ACKNOWLEDGMENTS

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We would like to thank all participants of the workshop for their valuable input and feedback to this manual:

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Kampung Benyom | Yusup Kasmado
---|---
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LP3AP | Hutri Yewi
LP3AP | Ida Kondjol
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Youth Forum Papua | Rizal Iriansyah

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<td>Aggressive</td>
<td>Attitudes, behaviours or verbal and non-verbal communication that exhibit aggression such as anger, threat and attacks.</td>
</tr>
<tr>
<td>Coping</td>
<td>The specific efforts, both behavioural and psychological, that people employ to master, tolerate, reduce or minimize stressful events. Coping strategies can be categorized into problem-solving strategies that are efforts to do something active to alleviate stressful circumstances, and emotion-focused coping strategies that involve efforts to regulate the emotional consequences of stressful or potentially stressful events. (<a href="http://www.macses.ucsf.edu/research/psychosocial/coping.php">http://www.macses.ucsf.edu/research/psychosocial/coping.php</a>)</td>
</tr>
<tr>
<td>Double burden</td>
<td>The situation of women who perform paid work outside the domestic sphere as well as homemaking and child-care work inside the home (<a href="http://sociologyindex.com/double_burden.htm">http://sociologyindex.com/double_burden.htm</a>).</td>
</tr>
<tr>
<td>Emotion</td>
<td>Intense mental activity as a response to certain circumstances or events. Emotion is expressed when someone is happy, angry or is afraid of something.</td>
</tr>
<tr>
<td>Emotional blackmail</td>
<td>A form of control in a relationship, or controlling other people in relationship through creating fear, guilt and obligatory commitments.</td>
</tr>
<tr>
<td>Empathy</td>
<td>A skill to understand and feel what another person thinks and feels without being submerged into it.</td>
</tr>
<tr>
<td>Femininity</td>
<td>Social attributes, behaviours, roles and activities associated with women, such as being gentle, passive, emotional and dependent. Femininity defines how women should behave and perform, and the attitudes that women carry.</td>
</tr>
<tr>
<td>Gender (gender construction)</td>
<td>A set of social attributes, behaviours, roles and activities associated with being male and female. These attributes, behaviours, roles and activities are socially constructed and learned through socialization. Therefore, they are contextual and changeable.</td>
</tr>
<tr>
<td>Gender discrimination</td>
<td>Prejudice and discrimination based on sex or gender.</td>
</tr>
<tr>
<td>Gender injustice</td>
<td>The gender norms, cultural practices, policies and laws that contribute and perpetuate unequal power relations between men and women. This inequality disadvantages women in many societies (UN Women, 2015).</td>
</tr>
<tr>
<td>Gender-based violence</td>
<td>Violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society (Bloom, 2008).</td>
</tr>
<tr>
<td>Leisure boredom</td>
<td>A negative state of mind when a person feels that their experiences in their free time (leisure) are not the most exciting, stimulating or arousing as they could be.</td>
</tr>
<tr>
<td>Marginalization</td>
<td>The process of marginalizing people due to their sex or gender. This process prevents people from getting access to rights and services and enjoying their rights and needs.</td>
</tr>
<tr>
<td>Masculinity</td>
<td>Social attributes, behaviours, roles and activities associated with men, such as being strong, aggressive rational, brave, powerful and violent. Masculinity defines how men should behave and perform, and the attitudes that men carry.</td>
</tr>
<tr>
<td>Mind map</td>
<td>A technique to present ideas using a map in order to make it understandable.</td>
</tr>
<tr>
<td>Patriarchy</td>
<td>Patriarchy is social system and ideology that believes in and enforces men having more power and control over resources and decision-making than women.</td>
</tr>
<tr>
<td>Power relations</td>
<td>Power relations are relationships in which one person has social-formative power over another, and is able to get the other person to do what they wish (whether by compelling obedience or in a more subtle way). (<a href="http://kgsvr.net/dooy/power.html#power.relns">http://kgsvr.net/dooy/power.html#power.relns</a>)</td>
</tr>
<tr>
<td>Reflection</td>
<td>A process where people reflect on their past experiences, thoughts and feelings to try to learn lessons for their lives in the present and future.</td>
</tr>
<tr>
<td>Relaxation exercise</td>
<td>An exercise to release physical and emotional stress to make our body relax, aiming at building a balance between our mind, soul and body. Relaxation exercises can be done individually or in a group, self-guided or guided by other persons.</td>
</tr>
<tr>
<td><strong>Reproductive health</strong></td>
<td>A state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity, related to the reproductive system, functions and processes (WHO).</td>
</tr>
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<td>------------------------</td>
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<tr>
<td><strong>Risky behaviour</strong></td>
<td>Risky behaviours are those that potentially expose people to harm, or significant risk of harm which will prevent them reaching their potential. Some risky behaviour is normal and part of growing up.</td>
</tr>
<tr>
<td><strong>Sarcastic</strong></td>
<td>A form of communication using words that clearly mean the opposite of their original meaning, often aiming to mock or hurt other people.</td>
</tr>
<tr>
<td><strong>Sensitivity</strong></td>
<td>Being aware of certain conditions and situations. For instance, gender-sensitive means being aware of the social differences between men and women where men have a higher status than women.</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td>The biological characteristics that define humans as male or female (UN Women, 2015).</td>
</tr>
<tr>
<td><strong>Sexuality</strong></td>
<td>Here are some of the things that are included when we talk about sexuality: 1. Sexuality is much more than body parts and sex (though it includes these things, too). 2. Sexuality includes our gender identity (the core sense that we are female or male). 3. Sexuality includes gender roles (the idea of how we should behave because we are female or male). 4. Sexuality includes our sexual orientation (heterosexual, homosexual, or bisexual). 5. Sexuality includes how we feel about our bodies. We call that “body image,” and poor body image can have a profound effect on our ability to have healthy relationships. A person with poor body image may not think they deserve a good partner, and so they may be willing to settle for someone who will not respect them or who may even abuse them. 6. Sexuality includes our sexual experiences, thoughts, ideas and fantasies. 7. Sexuality includes the way in which family, friends, religion, age, life goals, the media and our self-esteem shape our sexual selves. 8. Sexuality includes how we experience intimacy, touch, love, compassion, joy and sorrow. 9. We like this quote: “Sexuality is expressed in the way we speak, smile, stand, sit, dress, dance, laugh, and cry.” In short, sexuality is an integral part of who we are, what we believe, what we feel, and how we respond to others. (<a href="http://www.srcp.org/for_all_parents/definition.html">http://www.srcp.org/for_all_parents/definition.html</a>)</td>
</tr>
<tr>
<td><strong>Social construction</strong></td>
<td>The construction of beliefs, values, norms and social practices such as traditions in society through the process of socialization and internalization in families, schools, and other social institutions. The process happens from one time period to another time and from one generation to another.</td>
</tr>
<tr>
<td><strong>Stereotype</strong></td>
<td>A set of ideas that people have about what someone or a group of people is like, where they take one idea, which may be wrong, and apply it to a whole group of people.</td>
</tr>
<tr>
<td><strong>Stress</strong></td>
<td>According to Santrock (2003), stress is the individual response to stressors (situations or events that produce stress) that threaten and disrupt an individual's ability to cope with the stress.</td>
</tr>
<tr>
<td><strong>Stress management</strong></td>
<td>A skill that enables people to anticipate, manage and heal themself from stress.</td>
</tr>
<tr>
<td><strong>Survivor</strong></td>
<td>A person who has survived a terrible event, for example that has threatened their life.</td>
</tr>
<tr>
<td><strong>Trauma</strong></td>
<td>An emotional response to a terrible or an extraordinary event such as natural disaster, rape or accidents. The events happens suddenly, out of control of the person experiencing it, and hurt or threaten the life of the person. (<a href="http://www.apa.org/topics/trauma/">http://www.apa.org/topics/trauma/</a>)</td>
</tr>
<tr>
<td><strong>Violence</strong></td>
<td>Any act that results in or is likely to result in physical, sexual or psychological harm, including threats, coercion and deprivation of liberty whether occurring in public or private life.</td>
</tr>
<tr>
<td><strong>Violence against women</strong></td>
<td>Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or in private life (UN Declaration on Violence against Women, 1993).</td>
</tr>
<tr>
<td><strong>Volunteerism</strong></td>
<td>Conducting community activities and providing help for others based on voluntary principles or without a profit motivation.</td>
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INTRODUCTORY NOTES

Welcome to the Caregivers Workshop Manual.

The intervention has two components: one for adolescent girls and boys, and one for caregivers of these adolescents, such as parents, teachers, youth service workers, youth health care providers, and youth group leaders. These two components are designed to be complementary and implemented in parallel. This guide is intended for use by the supervisors and facilitators of intervention groups with the caregivers.

The overall aim of this intervention is that adolescent girls and boys will emerge with gender-equitable, respectful and caring attitudes and practices and will be supported and equipped with skills to appropriately manage stress and mental health challenges, engage in productive and beneficial leisure pursuits, and build healthy, non-violent and happy interpersonal relationships – and they will be supported by their caregivers and communities.

The caregiver intervention, specifically, seeks to cultivate caregivers who can be role models on issues of gender equity, coping with stress, and community involvement as well as to equip them with positive discipline, communication, and conflict-resolution skills, and promote supportive, nurturing relationships between adolescents and caregivers. Through strengthened relationships and role modeling, 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 will diffuse the intervention in the community and sustain its effects, as well as provide additional activities to combat youth leisure boredom and promote a sense of belonging and purpose within supportive and mentoring relationships. The meetings are participatory and discussion-based.

Who are the 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 in the parallel adolescent group as well as teachers, youth service or health care providers, and youth group leaders or religious group leaders.

Composition and timing of the workshops

Groups of 25 to 30 caregivers meet monthly for approximately 3 hours at a mutually agreed place and time for 12 months.
MOBILIZING AND RECRUITING 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 logistical arrangements should be secured 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 to this foundational activity. Other programmes have found success in discussing the potential benefits of participating in the programme (e.g. through past participant or facilitator testimonials, evidence from evaluations, and discussions of the relevance and helpfulness of the programme topics to issues being faced in the community). This kind of conversation is especially helpful to engage men in the programme.

Allow time to present the programme overview and for communities to think about and ask questions about it to minimize the spreading of rumours or misinformation about the programme. It is important to include all leaders and key stakeholders from a community and potentially also community members in meetings to mobilize and recruitment participants.

RECRUITING, TRAINING AND SUPPORTING FACILITATORS

An essential ingredient to successful programmes 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.

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 ideal to have both a male and a female facilitator for a 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-judgemental and respectful approach are also essential.

Through the initial training, facilitators are guided through their own transformative experiences. 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.

CRITERIA FOR FACILITATORS:

1. Experience as facilitators of participatory group workshops
2. Understanding key issues related to the content of the manual (e.g. gender inequalities, masculinity, VAWG)
3. Cultural sensitivity
4. Good communication skills
5. Willingness to be a facilitator
6. Completed training for trainers
7. Their age should be more or less the same age as participants
8. The following personal characteristics: empathy, sensitivity, patience, warmth, and non-judgemental, and open-minded attitudes.
Usually trainings should recruit 50 to 75 percent more potential facilitators than what is needed to account for drop out or a poor fit or skill level between the facilitator and the programme. The initial pre-service training should also include some background or theory, training and reflection at an appropriate level to provide additional information to what they receive during the first phase of training when they are participants of the programme. Finally, pre-service training must include an opportunity for facilitators to practise facilitation through “teach-back” sessions where they are assigned one activity to lead while the rest of the trainees are in the role of participants, and they can “teach back” what they have learned.

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

COMMUNITY PROJECTS

One part of this intervention is promoting the conceptualization, planning and implementation of “Community Projects”. These projects are meant to be volunteer community service projects that will contribute to improving the community in some way that participants identify as valuable and important. These projects can also be an avenue for participants to share lessons that they have learned 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 specifically could provide a useful way of engaging teenagers’ time and energy outside of school to prevent leisure 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 from directly to participants by the facilitators. Instead, it is a guide that facilitators will use to prepare before sessions and refer to during sessions as needed to maintain fidelity to the model.

It is essential that facilitators prepare thoroughly before each session. They will need to read through both the session guide and the accompanying information in the appendices. The appendices are numbered 1 to 12 to correspond to the session numbers (Session 1 = Appendix 1). It is recommended that facilitators make notes for themselves within the manual, in a separate note-

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1 Adapted Skhokho Supporting Success for Families
book or on notecards to help them facilitate a workshop that flows well.

