children is to hit them. (Remember, hitting or beating children is against the law).
- Parents who do not nag or blame every time their adolescents and other children do something that the parent doesn’t like.
- Parents who do not threaten them with consequences and do not have follow-through when their adolescents and other children have done something that the parent doesn’t like.
- Parents who are not sarcastic or resentful towards their adolescents and other children for the things that they have done that the parent doesn’t like.

2. Parenting roles versus teenage behaviour

A parent's role in a child's life is to give them life skills so that they may be better equipped to deal with life's challenges and plan for a successful future.

At a point of a confrontation with a parent, adolescents may lash out and say that they don't need their parents' directions. This is not true as children are not equipped with life skills to make their own decisions yet, but they do need the space to learn them, sometimes through making their own mistakes.

Remember from last session that adolescents' ability to make decisions matures as they reach adulthood, around the age of 18-21 years-old. Even then, it is about laying a good foundation for adolescents so they are able to make decisions that are in their best interests.

Notes on communication and positive discipline: Discipline works best when the parent and adolescent build and maintain a warm and loving family environment. Thus, children do not fear making mistakes and know that they can recover from those mistakes. Children with warm family relationships learn to control their own behaviour, especially when guided by parents.

Discussing matters in a cooperative and considerate manner is a very important element of communicating with adolescents and can help avoid problems. Involving the adolescent in a discussion about his/her life shows that you respect their opinion and ideas, and may help to build mutual respect between both the parent and the child.

Notes on 'I' statements

Rational:

An "I" statement is a way of expressing clearly your point of view about a situation. It includes an expression of how it is affecting you, and how you would like to see it change. Although you might make suggestions about potential solutions, the best "I" expression is free of specific demands and blame. It opens up the area for discussion and leaves the next move to the other person.

We should aim for our "I" expressions to be clear (that is, to the point) and clean (that is, free of blame and judgment).

We should beware of "you" statements which place blame on someone else, hold them responsible, demanding change from them or issuing a threat.

Two examples of "you" statements include:

"You are so cheeky, you are always answering back to adults, I am embarrassed to visit my friends and family with you. You must learn to have respect."

"You are always coming home late, you don't clean your room, you are always nasty to your siblings. I don't know why I bother with you. You just listen to me otherwise you are going to regret it."

These statements are very judgmental and make the listener feel accused or trapped and thus defensive.

Two examples of an "I" statements:

"I feel that I do not understand what is the matter because it is three to four times already that we have visited friends and family; I notice that you always criticize what you do not like."

"I feel disappointed that we are not coming to an agreement about what I am asking you to do here at home. I would like us to talk about what I have been trying to say but without the anger or frustration I may have expressed previously. I would like us to discuss how we can go forward."

These statements carry no blame and are phrased not to annoy the listener. The expectations within them are presented in a non-judgmental manner (there is no "you must...") and are not accusing the listener. They state the speaker's expectations or hopes, but they do not demand that they be met.

This is a useful way of separating feelings and facts in order to clarify what a problem really is. The formula may seem

strange and unfamiliar, but with practice it can become an unconscious reaction.

Importantly, this method can be used with your partner at work, in the market, at a restaurant, with a friend or on public transport or when you feel that your needs are not being met. It is not only useful for communicating with adolescents.

Groups as well as individuals can use this formula to help them to express their feelings. Group expression will be discussed in the next session.

APPENDIX 11

Background notes:

- Communication and praising adolescents is very important and will help if you want to establish or strengthen a trusting and balanced relationship with adolescents you care for.
- It will become easier to take a positive behaviour management approach with adolescents the more you use it.
- Remember, what we have learnt in terms of positive discipline is not a guarantee that adolescents will never break a rule or engage in risky or annoying behaviour, but it hopefully gives you some tools to minimise poor behaviour, increase positive behaviour, and deal with risks and challenges as they arise.

Behaviours that caregivers should avoid with teenagers:

- Arguing, nagging or orders: When we get into arguments we can often say things that are hurtful and that we regret. Remember, we want to keep to praising and not get locked into criticising.
- Bad situation: Try not to deal with problems when you are angry. It's better to say 'we need to talk' and agree when you will do this later.
- Beating the child: Beating makes children fear you, it does not make them respect, love and listen to you. Some parents are quick to use violence when they are confronted by a misbehaving child. You want to have an open, loving and caring relationship with your child and hitting will block this. Most children will not talk intimately with a parent who hits them and most children know they can continue to misbehave knowing that they can withstand a few strikes and move on to the next forbidden behaviour.
- Threats: If you threaten something you must be prepared to implement it. Threats on their own can also become psychologically harmful, creating fear of severe action, which is unhelpful. It is even more unhelpful if something is threatened and not implemented as children then don't believe you are serious about keeping to boundaries. It is much better to stick to the clear limits and consequences that you have negotiated with your teen.

APPENDIX 12

Background notes:

- This session can be quite emotional for participants
 - They may feel abandoned
 - They may request to end the programme
- Try to create a happy environment for this session
 - Note what they have learnt and gained from the programme
 - Emphasise how they have come up with many solutions themselves showing that the programme was about being empowered and not being given all the answers
 - They can (and should be encouraged to) continue meeting and supporting one another
 - They can determine their own agenda and discussion
 - They can continue with community service projects
 - They can continue with a buddy or friend system
 - They can share their learnings with other groups of caregivers

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