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, i.e. following the manual as closely as possible without variations or changes, is essential in order to replicate the results. Deviations from the manual should be carefully considered and thought out with a team of people.

**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 the 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 light 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 offer ideas, raise 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:

- To learn by thinking, participants need to have responsibility to work out their own conclusions
- To learn by understanding, participants need to relate the learning experience to their own values, beliefs and previous experiences
- To learn by applying, participants need to repeatedly practise and test a new skill and receive feedback on their performance

Learning is demonstrated by change – changes in behaviour, knowledge, understanding, skills, interests, values, awareness and attitudes. To facilitate these changes in participants, experiential activities – during which participants think, understand, and/or apply – are more effective than lectures. Good workshops include a broad variety of learning activities such as presentations, group work, small group work, personal reflection, discussions and debates, games and role play.

This style of workshop also improves the focus and attention span of participants because they are actively involved and so longer sessions can be tolerated. These sessions are also effective in inspiring change. Indeed, participatory style workshops are especially useful for gender analysis because people have different levels of awareness and understanding of gender issues; as a result they may be sensitive, defensive or even hostile to the topic. The participatory approach to a workshop diffuses negativity because participants explore gender and other sensitive issues for themselves in a supportive, motivating environment that encourages open discussion, critical reflection, and trying new experiences or considering new ideas.

A participatory workshop is more about having a group conversation, so it is good to move away from a strict approach where everyone must give answers while moving around the room systematically. Instead, a more informal approach is better so that people can spontaneously share as they would in a conversation or discussion.

Within a participatory workshop, it is important not to tell participants what the intended outcomes or aims or key messages are of an activity or exercise. Telling them this information may bias some participants and cause them to disengage from the activity if they think it is unimportant or if they disagree with the stated aims, outcomes or messages. Instead, introduce the topic briefly as is outlined in the introductory flow chart of each session and allow participants to have an experience of really engaging with a topic and coming to their own conclusions. The process of active discussion, debate, dialogue, and critical reflection is more important than reaching “the right answer.”

It is also important for participants to come up with their own solutions to issues because this is a very empowering process that builds their self-esteem and skills in problem-solving in a variety of situations. In addition, solutions that participants devise themselves are more likely to
be implemented because they will have a sense of ownership of them and they will be relevant, feasible and acceptable within their contexts. However, facilitators can also make suggestions or ask thought-provoking questions if participants cannot come up with solutions or if they suggest solutions that are obviously inappropriate (e.g. violent, abusive or have a high potential to increase harm or risk).

The facilitator's role

In participatory workshops, the facilitators are also active and frequently mobile, i.e. moving around the room instead of lecturing from one place. They primarily ask series of questions or guide reflection and role plays rather than telling or teaching or 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) to work together for a certain goal. Facilitation is about empowering others.

In this intervention, the facilitator’s role is to work with a group of adults who have different roles as caregivers of adolescents, 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 engage the participants, encouraging them to express their points of view and consider different perspectives on an issue, concept, idea or skill. They highlight the comments of some participants 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 flexible ways of thinking and understanding.

The role of a skilled facilitator is to create conditions in which a group can work together effectively and
Facilitation entails guiding participants through a discussion by considering many possible perspectives until they are able to 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 reflection questions to keep participants engaged on a topic or when a group discussion is limited or homogenous. Topics are introduced that are usually not new to the participants. The facilitator’s role is to help participants to discuss the concepts, come up with their own understandings of them, and present them to the rest of the group in various ways, for example, through brainstorming in a bigger group, small group discussions, presentations of group ideas to the bigger group, working in pairs by sharing in turn personal stories and perspectives, and 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-judgemental, 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 potentials
- Summarize the discussion or ask others to do so

**Tips for effective presentation**

- Capture the participants’ attention: Use any of the following methods: ask questions; state an impression or fact; narrate a story; cite a quotation; or 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 varied tone with a proper mix of enthusiasm should create the right impression on audience. Similarly, in non-verbal signals, your posture, movement, gestures 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 that 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 areas of interest.

• State the significance of the topic: Stating the significance of the topic helps the participants realize that the presenter values their time and will be able to improve their existing knowledge of the topic.

• Don’t be negative: Being negative in a presentation can ruin your chances of being taken seriously or being able to convey your message effectively. Besides, being negative never helps you to get your ideas across. Instead, participants might reject or not accept what you are saying.

• Be concise: Concise means anything “said in a few words”. If you can, as a presenter, communicate your idea or message in a few words. It helps you do less to retain audiences’ attention because you take less time and words to get your message across. It also helps you cut down on boredom on the participants’ part.

• Be enthusiastic and dynamic: Being enthusiastic and dynamic helps you hold and maintain your audience’s attention, prevents the participants from falling asleep, and gets your idea across more effectively.

Be sensitive to culture and context, which means that you have to be aware of your own cultural biases. Being culturally and contextually sensitive will help you to build a good rapport with participants which is important for the entire process.

**Facilitation skills and workshop techniques**

<table>
<thead>
<tr>
<th>Be ready</th>
<th>Develop and practise your session. Plan in advance.</th>
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</thead>
<tbody>
<tr>
<td>Be clear</td>
<td>Give clear introductions to topics and ask clear questions to guide discussions, activities and reflection</td>
</tr>
<tr>
<td>Show respect</td>
<td>Through your effective communication skills (verbal and nonverbal)</td>
</tr>
<tr>
<td>Be friendly</td>
<td>In responding to questions and welcoming all participants and their contributions to the group</td>
</tr>
<tr>
<td>Encourage participation</td>
<td>Encourage quieter participants to share ideas and questions and allow participants to talk more by frequently using open-ended questions</td>
</tr>
<tr>
<td>Pay attention, be present</td>
<td>Address the needs and feelings of the group</td>
</tr>
<tr>
<td>Be time-sensitive</td>
<td>Make sure your session plan fits with the time available and negotiate with participants to make agreements together and manage expectations</td>
</tr>
<tr>
<td>Be honest</td>
<td>Through confident professional manner and telling the truth</td>
</tr>
<tr>
<td>Communicate effectively</td>
<td>Use simple appropriate words and tones, maintain eye contact and practise active listening</td>
</tr>
<tr>
<td>Use multiple channels</td>
<td>Use different relevant workshop materials and tools to assist you in conveying messages and engaging participants</td>
</tr>
<tr>
<td>Give take-away messages</td>
<td>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 summarize these ideas and experiences</td>
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</table>
Facilitation versus teaching

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

Pre-workshop information and content

Preparation for each session

It is important to prepare for each session at least 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 you to know how to plan your time, what to communicate to participants and how you will run the activities. Preparation is crucial, to limit any stumbling over steps and any uncertainty about how to proceed with activities.

Important content information

It is the role of the facilitator to come up with content regarding a particular concept that is being presented or discussed during the session. The facilitator may be at the start of a session and reference to a certain concept may come up. The facilitator needs to ask what participants' understanding of that particular concept is, 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 to under the guide to activities. The appendices refer to information that the facilitator needs to know before starting the workshop and the essential content that helps to support the facilitator's knowledge about different parenting concepts and tips for parents and adolescents. 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 proper representation of the intervention’s understanding of particular issues.

Facilitators’ notes

Facilitators’ notes are provided within and at the end of most exercises, consisting of tips, reminders, guides and additional information for maximizing the depth of discussion during
the exercise. These notes are short and clear, and should encourage the facilitator 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 the steps provided.

- **Introduction** – All activities begin with a brief or at times elaborate statement directing the facilitator how to introduce the exercise topic. In many exercise introductions (Step 1), the facilitator will introduce the topic of discussion. 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, related and build on one another and culminate in a holistic view of parenting issues.

- **Directives** – Most directives are meant to help the facilitator to conduct the activities and are in the form of imperative verbs – give, explain, ask, remind, summarize. 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 step in the exercise. Sometimes participants will have already discussed or mentioned issues that are indicated in the manual, and in that case, participants need to just ensure that those issues are adequately covered in the relevant exercise.

**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 of what comes to mind when a certain concept is mentioned.

- **Mind maps or spider diagrams** – In several activities the facilitator or participants are encouraged to use mind maps or spider diagrams to record the group’s ideas or brainstorming about a particular topic. Recording ideas this way helps to get a lot of information across in a small space and short time, and also validates each person’s contribution. For these kinds of drawings, have a circle (or any shape) in the middle in which you write the main topic or question and then draw lines out from that circle (in many different directions) to record different ideas. If you are brainstorming several sub-themes within a topic you can have one central circle (the main theme) and then extend sub-topics out with their own circles and
from those circles record participant ideas. Use as many lines and sub-themes as needed based on the activity and people’s ideas. Feel free to use drawings within the diagrams or mind maps. Two examples are illustrated below:

• 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 the facilitator suggests to them as part of the activity.

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

• Personal reflection – In this workshop, one exercise used is an individual activity where participants are asked to close their eyes and think through particular issues in a quiet manner and personally reflect on them. The facilitator will read out a script starting with the posture that the participants must adopt, e.g. how they are seated or lying down, having their eyes closed and being relaxed. Then the facilitator will introduce the story which the participants are asked to visualize or think through a certain story or situation. Then each part of the story is read slowly, quietly and in a well-paced manner, with pauses after each statement to allow participants to visualize 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 should rather think to themselves.

• Larger group discussions – A bigger group refers to the main group of participants with whom one facilitator is working. During group discussions, allow it to flow and do not impose a structure where every person has to share something in a particular format – rather allow an informal and conversational flow to develop where people share spontaneously. But beware of not allowing a few participants to dominate the discussion and trying to draw in those who are very quiet.

• Checking in – It is important to check in with participants to determine whether they fully
understand their activity and provide additional explanations if necessary to help them through their activity.

- Presentation and feedback – After each pair or small group work, participants will be asked to present their work whether it is 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, and should only ask clarifying questions and if necessary explain the meanings of the ideas. When all groups have presented, check to see if there are any discussion points for the activity that have not been addressed in presentations, and if necessary, address them.

- 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 or demonstrating a concept or practising new skills. These are not meant to be perfect drama or theater productions, but rather brief and casual ways to show and get a feel for a new skill or concept.

- Language use – This manual is available in Bahasa and English. Facilitators are encouraged to conduct the workshop in the language most easily understood by participants. This makes it important to prepare beforehand in order to help the facilitators to anticipate difficult concepts, and find out their colloquial translations and meanings before the workshop. Doing so ahead of time will help the facilitator gain confidence before the session, present confidently during the session, and earn the confidence of the participants as well.

Energizing games or icebreakers

Facilitators should have a few ideas ready to use as energizers 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 into and bring some laughter to 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, non-judgemental and trusting space where people can be open to share and discuss many different and sometimes controversial or sensitive topics, and respect confidentiality.

It is important that the facilitator create such a group atmosphere through role modelling, through including and validating all members of the group, and through being non-judgemental, supportive, caring and respectful to every member. Remember, participants will be taking 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 no longer trust or respect the facilitator, or they may 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, nonjudgemental, 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 be a difficult situation to manage.

• 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 or disclosure (e.g. “I see that you are feeling very upset”, “I hear that you are very worried.” or “I wonder if you are feeling disappointed right now?”).

• It is understandable to be upset by another person’s distress but you should still be able to focus on their problem and not on your reaction. It is also acceptable to not know how to respond best – 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 okay 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.”
  ▶ “What can I do that would be most helpful to you now?”

• Always believe participants when they are relating traumatic experiences and never blame them for it: “What happened to you is not okay and you did not deserve it or cause it. It was not your fault.” This is especially important in sexual violence cases.

• Do:
  ▶ Believe them and acknowledge the distress and traumatic experience
  ▶ Remain calm
  ▶ Be non-judgemental
- Maintain their confidentiality (unless it is a child and you are mandated to report it – in which case, discuss the disclosure plan with the participant)
- Debrief with a supervisor or manager afterwards

- Avoid:
  - Ignoring the distress
  - Minimizing 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”)
  - Blame or disbelief
  - 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 their community (see Appendix 13). Any requests or pressure to support participants 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.
SESSION 1: WELCOME

Overview: Participants and facilitators meet one another and establish the group through introductions, exploring group expectations and a programme overview, establishing a code of conduct agreement, and negotiating meeting times and venues. Participants will explore the joys, rewards, problems and challenges of being caregivers for young teenagers.

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

<table>
<thead>
<tr>
<th>Session 1 Activities</th>
<th>MATERIALS</th>
<th>TIME</th>
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</table>
| **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 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 and also to our relationships. | Flip chart, markers                                                          | 15–20 minutes |
| **Activity 1.5: 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 to the next session |                                                                           | 10–15 minutes |
FLOW OF SESSION 1

ACTIVITY 1.1: GETTING TO KNOW EACH OTHER
(Adapted from Skhokho Supporting Success for Families)

Time needed: 30–40 minutes

Aim: Participants will introduce themselves and get a chance to learn each other’s names

Description: Introductions in a group discussion

Directions:

1. Sit in a circle with the group. Everyone should be at the same level, including the facilitator (i.e. all on the floor or all on chairs):
   Introduce yourself as the group facilitator.
   Thank everyone for coming and explain that if they want to join the workshop, you ask them again to make a real commitment to coming to every meeting of their group. This is because new things will be discussed at each meeting, which build on what has been discussed before. So it is very difficult for the group to have members missing meetings or only coming for one or two.

2. Explain:
   We would like to learn everyone's names as well as understand who people are, since you are going to be working together for several sessions. You will ask them to introduce themselves:
   a. Name
   b. Describe role in being a caregiver for young adolescents
   c. One thing you feel proud of or like about yourself

   Ask for a volunteer to start and then move around the group sequentially until everyone has introduced themselves.
3. Explain:
   a. In this workshop, we will be talking about being caregivers for teenagers so that we can learn about our experiences including the happy moments and the challenges we face.
   b. Most of our workshop content will be on issues that involve teenagers more than any other age group.
   c. We will learn and practise different skills to help us to support our teenage children to succeed in the future through building supportive and nurturing relationships with them, being positive role models for them, and engaging in community volunteer projects together.

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**ACTIVITY 1.2: THINGS WE HAVE IN COMMON**

*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 20–30 minutes

**Aim:** To play a fun game and build group cohesion through participants sharing things they have in common

**Description:** Group work with a competition

**Directions:**

1. Divide the participants into four groups of equal size.

2. Brainstorm in small groups:
   a. Each group should come up with as many things as possible that they all have in common.
   b. Give them examples like birthdays, marital status, early schooling, hobbies, physical body characteristics, residence, places they have visited, work they do, hobbies, talents or skills, favourite food, favourite pet or music and so on.
   c. The rule is that all of them in the small group must share the same things.

3. Group work time: Give them about 5–8 minutes to come with the list.

4. Ask each group to share their lists.
   a. Count the number of different things that each group identifies.
   b. Give the winning group – the one with the highest number of things in common – a bag of sweets.
   c. Give the rest of the participants another bag of sweets to share.

5. Conclusion by facilitator:

   This exercise is useful for us to learn more about each other, and to appreciate what we may have in common as well as the differences we have among one another.
ACTIVITY 1.3: EXPECTATIONS AND GROUND RULES
(Adapted from Skho kho Supporting Success for Families)

Time needed: 30–40 minutes

Aim: Participants will get an opportunity to voice their feelings about the workshop, and to commit to a set of principles to guide the way they will do things together. This enables the facilitator to understand participants, to adjust any misunderstandings, and also to get everyone to commit to cooperating with one another in the group.

Description: Each participant has a turn to voice a hope and a worry or concern about the workshop. Participants will discuss ground rules by looking at attitudes and behaviours they want to see in the workshop and those they don’t want to see.

Directions:

Part A (10–15 minutes):

1. General question:
   Ask participants if they have any questions about what you described as the focus of the workshop.

2. Explain:
   It is always a good idea for a facilitator to find out what a group is thinking and it would be nice to keep a record of this to look back on at the end of the group.

3. Personal reflection:
   Ask participants to think about why they have joined the group and explain that often people want certain things to happen (expectations or hopes or expected benefits) through participating in the programme and also some things they might feel a little worried or concerned about.

4. Group discussion:
   a. Ask participants to share their expectations or what they hope to learn or gain from the programme.
   b. Ask participants to share any concerns or worries they may have about the programme.

FACILITATOR NOTE:
Encourage participants to share their own expectations and concerns spontaneously in a conversational style instead of systematically moving from participant to participant around the group – remind them that the preferred format for the group to speak is group discussions in a conversational or dialogue style (rather than a teacher asking students to take turns responding to questions).

5. Record participant ideas on the flip chart in two columns – one for expectations and one for concerns and worries.
6. Facilitator comment:
   a. If the participants state anything that is not relevant to the workshop, you could explain this now.
   b. Try to reassure people about their concerns.
   c. There may be some solutions to some of the concerns and worries that could be discussed (remember to ask the participants first what they think would help them deal with the concern or worry). Some of the participants may feel.

**FACILITATOR NOTES:**
- If participants don’t talk about their wishes and expectations of the workshop content and skills, try instead to ask them what they hope to gain from this workshop.
- If participants are reluctant to speak out in the group at this early stage, you could use small notecards, memo cards, or pieces of paper that are given to participants to write down their ideas anonymously and then the facilitator collects and reads them out before attaching them to the flip chart to summarize everyone’s contributions in a conversational or dialogue style (rather than a teacher asking students to take turns responding to questions).

Part B (5 minutes):

7. Group discussion:
   a. Explain: The way this workshop is designed is that we will meet every month for about 2 to 2.5 hours over the next 12 months.
   b. Ask and discuss: Let us discuss what would be the best time and place for us to meet to make sure that we can all participate in the different sessions.
   c. Explain: It is important that we all attend each session because we will be bonding as a group and trusting each other with our various discussions and supporting one another. Also, the discussions each month build on one another. Remember, we are all here to make an investment in the future of the young teenagers in our community.

**FACILITATOR NOTE:**
Although participants at the community or grassroots level may have similar professions (for example farming), they may have different working days and hours. So facilitators must consider all participants’ wishes regarding the times and place for the workshop. Make sure that all participants agree on this, otherwise there will be some participants who can come to the workshop and others who cannot.

Part C (10–15 minutes):

8. Explain:
   a. We are now going to make an agreement for the group, to decide together on things that we can do and we cannot do in the workshop and use this to guide how we will interact with each other in this programme.
   b. We should think about what will help us feel comfortable, safe, and inspired to join in discussions.
9. Group discussion:
   a. What will help us feel comfortable and work well together as a group?

FACILITATOR NOTE:
Give participants an opportunity to first raise the things they would like to see happen in the workshop. Record their ideas in one column on a flip chart.

10. Group discussion:
   a. What makes us feel unsafe or uncomfortable or makes us unable to work well together?
   b. What things would we not like to see happen in the workshop?

FACILITATOR NOTES:
• Record participants’ ideas in the second column on the flip chart.
• If there are any obvious gaps, you may want to suggest things like:
  - No taking cellphone calls during the workshop
  - Punctuality and active participation
  - Respect for other people’s views
  - Politeness
  - Being non-judgemental
  - Giving everybody a chance to express their views, and not dominating the discussion
  - Supporting each other
  - Confidentiality
• If participants find it difficult to brainstorm in a group, you can use notecards again where each participant writes down at least one “do” and one “don’t” contribution for the group agreement.

11. Review the suggestions:
   a. Read out the ideas listed on the flip chart and ask if everyone is clear about them all.

12. Group agreement:
   a. Ask if all participants agree to adhere to these guidelines (they can nod or say “yes” to show their agreement)
   b. Encourage group members to try to stick to these acceptable and unacceptable ways of doing things until the end of the workshop
   c. Ask all participants to respectfully remind one another if anyone does not follow the guidelines or forgets them.

13. Paste this list on the wall or keep it so that you can refer to it as and when needed.

FACILITATOR NOTES:
Remember to use the skills you learned during training.
• Use specific praise to encourage participants’ appropriate and desired behaviour such as listening to one another, participating in the activities, and sharing their own stories
• Use ‘I’ statements
• Be consistent in following through with appropriate consequences for inappropriate behaviour
ACTIVITY 1.4: WHY DO WE TRUST SOME PEOPLE?

(Adapted from Skhokho Supporting Success for Families)

**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, non-judgemental, and keeping things private.
- Trustworthiness is something we like in other people and it is also important that we behave in ways that are trustworthy.

**Description:** A brief discussion and self-reflection focusing on trustworthy behaviour with particular emphasis on confidentiality and non-judgement.

**Directions:**

1. **Personal reflection:**
   a. Ask the group to think about a very personal problem or worry they have experienced in their life.

2. **Group discussion:**
   a. Who would you tell about this issue?
      i. Ask volunteers to share who their confidante is, the person they trust. They do not need to share their personal problem.
   b. Why would you tell that person and not someone else?

3. **Summarize participants' descriptions:**
   a. Note especially the behaviours that will be important in the group to maintain confidentiality and build trust:
      i. Non-judgemental attitude
      ii. Listens well
      iii. Will not tell other people

4. **Personal reflection:**
   a. Do you behave in a way which helps people trust you?

5. **Group discussion:**
   a. What are the benefits and risks about discussing our personal experiences in the group?

6. **Explain:**
   a. We **learn a lot** from talking together about our own real-life experiences.
   b. It can **help us understand** our lives, to solve problems, to feel better and to gain strength from one another, and know that we are not alone in our struggles.

**FACILITATOR NOTE:**
You will not have time to actually discuss this – this question is only for participants’ personal reflection.
c. But, we cannot be sure that none of us will talk to other people about our stories. If one of us tells someone a secret outside the group, someone might be angry or hurt; and a member of the group may get into trouble with a parent or spouse.

d. One of the ways that we can try to reduce the risks and enjoy the benefits of being open and honest in this group is to make sure that we all behave in ways that build trust like making sure we keep our discussions confidential (you can share your own experiences and lessons, but not what other people say), listening to one another, and being non-judgemental.

e. These behaviours are already on our list of acceptable behaviours. Would you like to add any others?

**FACILITATOR NOTES:**
- Participants have learned about trust, confidentiality and now 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 about it as if it is about someone else or 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.

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**ACTIVITY 1.5: JOYS AND PROBLEMS OF CARING FOR TEENAGERS**

*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 30–40 minutes

**Aim:** Participants will reflect on both the rewards and benefits and challenges of caring for a teenager; remembering the rewards and benefits may help motivate them to cope with the challenges.

**Key messages:**
- Caregivers are not alone in their concerns, struggles and challenges.
- There are many joys and rewards of being a caregiver of teenagers and we must remember to celebrate those.

**Description:** Brainstorming, group work and discussion

**Directions:**

1. Explain:
   a. We are now each going to talk about what it is like to be a caregiver of a teenager.
   b. We may find that being a caregiver is easy in certain situations and challenging in other situations.
   c. Let us all share our experiences:
      i. What you find rewarding or brings you joy
      ii. What may be challenging or cause problems
d. We will not talk about the problems our teenagers face themselves, but about the problems or struggles you have in your role as a caregiver of teenagers.

2. Divide the participants into groups of 4 or 5 people. Give each group a stack of index cards or small pieces of paper and some pens or markers.

3. Brainstorm in small groups:
   a. What comes to mind when you think of your experiences caring for teenagers?
   b. Write down each different good, bad, funny, happy, fun, sad and frustrating experience each person has had as a caregiver of a teenager on a separate piece of paper.
   c. Explain that they must write down each experience on separate pieces of paper. For participants who are not comfortable with writing, they can draw or talk about their experiences as caregivers and facilitators can write them down on the paper provided.

4. Allow about 10 minutes for brainstorming then ask the groups to return for a full group discussion.
   a. Divide a flip chart page into two columns
   b. Write “joys” as a heading in one column
   c. Write “problems” as the heading in the second column

5. Small groups report back:
   a. Ask each group to report back what they have written on the pieces of paper and paste their pieces of paper either under the JOYS column or the PROBLEMS column.
   b. If there are some experiences which participants feel are both joys and problems (or they are neither or neutral), suggest that these could be stuck in the middle of the chart.
   c. After all groups have presented, ask if any participant has thought of another important joy or problem to add to the chart.
   d. Thank the participants for sharing.

6. Explain:
   a. We have only started to scratch the surface of the challenges and stress we have in our lives which make it difficult to care for and raise teenagers.
   b. This workshop will enable us to discuss some but perhaps not all of these challenges.
   c. Remind participants that the information and referral sheets (see Appendix 13) provide various types of support to people that may be of interest to you in addition to the workshop.

7. Participant conclusions discussion:
   a. How do you feel after this activity or what have you learned from the activity?
8. Facilitator conclusion:

a. We have been discussing issues that many caregivers of teenagers are facing. It is important that while we are in the workshop to learn about ways of helping ourselves deal with our challenges, we also need to focus on and celebrate the positive things about being a caregiver and think about ways in which we can support teenagers to make good choices and live healthy, successful and happy lives.

FACILITATOR NOTES:

- If the group is small enough or if you do not have cards, paper and pens for participants to use, you can do this exercise as a group brainstorming project. Remember to let the participants lead.
- It is important to validate all participants' experiences. Feel free to use prompts or ask clarifying questions, but be careful not to define parents' experiences for them. Remember too that participants in the group may have very different experiences and ideas from one another – allow this diversity to be fully expressed and respected.
- This exercise will help to set the tone for the group in which we want to make sure that they are able to express themselves and listen to one another.
- Make a note of things that you need to remember to raise or clarify during the upcoming sessions.
- Also be aware of the issues that participants raise that may not be included here. If you can help them, try to do so now, but if you cannot, ask them to give you some time to investigate the issue and come back to them in the next session with the information.
- If you feel that you would like to refer some participants to additional resources for help, do so using the referrals sheet that is supplied with your facilitation pack (Appendix 13). Explain the contents on the referral sheet and that we have contacted the places of referral and these people would be happy to talk with them individually about their challenges. All participants should receive this information pack. Don’t single out particular people in front of the group. Rather say that you would be happy to discuss any of the options should they wish to clarify any understanding of the issues. Remember that ALL participants should receive a referrals sheet.

Facilitator Information: See Appendix 1

ACTIVITY 1.6: LEARNING IN ACTION

Time needed: 10–15 minutes

Aim: To close the group meeting, promote volunteerism, allow participants to express their feelings and encourage participants to return to the next session

Description: The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action
Directions:

1. Explain:
   
a. We have come to the end of our time together today, but remember we have agreed to meet again.

b. Today, we have gotten to know one another and agreed on how we will continue to meet and have discussions. Today's activity and discussion focused on the joys and problems of being a caregiver for young teenagers.

c. At the end of every session, we will have a short discussion or sharing where just one or two people will say what they gained from the session.

2. Group discussion (1 or 2 volunteers):
   
a. Who would like to share something they found surprising or very interesting about the discussion today?

3. Explain:
   
a. By participating in this programme, we would like to support you as caregivers to be advocates for promoting a safe, healthy and vibrant environment for all young people in your community. So we will be encouraging you throughout the programme to make small changes and we will support you throughout.

b. Between now and our next meeting, think about your experience of the discussion today and notice the joys in your care work with teenagers.

c. Thank everyone for participating you and tell them you look forward to seeing them again at the next meeting when you will discuss influences on their caregiving style and goals they have as caregivers.
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 on their caregiving
- Participants identify and commit to positive ideals and goals in caring for teenagers

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<tr>
<th>Session 2 Activities</th>
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<tr>
<td><strong>Aim:</strong> 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</td>
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<tr>
<td>Activity 2.2: Influences on my caregiving</td>
<td>Flip chart, markers</td>
<td>30–45 minutes</td>
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<tr>
<td><strong>Aim:</strong> To help participants reflect on their own experiences of and values about caregiving, and understand how they may be using these values to guide how they parent or help or guide teenagers currently</td>
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<tr>
<td>Activity 2.3: Muddling messages</td>
<td>A phrase for the exercise</td>
<td>10–15 minutes</td>
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<tr>
<td><strong>Aim:</strong> Energizer, to make people laugh. To help us appreciate in a funny way how easy it is to misunderstand what someone has said.</td>
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<td>Activity 2.4: Our ideals and goals as caregivers</td>
<td>Flip chart, markers</td>
<td>40–45 minutes</td>
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<tr>
<td><strong>Aim:</strong> To help participants identify their aspirations for the community's teenagers and identify the kind of caregiver they’d ideally like to be</td>
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<td>Activity 2.5: Learning in action</td>
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<tr>
<td><strong>Aim:</strong> To close the group meeting, promote implementation of learnings and encourage participants to return to the next session</td>
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FLOW OF SESSION 2

ACTIVITY 2.1: WELCOME

Time needed: 10–15 minutes

Aim: To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day’s discussions

Description: Summary by facilitator and volunteer feedback

Directions:

1. Enthusiastically welcome the participants back to the workshop.

2. Explain:
   a. We want to start our workshops each week by having one or two volunteers share something that they did or witnessed that they feel fits with the themes discussed in the group.
   b. Last time we met, we discussed being trustworthy, and we shared our joys and problems of being caregivers of young teenagers.

3. Group discussion (1 or 2 volunteers):
   a. Does anyone have something to share about putting the learning from the last session into action?
   b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

4. Explain:
   a. The focus of this session is exploring factors that influence the way caregivers help or guide teenagers and the kinds of caregivers we are to teenagers in the community.

FACILITATOR NOTES:
- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session’s discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.
**ACTIVITY 2.2: INFLUENCES ON MY CAREGIVING**

*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 30–45 minutes

**Aim:** To help participants reflect on their own experiences of and values about caregiving, and understand how they may be using these values to guide how they parent or help or guide teenagers currently.

**Key messages:**
- Our own caregivers as well as others we have seen throughout our lives can influence the way we are caregivers in positive and negative ways.
- We need to think about whether history is repeating itself in positive or negative ways.

**Description:** A self-reflection exercise and big group discussion

**Directions:**

1. **Explain:**
   
a. Today we are going to think about what has influenced our caregiving styles today through personal reflection and group discussions.

2. **Personal reflection:**
   
a. Ask participants to sit down and close their eyes.
   
b. Ask each of the questions below to guide the personal reflection. After each question give them a few moments to think through the answer before going on to the next.
   
c. **Guide:**

   Think back over your life and identify any occasion when you came across a person who showed you the best example of a caregiver or parent. It may be because they did something very important or not so important, it doesn’t matter. This person does not have to be your own parent or caregiver, just anyone who you have come across in your life who you consider to be a really great caregiver of teenagers.

   i. Take some time to think to yourself:
      
      o What is/was your relationship to this person?
      o What did this person do that makes you think they are a good example of a caregiver or parent of young teenagers?
      o Why did you like these things?
      o Has this person’s actions influenced how you parent or provide care to teenagers in your life? How?

   Now think about any occasion when you came across a person who showed you the worst example of a caregiver or parent. It may be because they did something very important or not so important, it doesn’t matter. This person does not have to be your own parent, just anyone who you have come across in your life who you consider to be a really poor or bad caregiver of teenagers.

   ii. Take some time to reflect to yourself:
○ What is/was your relationship to this person?
○ What did this person do that makes you think they are a bad example of a caregiver or parent of young teenagers?
○ Why did you not like these things?
○ Has this person’s actions influenced how you parent or provide care to the teenagers in your life? How?

3. Discussion in pairs:
   a. Ask participants to choose a partner in the group.
   b. Share whatever they feel comfortable with the person about the things they thought were positive and negative caregiving examples.
   c. Encourage participants to do this as a listening exercise – each person taking a turn to talk and a turn to listen.

4. Group discussion
   a. After about 6–8 minutes, call everyone back into the full circle.
   b. What thoughts have you had in general about caregiving or parenting teenagers?
   c. We often learn from examples (good and bad) about caregiving or parenting – how have your experiences and exposure to different kinds of caregivers impacted on how you are with teenagers now?
   d. Are there any concerns about (negative) history repeating itself in your children’s lives? Why might this happen?

5. Summary and conclusions (by participants):
   a. Ask one or two volunteers to share what they have learned from this exercise.

FACILITATOR NOTES:
• Emphasize that participants should share their own experiences as far as they feel comfortable; they could share what they have seen and felt in their relationships with others in their lives.
• Participants may raise hurtful experiences from their own upbringing, childhoods and adolescence – allow them the space to share them but don’t prompt other people to share them (it must come from the participant directly).
• Participants may raise religious or cultural beliefs and corporal punishment; allow these issues to arise and remember there is no need to challenge or discuss these in depth. Try to remember them during future discussions.
• Reassure participants that all they have said here will remain confidential and that there is no judgement. Give them the space to talk about any issues they may feel hurt them as children.
• There are many demands on teenagers and their caregivers these days which means that we cannot always use the same ways of caregiving as people did in other generations.
• Take necessary actions to show your support to participants who feel uncomfortable or sad during this process such as standing or sitting down close to them, if this is appropriate.
ACTIVITY 2.3: MUDDLING MESSAGES
(Adapted from Skhokho Supporting Success for Families)

Time needed: 10–15 minutes

Aim: Energizer, to make people laugh. To help us appreciate in a funny way how easy it is to misunderstand what someone has said.

Key messages:
• When stories are passed from one person to another, they can change.
• We shouldn't tell stories that are not our own and we shouldn't always believe stories that go from person to person.
• It is important for us to only tell our own stories or experiences because stories that are passed around can become very muddled.

Description: Participants whisper the same message around the circle, one to the next. Then the finished version is compared with the original.

Directions:
1. Facilitator preparation:
   a. Think of a phrase to whisper beforehand, such as “We are learning how to build strong, healthy relationships with our children especially through using open communication and better understanding” or another phrase of your choice (try to relate it to the workshop).

2. Ask all participants to stand in a circle close together.

3. Explain:
   a. We are going to play a game that we can learn from.
   b. I will whisper a message into one person’s ear and that person will pass it on to the next person and each person will continue to pass it on until it reaches the person on the other side of where I am standing in the circle.
   c. We need to remember to whisper quietly enough that no one else hears the message but not so quietly that the person you are whispering to cannot hear it at all.
   d. You cannot ask someone to repeat the phrase – they can only whisper it once.
   e. Each person should only pass on what they heard from the person before.

4. Play the game:
   a. The facilitator starts by whispering the phrase into one participant’s ear and then have the message pass around the circle.
   b. When the message reaches the person on the other side of the facilitator, ask that participant to say out loud what they heard.

5. Explain:
   a. Announce to the group what you originally said.
   b. The message normally changes quite a lot as it goes around the circle!
6. Summary and conclusions (by participants):
   
a. Ask participants what they learned from this game that could apply to how they interact with teenagers.

b. After participants share what they have learned from the game, the facilitator could ask participants to consider different interpretations:
   
i. When a story is passed from person to person, it often changes a lot so it is better to communicate openly and non-judgmentally with the person concerned (don’t trust gossip and don’t pass on gossip)
   
ii. We should think of how we pass on information to teenagers and what information they could be getting passed on from friends.

**FACILITATOR NOTE:** If participants are not comfortable playing the game with the other gender, divide participants into two groups, a male and a female group.

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**ACTIVITY 2.4: OUR IDEALS AND GOALS AS CAREGIVERS**

*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 40–45 minutes

**Aim:** To help participants identify their aspirations for the community’s teenagers and identify the kind of caregiver they’d ideally like to be.

**Key message:**

- It is important for us to have ideals, values and goals as caregivers to help guide us, especially when we need to face difficult situations in caring for teenagers.

**Description:** A self-reflection exercise and big group discussion

**Directions:**

1. **Explain:**
   
a. Now we are going to think about and identify what our goals are as caregivers of teenagers – what we want to achieve with teenagers or what impact or influence we want to have on them.

2. **Brainstorming and discussion in pairs:**
   
a. Ask participants to work in pairs.
   
b. Give them pieces of paper so that they can write their ideas down; for participants who cannot write, ask them to think about their ideas.
   
c. Write the discussion questions on a flip chart so that everyone can see:
      
      i. What kind of adult do you want your teenager to become? What kind of life do you want your teenager to have as an adult?
      
      ii. What are the three most important things that you want to see in the teenagers you care for?
iii. What kind of influence or impact do you want to have on teenagers?

3. Group feedback and discussion:
   a. After about 10 minutes, ask the pairs to return to the larger group.
   b. Ask for volunteers to share some of the main ideas that they discussed.

   **FACILITATOR NOTE:** If they say they want their children to be “good”, ask them to explain what they mean.

4. Group brainstorming and discussion:
   (Record participant responses in heart or star shapes on a flip chart.)
   a. Let us brainstorm ideas about what kind of caregiver we would ideally like to be.
   b. How do you want the teenagers in your life to feel when they are with you or interact with you?
   c. When the teenagers in your life grow up, how do you want them to remember you? What would you like them to say about you as their caregivers?
   d. Are there any of the best qualities, behaviours or attitudes of caregivers from the previous exercise that you would like to add?

   **FACILITATOR NOTE:** If possible, keep the chart with the ideals and aspirations from the first part of this exercise displayed throughout the workshop as inspiration for the participants.

5. Facilitator summary:
   a. We can strive toward our ideals every day by putting these ideas into action even in the small moments we have with teenagers. Think about what you can do today after this workshop to put just one of these ideas into action.
   b. Remind participants that they have a very influential role in teenagers’ lives even if it may not appear that way in day-to-day interactions.

6. Summary and conclusions (by participants):
   a. Ask participants to share what they have learned during this exercise.

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**ACTIVITY 2.5: LEARNING IN ACTION**

**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, allow participants to express their feelings and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action through volunteer engagements
Directions:

1. Explain:
   a. We have come to the end of our time together today, but remember we have agreed to meet again.
   b. Today we have talked about the various influences on the way we parent or care for teenagers and also the ideal kind of caregiver or parent we’d like to be.

2. Group discussion (1 or 2 volunteers):
   a. Who would like to share something they found surprising or very interesting about the discussion today?

3. Explain:
   a. Between now and our next meeting, notice your parenting or caregiving behaviours and your feelings, attitude and thoughts during different behaviours. Remember, you can choose to put any of the ideals into action at any time with your teenager – it’s not about being perfect, but doing something even if it seems small, which is in line with your ideals and values as a caregiver or parent.
   b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when you will talk about stress and coping.
SESSION 3: STRESS AND COPING

Overview: Participants will understand what causes stress in their lives and various coping strategies to help deal with them. Then, they will focus on building resilience through health promoting behaviours.

Key objectives:
- Helping participants to identify causes of stress in their lives
- Participants will learn various coping strategies to deal stress
- Enhance participants' capacity to build resilience

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<th>Session 3 Activities</th>
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<td></td>
<td>10–15 minutes</td>
</tr>
<tr>
<td>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</td>
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<tr>
<td><strong>Activity 3.2: Stress in our lives</strong></td>
<td>3 identical plastic bottles of soda water or sparkling water (unopened); flip chart, markers</td>
<td>30–40 minutes</td>
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<tr>
<td>Aim: To help participants identify stress and to start thinking about ways of coping with it</td>
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<tr>
<td><strong>Activity 3.3: Relaxation</strong></td>
<td>Participants may want to bring towels or blankets to lie on</td>
<td>15–20 minutes</td>
</tr>
<tr>
<td>Aim: Participants will practise a relaxation technique to help reduce stress</td>
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<tr>
<td><strong>Activity 3.4: Keeping ourselves healthy, strong, and happy</strong></td>
<td>Flip chart, markers, post-it notes or memo cards, pens, tape, 2 bags of sweets</td>
<td>30–40 minutes</td>
</tr>
<tr>
<td>Aim: To identify healthy and effective health promotion and coping strategies</td>
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<tr>
<td><strong>Activity 3.5: Learning In action</strong></td>
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<td>15–20 minutes</td>
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<tr>
<td>Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session</td>
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FLOW OF SESSION 3

ACTIVITY 3.1: WELCOME

Time needed: 10–15 minutes

Aim: To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

Description: Summary by facilitator and volunteer feedback

Directions:

1. Enthusiastically welcome the participants back to the workshop.

2. Explain:
   a. Last session we thought about the various positive and negative influences on our caregiving and also identified our goals and the ideals we have as caregivers of young teenagers.

3. Group discussion (1 or 2 volunteers only):
   a. Does anyone have something to share about putting the learning from the last session into action?
   b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

FACILITATOR NOTE:

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain that the focus of this session is on stress and how we can cope with it.
ACTIVITY 3.2: STRESS IN OUR LIVES
(Adapted from Skhokho Supporting Success for Families and SPARCS)

**Time needed:** 30–40 minutes

**Aim:** To help participants identify stress and to start thinking about ways of coping with it

**Key messages:**
- We all face many stresses in our lives and it affects us in different ways physically and emotionally as well as affecting our relationships or our work
- People often cope by bottling up stress and either exploding or becoming numb, but the other option is to manage our stress from day to day
- Sometimes we need to ask for help to cope with stress in our lives

**Description:** Brainstorming session

**Directions:**

1. Explain:
   a. Most caregivers have to cope with lots of different demands on their time and energy

2. Demonstration:
   a. Ask for three volunteers to stand in front of the group for a demonstration
   b. Give each one a bottle of soda
   c. Explain to demonstration volunteers:
      i. They should shake the bottles during the brainstorming session

3. Brainstorm during demonstration:
   a. Ask all of the participants to call out what stresses them
   b. Remember, while they do that, the volunteers are going to shake the bottles a lot as if we are stressing the bottles just as we become stressed.
   c. Record responses on a flip chart in a spider diagram or list. Stick this flip chart close to where the flip chart stand is standing.

4. Explain:
   a. After about 5–8 minutes, stop brainstorming and shaking the bottles
   b. People usually react in one of three ways to stress and we’re going to demonstrate those
   c. Ask the first person only to just open their bottle cap very quickly – the soda water should spray out or explode

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**FACILITATOR NOTES:**
- Ahead of time prepare three identical plastic bottles of soda water.
- Keep two with soda water in them and for the third pour out the soda water and pour in water.
- Position participants so that the plain water bottle is in the middle.
d. Ask the second person only to just open their bottle cap very quickly – this is the flat water so nothing should happen

e. Ask the third person to open their bottle cap a little and let some pressure escape and then close it again and then repeat this process until they can open the bottle without spraying soda water everywhere

f. These three approaches demonstrate that often we either explode or we become numb or we do things regularly to let off pressure and stress little by little so that we don’t explode or shut down

g. Thank the volunteers and ask them to sit down

5. Group brainstorming:

a. Ask: How does stress affect us:
   i. Physically
   ii. Emotionally
   iii. Relationships
   iv. At work
   v. At home and as caregivers

b. Record participant ideas on a mind map on the flip chart (see Appendix 3)

6. Group brainstorming:

a. Ask participants to describe some of the ways they cope with these stresses.
   i. Remind participants to include strategies that they actually use, not only the ones that they think they should use or that are best.

b. Record participant ideas in one column on a flip chart

FACILITATOR NOTE: Only get a few examples for one column and ensure that there are a variety of examples including some that may cause trouble (e.g. eating junk food, staying at home, not getting up and drinking alcohol)

c. Ask participants how well the various strategies work in the short term and long term to deal with their stress.

d. Identify any strategies that may cause additional stress (e.g. spending too much money while shopping; feeling sick after eating too much junk food; and getting drunk).

e. Another way to think about whether a coping strategy works is to ask yourself these questions:
   i. Has the problem been resolved?
   ii. What other options could you try that will not harm you or cause more problems for you?

7. Group discussion:

a. Ask the group: what do we do when our stress or problems are too big to carry or cope with alone?
Go through the referral sheet (see Appendix 13) that is given to participants explaining what kind of services can be accessed by participants.

Explain to participants that people who experience major problems (e.g. violence in their homes or relationships, rape, drug addiction, poverty and malnutrition) often need extra help to deal with what they have gone through. There are organizations that specialize in providing services for these problems.

8. Facilitator summary:
   a. Emphasize to the group that it is important to try to reduce stress where possible. Sometimes we don’t have to carry the load of stress by ourselves.

9. Summary and conclusions (by participants):
   a. Ask: How do you feel about these suggestions?

**ACTIVITY 3.3: RELAXATION**

(Adapted from Skhokho Supporting Success for Families)

**Time needed:** 15–20 minutes

**Aim:** Participants will be able to practise a relaxation technique to help reduce stress

**Key message:** Even short relaxation exercises can have big benefits and be very helpful

**Description:** Relaxation exercise

**Directions:**

1. Explain:
   a. We are going to practise an activity to help us cope with stress

2. Practice:
   a. Ask participants to sit comfortably in a chair or lie flat on the floor on their backs
   b. The facilitator reads the guided relaxation exercise aloud to the participants (read slowly and pause throughout so that participants can focus on their own experience)
   c. The facilitator has two optional relaxation guides: the short version and the long version. The facilitator can choose the most comfortable and suitable for the workshop’s location and context.
SHORT GUIDED RELAXATION SCRIPT

To begin, sit in a chair with your back straight. Place both your feet flat on the floor. Rest your hands comfortably on each leg.

After you feel calm, slowly take deep breaths through your nose. Let your chest and stomach inflate. Let your stomach inflate to its maximum capacity. Hold your breath for a few seconds and release it gently through your mouth, or your nose if it is the most comfortable way. When you release your breath, feel the change in your body. Repeat this exercise a few times until you feel calm and comfortable.

LONG GUIDED RELAXATION SCRIPT

To begin, sit in a chair with your back straight. Place both your feet flat on the floor. Rest your hands comfortably on each leg. Take a deep breath. And, as you slowly let the breath out, let your eyes close gently. Let your eyes remain closed to help you to focus. Just pay attention to your breathing. Notice as the air enters through your nose and fills your lungs. And then 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 of your attention on what it feels like to breathe now.

If you notice that your mind is wandering and thinking of other things, just bring your attention back to your breath.

Take a moment now 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.

Feel your body on the chair and your hands on your lap.

Give all of your attention to noticing how your body feels now while still keeping your eyes closed. If you notice that your mind has wandered off again to think about things that are not here and now, then just gently bring it back to your breath and feeling your feet on the ground.

Now we are going to keep our eyes closed and direct our attention to how our bodies feel now, and do a muscle relaxation exercise.

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 still keeping your eyes closed. At the same time, imagine moving your scalp down to meet your eyebrows. Release that tension all at once, now. Just allow your forehead to smooth out.
Once again, raise your eyebrows and feel the muscles that are tense. Now try to let about half of the

tension go from your forehead while keeping the remaining tension at a constant, even level. Now
let half of that tension go and hold the remaining tension steady. And then release half of that, so
that you are maintaining just a tiny level of tension. And then let all of that tension go.

Now squeeze your eyes shut tight and then let them relax and still keep them closed. Notice how
your jaw feels and notice if you can let go of the tension there too.

Now tense all the muscles in your body, but do them in this sequence. Raise the tips of your toes
up as if to touch your shins and hold that 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.

Take a slow, deep breath. Hold it for a count of four and then let it out slowly. As you let it out, just
notice how your body feels. Once again, take a deep breath; hold it. As you let it out, bring your
attention back to how your body feels. Now notice how your feet feel in your shoes and the soles of
your feet touching the floor; notice where your body touches the chair and your hands touch your
lap. Slowly, when you’re ready, open your eyes.

3. Summary and conclusions (by participants):
    a. Ask participants about their experience of doing this exercise.

4. Summary and conclusions (by facilitator):
    a. Remind participants that this is an exercise they can do anytime, anywhere to help
       them relieve stress
    b. It is particularly helpful to do in bed if they cannot fall asleep at night.
    c. Even during the day if they notice they are feeling very stressed, angry or anxious,
       they can just take a minute or two to pay attention to their breathing and focus on
       their feet on the ground. These few minutes, even with your eyes open, can be very
       helpful so that you don’t act based on negative feelings.

**FACILITATOR NOTES:**
- It is important for facilitators to master how to guide the relaxation process; therefore,
  facilitators need to practise the exercise as much as they can prior to the workshop.
- Although it is ideal to have a quiet and comfortable place to learn and practise relaxation
  skills, remember that participants may need to use these skills in less ideal situations that
  are noisy, chaotic or uncomfortable.
- Therefore, acknowledge if it is noisy or uncomfortable where you are and focus on completing
  this activity and continuing to practise the skill even if it is noisy and busy.

**ACTIVITY 3.4: KEEPING OURSELVES HEALTHY, STRONG AND HAPPY**
(Adapted from Skhokho Supporting Success for Families)

**Time needed:** 30–40 minutes

**Aim:** To identify healthy and effective health promotion and coping strategies
Key messages:

• There are small things we can do for ourselves each day to promote our health
• When we keep ourselves strong and healthy (in body, mind and spirit) then we are more likely to cope better with stress

Description: Participants will brainstorm and share their ideas for holistic health promotion and coping strategies

Directions:

1. Explain:
   a. We have talked about various things that cause us stress and also ways to cope with that stress.

   **FACILITATOR NOTE:** ‘Resilience’ is the ability to heal and recover quickly from difficulties.

   b. One essential way to cope with stress in the long term is to build our resilience or strength – that means keeping our bodies, minds, hearts, spirits and relationships healthy and strong.

   c. It is important that we do such things every day – as least just one or two things.

2. Brainstorming in small groups:
   a. Ask participants to gather in small groups (4 or 5 people in each group).
   b. Give each group flip chart paper and markers, or A6 pages with pens.
   c. Explain:
      i. You are going to brainstorm in your groups things that you can do to keep yourself healthy in mind, heart (feelings), body, spirit and relationships. Include things that you can do to feel good and enjoy life and things that you can do to have healthy relationships with your children, partner, friends, colleagues and other family members.
      ii. We are going to have a small competition – the group with the most ideas will win.

3. Group feedback:
   a. After about 10 minutes, ask all the groups to return and report back their ideas.

   **FACILITATOR NOTES:**
   • Praise positive, health-promoting strategies and reinforce doing such things daily
   • Praise those who have come up with ideas about seeking help, and explain that seeking help is a good step, not an admission of defeat – it is about expanding all your options and so it should not be embarrassing
   • See Appendix 3 for information on strategies that work to promote health – if participants struggle to identify strategies for each group then you can suggest some ideas from this list.

   b. Count each group's number of unique ideas.
   c. Give one bag of sweets to the winning group and let the rest of the groups share the other bag.
4. Summary (by facilitator):
   a. When we keep ourselves healthy, we are better able to be caregivers and partners, and
deal with stressful situations as they arise, and we can teach our teenage children
the importance of keeping our bodies, minds and spirits healthy as well as ways to
keep healthy.

5. Summary and conclusions (by participants):
   a. What did you learn from this activity?

Facilitator information: Appendix 3

ACTIVITY 3.5: LEARNING IN ACTION

Time needed: 10–15 minutes

Aim: To close the group meeting, promote implementation of learnings, allow participants to
express their feelings and encourage participants to return to the next session.

Description: The facilitator or participants summarize the key messages from the discussion and
suggest ways in which this learning can be put into action through volunteer engagements.

Directions:

1. Explain:
   a. We have come to the end of our time together today, but remember we have agreed
to meet again.
   b. Today we have talked about stress and coping in our lives.

2. Group discussion (1 or 2 volunteers):
   a. Who would like to share something they found surprising or very interesting about
the discussion today?

3. Explain:
   a. Between now and our next meeting, notice when you are becoming stressed and do
something each day to build your health and resilience.
   b. Thank everyone for participating and tell them you look forward to seeing them again
at the next meeting when we will talk about what it is like to be a man or a woman and
how we care for our girls and boys.
SESSION 4: IDEAS ABOUT BEING A WOMAN OR BEING A MAN

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 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 role and ideals among teenagers

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<td><strong>Activity 4.2: Being a woman and being a man</strong></td>
<td>Flip chart, markers</td>
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<td>Aim: To allow participants to reflect on and discuss their experiences of gender norms and inequalities</td>
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<td>Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session</td>
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ACTIVITY 4.1: WELCOME

Time needed: 10–15 minutes

Aim: To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day’s discussions.

Description: Summary by facilitator and volunteer feedback.

Directions:

1. Enthusiastically welcome the participants back to the workshop.

2. Explain:
   a. Last session we focused on stress and coping and we identified different healthy ways to deal with stress and also to build our resilience.

3. Group discussion (1 or 2 volunteers only):
   a. Does anyone have something to share about putting the learning from the last session into action?
   b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

FACILITATOR NOTES:
• If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session’s discussion.
• Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
   a. The focus of this session is on exploring ideas about how to be a man and how to be a woman and how we raise our teenage girls and our teenage boys.
ACTIVITY 4.2: BEING A WOMAN AND BEING A MAN
(Adapted from Shokho Supporting Success for Families)

Time needed: 50–60 minutes

Aim: To allow participants to reflect on and discuss their experiences of gender norms and inequalities

Key messages:
- Ideals about how to be a real man and how to be a real woman put a lot of pressure on both men and women that is unnecessary.
- The expectations on men and women are unfair and instead we should be able to focus on doing what we are good at

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

Directions:

1. Explain:
   a. We are going to talk about what it is like to be a woman or a man in different situations such as at home with your family, at work, among your friends, and in your community.

2. Personal reflection:
   a. Ask participants to sit back in their chairs and close their eyes.
   b. Think about a time that you were treated in a particular way because you are either a woman or a man. If you were the opposite sex then you would likely have been treated differently in that situation.
   c. It could have been something someone said or told you, or something they did, or an opportunity given or denied either during your adult life or while you were a teenager or a child. Think about what happened in that situation.

FACILITATOR NOTE: Be ready to share an example from your own experience in case participants can’t immediately think of something – have two or three short anecdotes ready.

3. Discussion in pairs
   a. Ask participants to open their eyes and find a partner for sharing and discussion.
   b. Describe to your partner:
      i. What happened?
      ii. How did you feel at the time?
      iii. How do you feel about it now?

4. Group feedback:
   a. Ask 3 or 4 participants to briefly share their stories and feelings.
   b. Be sure to get examples from both women and men.
   c. Record the messages that women get and the messages that men get about how to be a woman or man (based on their stories) on separate flip charts (one for “men” and the other for “women”).
d. Review the lists and allow participants the opportunity to add to the lists other ways in which they are told to be a “proper lady” or a “real man”.

e. Review the lists and use different colours to underline the issues that are biological (e.g. childbearing capacity, feeding babies) and which are social (e.g. who takes care of children, how people dress) for men and for women.

5. Group discussion and reflection:

a. What does it feel like to have these different expectations or “rules” about being a man or woman?

b. Discuss similarities between men’s and women’s experiences.

c. Ask what values are being shown by these differences (e.g. men are more valued or more important than women).

d. Ask whether these differences are fair. Do they fit with a human rights culture that emphasizes equality?

e. What happens when you start to think about groups of people as very different?

f. How do you feel about the ideas and messages we get about how to be a man and how to be a woman?

g. How might some of these ideas about how to be a man and how to be a woman affect our futures?

h. What is it like living with these expectations and norms?

i. Do you think that the differences we have been talking about are fair?

6. Summary and conclusions (by participants):

a. Ask participants what they learned about being a man or being a woman. Were you surprised by anything that you heard? Is there any possibility to make changes in our society related to being man or being woman?

**FACILITATOR NOTES:**

- Although we are told that men and women are very different, in many ways we are not so 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 examples.
- Both women and men feel a lot of pressure to demonstrate almost impossible ideals about how to be an ideal man or woman.
- Sometimes opportunities are denied to men and women because of society’s ideas about how best to be a woman or man.
- Sometimes we or people we know don’t always do the things that are expected, which shows that the rules or ideals about gender can be flexible.

b. Discuss similarities between men’s and women’s experiences.

c. Ask what values are being shown by these differences (e.g. men are more valued or more important than women).

d. Ask whether these differences are fair. Do they fit with a human rights culture that emphasizes equality?

e. What happens when you start to think about groups of people as very different?

f. How do you feel about the ideas and messages we get about how to be a man and how to be a woman?

g. How might some of these ideas about how to be a man and how to be a woman affect our futures?

h. What is it like living with these expectations and norms?

i. Do you think that the differences we have been talking about are fair?

6. Summary and conclusions (by participants):

a. Ask participants what they learned about being a man or being a woman. Were you surprised by anything that you heard? Is there any possibility to make changes in our society related to being man or being woman?

**FACILITATOR NOTE:** Help participants acknowledge their vulnerabilities. For example, we might share similar feelings so boys and men may feel hurt or sad or nervous about something just like girls and women do. Both girls and women and boys and men might feel a lot of pressure to try to live up to rigid gender ideals when they do not really identify with them or cannot attain them for some reason.

Facilitator information: Appendix 4
**ACTIVITY 4.3: BIG AND SMALL**

**Time needed:** 15–20 minutes

**Aim:** A game to energize the group and prompt thinking about the assumptions we make about prevailing social norms

**Key messages:**
- Changing norms is difficult, but possible
- We should think about why we do or say things in a certain way

**Description:** Game of actions and descriptions different to the norm

**Directions:**

1. Ask participants to form a circle and explain that we are going to play a game to describe an elephant and an ant. Ask participants how they usually describe an elephant and ant. For example, an elephant is big and to describe it we usually use our hand to form a big circle; vice versa we usually describe an ant as small and describe it by forming a small circle using our hand. Allow participants to use ways to describe small and big that are commonly used in their community.

2. Tell participants that in this game we are going to swap the way we describe both animals. Let participants know that when you say “elephant”, participants should say “big” but they have to describe it by forming a small circle using their hand and when you say “ant”, participants should say “small” and describe it by forming a big circle using their hand.

3. After the game, ask participant the following questions:
   a. How do they feel when playing this game? Is it easy or difficult? Why?
   b. What makes it difficult for participants to swap the way of describing small and big?
   c. Who taught us to describe something small or big in a certain way? What if we change it? Is it possible? If so, how and if not, why?

4. Relate this game with the previous activity on being a man and being a woman.
   a. Norms and expectations for women and men are like the way we describe something that is small and big. We have been taught since we were young that we have certain ways to describe something big and small. Although it is possible to change it, it is not easy and usually we need time to adjust with new ways to describe things that are small and big.

**ACTIVITY 4.4: RAISING A GIRL, RAISING A BOY**

*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 50–60 minutes

**Aim:** To reflect on the impact of gendered ways of caregiving and raising young people and the potential negative impact of these traditions
Key messages: As caregivers, we should be role models and raise teenagers in ways that promote gender equality by giving girls and boys the same opportunities and avoiding putting pressure on them to conform to gender norms.

Description: Small group work and presentation

Directions:

1. Explain:
   a. Previously we talked about the kind of adults we are hoping our children will grow into and the kinds of lives they will lead. We will expand on those aspirations in this activity.
   b. We also talked about what it's like to face the pressures and expectations on us as men and women.
   c. We are going to think about how we raise girls to become women and how we raise boys to become men in our society.

2. Small group discussion:
   a. Ask participants to form small groups of 4 or 5 people
   b. Give each group flip chart paper and markers
   c. Divide groups into two different discussion topics: (a) what it is like to be a caregiver for a teenage girl (b) what it is like to be a caregiver for a teenage boy. The following are key questions for each group to discuss:
      i. What makes you happy about caring for a teenage girl or a boy?
      ii. What makes you not so happy?
      iii. What kind of adult women or men would you like your girls and boys to grow into?

3. Group feedback and discussion:
   a. After about 8–10 minutes, ask the groups to return for a feedback session
   b. Ask each group to share their ideas
   c. Discussion questions:
      i. Do we experience girls differently from boys? How? Why?
      ii. Do we apply the same or different beliefs and values in how we raise girls compared to boys?
      iii. What are some things that we allow girls to do but not boys or boys and not girls? (list these on a flip chart)
      iv. Now let us talk about the opportunities that we give to girls that we do not give to boys – list these on a flip chart.

   FACILITATOR NOTE: For example, girls should know housework or stay away from boys; boys should play sports, keep the house safe or show that they are strong.

   v. Next, list the opportunities that we give to boys that we don’t give to girls on another flip chart (or in a separate column).
      o When we give girls and boys different opportunities, what does this mean
about what girls will learn and not learn and what boys will learn and not learn? Examples are cooking, cleaning, driving, building and being free to go out, or engage in business activities or paid work from an early age.

vi. What happens when we raise girls and boys in this way with different ideals, rules and opportunities?

vii. What do they learn from the different ways in which they are treated by caregivers in their lives?

viii. What attitudes or behaviours are they likely to adopt from these different approaches or opportunities?

FACILITATOR NOTES:
• Help participants to make the connections where there seems to be a thread of a certain behaviour that they may expect from a girl or a boy, and how that works when they are children, but also how this likely also works when they are adults.
• For example:
  o If a girl is expected to comply with authority, what might that mean when they are in a relationship and they are expected to comply with the authority of a boyfriend or husband over them?
  o A boy who may be expected to fight and how that may still occur in their adult life by hitting their partner or getting into violent fights with other men.
  o Ask participants if these are the kinds of adults they want their daughters and sons to grow into.

x. Where do these ideas about girls' or boys' behaviour and roles come from?

xi. Do we agree with these ideas?

xii. What do these expectations mean for teenagers’ success as they grow from childhood to adulthood?

xiii. Are we correct as a society to open certain doors for boys and close them for girls? Or vice versa?

xiv. Are we being fair to our teenagers for their futures?

xv. What would it mean if we as caregivers were to have the same expectations about girls that we have about boys? For example, if our teenage boys must come home at 5pm on weekdays like the girls instead of being allowed to stay out until late, or if our girls were given time to practise sports like other boys and not always expected to cook supper every night?

FACILITATOR NOTES:
• Do girls have more privileges in terms of the attention they get from caregivers compared to boys or vice versa?
• How are teenagers missing out on their caregivers’ involvement or attention because they are girls or boys? Is this fair?
4. Summary and conclusions (by participants):
   a. What have you learned or experienced during this discussion?

Refer to Facilitator information: Appendix 4

5. Conclusion (by facilitator):
   a. As caregivers, we may feel that we have less influence over teenagers, but we do
      have a very important and strong influence on how they grow up.
   b. Continue to think more about our beliefs and values and how they may be influencing
      how teenagers adjust to the new stages in their lives.
   c. Encourage all participants to reflect on and observe how they and their co-carers
      may be treating boys and girls similarly or differently and what effect it is having.

ACTIVITY 4.5: LEARNING IN ACTION

Time needed: 10–15 minutes

Aim: To close the group meeting, promote implementation of learnings, allow participants to
express their feelings and encourage participants to return to the next session.

Description: The facilitator or participants summarize the key messages from the discussion and
suggest ways in which this learning can be put into action through volunteer engagements.

Directions:

1. Explain:
   a. We have come to the end of our time together today, but remember we have agreed
to meet again.
   b. Today we have talked about what it is like to be a woman or a man in our society and
the pressures men and women face to be masculine or feminine in particular ways.
We also talked about how we raise girls and boys in our society and the effects of
this on their futures.

2. Group discussion (1 or 2 volunteers):
   a. Who would like to share something they found surprising or very interesting about the
discussion today?

3. Explain:
   a. Between now and our next meeting, notice how you treat girls and boys similarly
or differently and what message that is sending them about their worth and their
abilities.
   b. Thank everyone for participating and tell them you look forward to seeing them again.

• Are changes in attitudes and behaviour a realistic strategy for caregivers in today's world
to promote equality between men and women?
• What are participants doing today to move toward achieving their caregiving aspirations?
at the next meeting when we will discuss how to support teenagers through all the changes they are experiencing in this challenging developmental stage.
SESSION 5: UNDERSTANDING AND SUPPORTING TEENAGERS

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

Key objectives:

- To build 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.

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<td>Activity 5.2: Stages of child development</td>
<td>Flip chart, markers, tape</td>
<td>50–60 minutes</td>
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<td><strong>Aim:</strong> Participants will discuss the adolescent developmental stage, how teenagers feel, think and act at this stage, 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.</td>
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<td>Activity 5.3: Bucket and a ball game</td>
<td>Flip chart, markers</td>
<td>10–15 minutes</td>
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<td><strong>Aim:</strong> 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.</td>
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<td><strong>Aim:</strong> Learn ways of providing support to teenagers when they are facing challenges</td>
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**ACTIVITY 5.1: WELCOME**

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day’s discussions.

**Description:** Summary by facilitator and volunteer feedback.

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.

2. Explain:
   a. Last session we focused on gender – the different pressures on men and women to be a certain way and do certain things because of their gender, and also how we are raising our boys and girls. We talked about the problems that the unequal situation between men and women causes for both men and women and even teenagers.

3. Group discussion (1 or 2 volunteers only):
   a. Does anyone have something to share about putting the learning from the last session into action?
   b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session’s discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain that the focus of this session is on understanding the developmental stage of teenagers and how we can support them in different ways through the different lessons they need to learn.
ACTIVITY 5.2: STAGES OF CHILD DEVELOPMENT

(Adapted from Skhokho Supporting Success for Families)

Time needed: 50–60 minutes

Aim: Participants will discuss the adolescent developmental stage, how teenagers feel and think and act at this stage, 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.

Key messages:

- Being a teenager can be a very confusing and difficult time because along with the physical, emotional, mental and social changes that they are going through, there are also new responsibilities and expectations on them.

- Teenagers often want to be given independence or treated as adults, so they then may disagree with or break rules; it is important to negotiate with them.

- Teenagers often make very emotional decisions or engage in risky behaviour so we need to be patient as caregivers and help them think through choices and decisions and manage their feelings.

Description: Group work and discussion

Directions:

1. Explain:
   a. We are going to consider the teenage stage – what teenagers need to learn and how they change during this developmental period as they grow from children to adults.

2. Brief group brainstorming:
   a. Ask participants to remember being a teenager – the exciting and the challenging things.
   b. Ask for a few volunteers to share some brief memories.

3. Explain:
   a. The teenage stage of life is about a lot of changes as children transition from childhood to adulthood.
   b. Teenagers go through many different types of changes – physical, intellectual, emotional, psychological and social.

4. Brainstorming and sharing ideas in small groups:
   a. Ask the participants to divide into four groups.
   b. Give each group flip chart paper and markers
   c. Each group should be assigned one area of adolescent development:
      i. Physical (changes of the body)
      ii. Intellectual (changes in the way people think and the knowledge they have)

   FACILITATOR NOTE: To help participants understand, facilitators need to provide examples to illustrate psychological terms such as emotional and intellectual change, as in the descriptions in each sub-heading.
iii. Emotional/psychological (feelings and ways of understanding the world, identity and themselves)
iv. Social (friendships, relationships, family).

d. Ask participants to list the various changes and skills that teenagers need to learn within the specific area.

i. Explain: Perhaps you have noticed some of the changes with your teenage child, you have older children who have gone through adolescence, or you remember your own experiences of being a teenager.

5. Group feedback:
   a. After about 10 minutes, ask the groups to return and share their ideas with the rest of the participants.
   b. After each group has shared their ideas, ask if other participants have any ideas to add to a particular thematic group.
   c. The facilitator should add any important information that participants may have missed.

Refer to Facilitator information – Appendix 5: Adolescent Development

ACTIVITY 5.3: A BUCKET AND BALL GAME
(Adapted from Skhokho Supporting Success for Families)

Time needed: 15–20 minutes

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.

Key messages:
• When you are praised, it is encouraging and makes you feel good and want to try harder
• When you are ‘booed’, it is discouraging and makes you 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:
   a. We are now going to play a game, using a bucket and a ball.
   b. The game will involve getting the ball inside the bucket while standing some way away from the bucket.

2. Play the game:
   a. Divide the group into two teams.
   b. Each person in each team will attempt to throw the ball into the bucket.
   c. Each time the ball gets inside the bucket, the competing team must cheer and praise.
d. Each time the team misses getting the ball inside the bucket, the competing team must boo and criticize them a lot!

e. After one team has finished, the teams should switch roles.

f. But this time, the other team should cheer and praise successful attempts, but also be encouraging and supportive when people miss.

3. Group reflection and discussion:

a. When both teams are done, ask:

i. How does it feel to be cheered when they have done well, and how does it feel to be booed when they fail to get the ball inside the bucket?

ii. What is this teaching us about praising good and expected behaviour?

iii. What other behaviour might the other team have engaged in instead of booing?

ACTIVITY 5.4: BEING SUPPORTIVE

(Adapted from Skhokho Supporting Success for Families)

Time needed: 30–40 minutes

Aim: Learn ways of providing support to teenagers when they are facing challenges

Key messages:

• If we jump to conclusions or make assumptions without trying to understand the situation from the teenager’s perspective, we may miss important information.

• If we are open and supportive then teenagers will tell us more about what is happening in their lives, which will be important if they are experiencing problems or becoming involved in risk behaviour.

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

Directions:

1. Explain:

a. This is an activity for us to learn ways of providing verbal and nonverbal support to our teenagers.

b. We are going to listen to a story, imagine ourselves in that situation, and discuss different ways in which we might respond to our teenage children.

2. In the large group, reveal each part of the story below in stages. First read out point (a) and then ask the prompt questions and allow participants to respond. Then continue on to the next point and so forth. Allow for some discussion and reflection on parents’ responses.

3. Group reflection and discussion:

a. Read the story below point by point and after each one, pause and ask the discussion question, and get a few responses before moving on.

i. You are at home when your teenager arrives very soon after school has finished. You are surprised to see them home so early.

Discussion question: How do you feel? What do you say or do?
ii. Your teenager says nothing in response and just drops their schoolbag on the floor with a sigh.

Discussion question: How do you feel? What do you say or do?

iii. Your teenager tells you that they hate school and are not returning and turns to go to their bedroom.

Discussion question: How do you feel? What are you thinking? What do you say or do?

iv. Your teenager responds by taking out their cellphone and says “I don’t know, school is just stupid.”

Discussion question: How do you feel? What are you thinking? What do you say or do?

v. Your teenager says that the teachers at school are unfair and don’t seem to like them so their marks are getting worse and then the teachers treat them even worse.

Discussion question: How do you feel? What are you thinking? What do you say or do?

vi. Your teenager describes that they feel they cannot ask questions in class anymore because the other students laugh or make fun of them.

Discussion question: How do you feel? What are you thinking? What do you say or do?

vii. Your teenager describes that the students in their class are “bad” and they always try to catch someone out so that they can all laugh at that person.

Discussion question: How do you feel? What are you thinking? What do you say or do?

FACILITATOR NOTES:

- Focus on the “What do you say or do” question and spend more time on these responses, but get participants to reflect on their thoughts and feelings and understand how they may change their responses to their teen.
  - Key supportive responses include:
    - Acknowledging how the teen is feeling
    - Using appropriate praise or encouragement (e.g. “Thank you for sharing these experiences with me”; “It is helpful for me to hear what you are going through so that I can understand how you are feeling”; “I feel sad to hear that you have these troubles.”)
    - Using appropriate, non-invasive offers of solution-finding (e.g. “Would you like to talk about what it is like?”; “I would really like to help, is there anything that I could do that you would find helpful?”; “I wonder if you would find it helpful to think about different things you could do”)
- If participants respond in unsupportive ways by making assumptions, lecturing the teen, giving advice without understanding the problem, or shouting at the teen about being respectful or taking school seriously then change the scenario to the teen walking away or just slumping in the chair and stopping talking before continuing with the revelations.
- The “what are you thinking” questions are intended for the participants to reflect on any concerns they may have in such a situation.
- In this scenario, it eventually appears that there is bullying occurring in the teen’s school.
4. Conclusions (by participants):
   a. Ask participants what they have learned from the activity.

5. Summary (by facilitator):
   a. Explain that if caregivers feel stuck, they may try to think about how they wish someone would respond to them in a similar situation.
   b. One of the most powerful and important ways in which we can be supportive to teenagers is to support them to have a sense of purpose (e.g. that their lives, actions and choices have a specific purpose) and a sense of belonging (e.g. when people feel cared for, that they mean something, that they are noticed positively or that they are important and worthy).
      i. When we don't have a sense of purpose, we become bored and hopeless and don't care about ourselves, our lives or others – do you think that could lead to dangerous or risky situations?
   c. When we don't have a sense of belonging, we feel down and disconnected from others. So we will either seek it from others (e.g. in gangs or in peer groups, even if negative) or we will become reclusive or suicidal.
      i. Also explain that providing support involves listening, praising, comforting and tangible support (e.g. a cup of tea) that can help the person but not taking over to implement a solution to their challenges.
      ii. Encouragement is, for example, praising, saying positive things, commenting on how well they have done already, and expressing gratitude and appreciation.
   d. Remind participants that it is important to not make assumptions, put pressure on teenagers and especially not to jump straight into giving advice or lecturing them.
   e. This kind of support also involves the concept of putting yourself in the other person's shoes, to imagine how the other person is feeling.
      i. Showing empathy to our children is one of the ways in which we can help our children when they are facing difficult situations, to approach social situations appropriately, making them more likely to get along well with other children.
      ii. It is essential for us to give emotional support (not just shelter, food, clothing, and making sure they go to school) to teenagers – including to boys. In order for them to learn to be empathetic towards others, we need to model it to them during our interactions with them and with others. Teaching your child empathy enables them to feel secure within themselves, and to be caring and kind towards others.

**ACTIVITY 5.5: LEARNING IN ACTION**

**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, allow participants to express their feelings and encourage participants to return to the next session.

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action through volunteer engagements.
Directions:

1. Explain:
   a. We have come to the end of our time together today, but remember we have agreed to meet again.
   b. Today we have talked about the teenage developmental stage and also how we can be supportive toward our adolescents.

2. Group discussion (1 or 2 volunteers):
   a. Who would like to share something they found surprising or very interesting about the discussion today?

3. Explain:
   a. Between now and our next meeting, put some of what we have discussed today into action during interactions with teenagers or even other members of your family.
   b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will discuss the risks that teenagers face in their lives and start to think about some ways to reduce the risks.

IMPORTANT FACILITATOR NOTE:
All the sessions in this manual may challenge participants’ values and traditions in raising their children; therefore, it is important for the facilitator to be consistent with the key messages of each session. Also, the facilitator must have skills in challenging participants’ harmful practices and traditions and providing new perspectives.
SESSION 6: RISKS AND CHALLENGES TEENAGERS FACE

Overview: Participants will discuss the various concerns and worries they have about the risks that teenagers face. Then they will brainstorm solutions for the risks to teenagers of school dropout and leisure boredom.

Key objectives:

- To build participants’ understanding of risks that teenagers face in their lives.
- To build participants’ capacity to think and to put various ideas and solutions into action to help teenagers make healthy, positive choices and decisions.

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<tr>
<td><strong>Activity 6.2: Concerns, worries, risks, and challenges in teenagers’ lives</strong></td>
<td>Flip chart, markers</td>
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<td>Aim: To identify the worries and potential risks that teenagers face</td>
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<td>Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session</td>
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</table>
ACTIVITY 6.1: WELCOME

Time needed: 10–15 minutes

Aim: To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day’s discussions

Description: Summary by facilitator and volunteer feedback

Directions:

1. Enthusiastically welcome the participants back to the workshop.

2. Explain:
   a. Last session, we focused on understanding the teenage stage and all the changes teenagers are going through and their different needs in order to be supported through these changes.

3. Group discussion (1 or 2 volunteers only):
   a. Does anyone have something to share about putting the learning from the last session into action?
   b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

FACILITATOR NOTES:

• If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session’s discussion.
• Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain that the focus of this session is on discussing the concerns we have about our teenagers and the risks they face in the world.
**ACTIVITY 6.2: CONCERNS, WORRIES, RISKS AND CHALLENGES IN TEENAGERS’ LIVES**

*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 40–45 minutes

**Aim:** To identify the worries and potential risks that teenagers face

**Key messages:**
- There are many issues that teenagers face that concern and worry caregivers
- We can try different ideas to help teenagers avoid risks or deal with challenges in their lives

**Description:** Participants’ brainstorm

**Directions:**

1. **Explain:**
   a. During this workshop, we have shared some of the challenges we face as caregivers of teenagers as well as different ways in which we can support them to be successful in their future.
   b. Today we are going to focus on a few specific risks and challenges to teenagers and how we can help guide teenagers through them.
   c. These challenges may include:
      i. Not finishing school
      ii. Alcohol and drug use
      iii. Boredom (especially during free time)
      iv. Dating and sexuality
      v. Violence
      vi. Mental health issues (e.g. depression or anxiety)
   d. Write each of these headings on separate pieces of flip chart paper
   e. Stick these papers up around the room

2. **Individual brainstorming:**
   a. Ask participants if the six themes mentioned are relevant to the teenagers they care for – take down any issues that they feel are not concerns
   b. Ask participants if there are any additional risks or challenges that teenagers face that worry or concern them – add the 2 or 3 most significant concerns as new flip chart themes
   c. Ask participants to move around to each theme and write their ideas about specific risks within those themes and why they are concerning or worrying (e.g. school dropout may be a concern because it will limit a teen’s opportunities for getting a good, stable job and becoming economically independent).
      i. Participants must read what others have written before them and not repeat themselves – instead they can indicate with “+” or other symbols that they would add weight to a particular concern.
d. Participants don’t need to spend a long time doing this but should move quickly and can revisit stations as they wish.

3. Group discussion:
   a. After about 5–8 minutes, ask participants to return to the group
   b. Review the ideas shared in each theme
   c. Discussion questions:
      i. How are the different risks and challenges linked?
      ii. What are our biggest concerns or worries about these risks and challenges?

4. Explain:
   a. We are going to spend time thinking about how to address concerns related to school dropout, boredom, dating, sexuality and violence.

**ACTIVITY 6.3: I’M BORED!**

*Time needed:* 10–15 minutes

*Aim:* To enliven the atmosphere after a serious discussion and identify potential solutions to teenager leisure boredom

*Key message:*
  - We can think of different ideas to help keep teenagers occupied in positive activities during their free time instead of becoming bored.

*Description:* Participants will play a group memory game around the theme of boredom and leisure activities

*Directions:*

1. Explain:
   a. Ask participants to stand in a circle for a memory game.
   b. Bring a ball to the circle that will be thrown around.
   c. Format of the game:
      i. For this game we are going to throw the ball to someone in the circle and say “I’m bored!”
      ii. The person who catches the ball has to come up with a suggestion of what the other person could do that would not get them into trouble, but something that is fun and engaging.
      iii. After the suggestion, that person then chooses another person in the circle and throws it to them saying “I’m bored!” so the next person then has to come up with a different non-risky activity and so on.

2. Play the game (as described above).

3. Conclusions (by participants):
   a. At the end of the game, ask participants for any reflections on their experience.
ACTIVITY 6.4: SCHOOL DROPOUT AND BOREDOM

Time needed: 30–45 minutes

Aim: To understand why school completion as well as alleviating leisure boredom is important

Key messages:
- Finishing school is a significant factor in providing a protective structure for education and future prospects as well as personal development, so we should encourage and support teenagers to do their schoolwork and to complete their schooling.
- If teenagers don’t have positive activities to keep them occupied during their free time, they may have opportunities to become involved in risky activities.

Description: Participants brainstorm practical solutions

Directions:

1. Explain:
   a. Two of our concerns is that teenagers don't finish school and that they get into risky situations or do troublesome things when they are bored during their free time.

2. Small group brainstorming:
   a. Ask participants to gather in groups of 4 or 5 people.
   b. Give each group flip chart paper and colourful markers.
   c. You are going to brainstorm what we as caregivers can do to help to reduce the risk of these two concerns.
   d. Think of ideas that you could feasibly implement yourselves or get support to implement in our community.
   e. You should feel free to express your ideas in creative ways (e.g. pictures, mind maps and poems).

3. Group feedback and discussion:
   a. After about 10–15 minutes, call the participants back to report back to the group and discuss their ideas.
   b. Allow participants to ask one another questions to clarify or to add additional ideas.
FACILITATOR NOTES:

• School completion promotion:
  o Show interest in your child’s education
  o Encourage them and praise them
  o Discuss why it is important to finish school and the opportunities it could create
  o Ensure that they go to school
  o Develop community programmes with the school

• Dealing with boredom:
  o Introduce monitoring (making sure a responsible adult is always around)
  o Get involved in community projects
  o Join your teenager in trying different hobbies
  o Have a community collective where teens can go “hang out” after school in a safe space with adult supervision

4. Conclusions (by participants):
   a. Ask participants what they think is most helpful to them from this exercise.

ACTIVITY 6.5: LEARNING IN ACTION

Time needed: 10–15 minutes

Aim: To close the group meeting, promote implementation of learnings, allow participants to express their feelings and encourage participants to return to the next session.

Description: The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action through volunteer engagements.

Directions:

1. Explain:
   a. We have come to the end of our time together today, but remember we have agreed to meet again.
   b. Today we have talked about concerns about the risks teenagers face and we brainstormed some solutions about how to minimize school dropout and boredom for teenagers.

2. Group discussion (1 or 2 volunteers):
   a. Who would like to share something they found surprising or very interesting about the discussion today?

3. Explain:
   a. Between now and our next meeting, think about a community project you could start or an existing one to join to address some of these concerns.
   b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will discuss violence against children.
SESSION 7: EXPERIENCES AND IMPACTS OF VIOLENCE

Overview: Participants build an understanding of the various types of violence that children and adolescents may experience and review definitions. They move on to discuss causes and impacts of this violence and then finally brainstorm ways to support survivors and prevent such 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 punishment
- To build understanding of the effects of violence and abuse and harsh punishment on young people
- To build capacity of caregivers in supporting children and teenagers who experience violence.

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<td>10–15 minutes</td>
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<tr>
<td><strong>Aim</strong>: 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.</td>
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<tr>
<td>Activity 7.2: Experiences of violence during childhood and adolescence</td>
<td>Flip chart, markers, memo cards or post-it notes, pens, tape</td>
<td>30–40 minutes</td>
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<tr>
<td><strong>Aim</strong>: To understand the different forms of child abuse and neglect</td>
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<td>Activity 7.3: When young people are exposed to violence</td>
<td>Flip chart, markers</td>
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</tr>
<tr>
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<tr>
<td>Activity 7.4: Learning in action</td>
<td></td>
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</tbody>
</table>
**ACTIVITY 7.1: WELCOME**

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.

2. Explain:
   a. Last session, we discussed the risks that teenagers face and specifically focused on school dropout and leisure boredom. We came up with several ideas on how to promote school completion and overcome leisure boredom among teenagers.

3. Group discussion (1 or 2 volunteers only):
   a. Does anyone have something to share about putting the learning from the last session into action?
   b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session’s discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain that the focus of this session is on the impact of violent experiences on children and teenagers.
**ACTIVITY 7.2: EXPERIENCES OF VIOLENCE DURING CHILDHOOD AND ADOLESCENCE**

*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 30–40 minutes

**Aim:** To understand the different forms of child abuse and neglect

**Key message:**

- 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 them.

**Description:** This session starts with an exercise writing down forms of abuse on pieces of paper, then the forms are organized into types of abuse and a discussion of the definitions and types of violence.

**Directions:**

1. **Explain:**
   a. We are going to spend some time talking about different kinds of abuse, violence, neglect or other kinds of hurt or harm that children and teenagers may experience.
   b. We will start with an individual exercise and then move on to a group review and discussion.

2. **Individual reflection and recording:**
   a. Give every participant a set of pieces of paper (post-it notes or A6 memo cards) and a pen.
   b. Reflection: Think back to your childhood about experiences that you had that hurt you in some way.
   c. Recording: Write each experience on a piece of paper.
      i. Explain: we are going to do this exercise anonymously so people will not have to say who it was that experienced different things
      ii. Do not write your names on the cards
      iii. I will collect all the cards and shuffle them and then read them out myself so that we can categorize them and reflect on different kinds of difficult experiences
   d. While participants are writing, the facilitator should also write some forms of abuse too and include them. These should include at least the following:
      i. *Abandoned by father* (emotional and physical neglect)
      ii. *Not told name of father* (emotional neglect)
      iii. *Often hungry, but there was money for father to drink* (physical neglect)
      iv. *Father or mother’s boyfriend beat up mother in front of me* (emotional abuse)
      v. *Stepdad winked at me and always made opportunities to touch me in ways that made me feel uncomfortable* (sexual abuse and sexual harassment)
      vi. *Made to touch neighbour’s penis* (sexual abuse)
vii. Adult step-brother forced me to “learn how to kiss like big people” (sexual abuse)
viii. Nanny always played with my private parts (sexual abuse)
ix. Nanny hit us when we refused to eat (physical abuse)
x. Father or mother hit me when I made a mistake (physical abuse)
xi. Teacher punished me and made me stand under the sun in front of the school when I was late (physical abuse)

3. Facilitator preparation for the next step:
   a. Take four sheets of flip chart and write the following headings, one on each sheet:
      i. Emotional abuse and neglect
      ii. Physical abuse and neglect
      iii. Sexual abuse and sexual harassment
      iv. Hardship
   b. Collect all the cards into one pile and shuffle them.

4. Group review and discussion:
   a. After about 10 minutes, call participants back to the group
   b. Explain: We are going to review all the difficult experiences you wrote and then sort them into the different categories.
   c. Review the definitions of the categories:
      i. When we talk about abuse, we are referring to acts that are done deliberately to a child, a teenager, or another person. Very often these are intentional behaviours.
      ii. When we talk about neglect, we refer to acts that are not deliberate but result in harm because of failure to provide the necessary care and attention.
      iii. Explain that hardship is not a form of abuse itself but you have included it as sometimes what is written on a card is not deliberate nor neglect because the parents or caregiver are doing their best for the child (e.g. making children fetch water or work in the family fields).
   d. Read out the statement on each card and ask participants to classify it according to headings on each chart.

5. Group discussion:
   a. What is your experience of doing this exercise?
   b. What have you learnt from this exercise?
   c. How are you feeling?

6. Summary and conclusions (by facilitator):
   a. We don’t want to repeat hurtful experiences that we experienced with teenagers today.
   b. Later in the workshop, we will discuss alternative, non-violent ways to discipline teenagers.
   c. To thrive, children and teenagers need:
      i. Love, affection and a sense of belonging to a family-type group
ii. To have self-esteem and self-confidence
iii. Protection from violence, sexual acts and from witnessing violence against those they love
iv. Fair, constant and predictable rules and enforcement of these rules
v. To have their physical needs met for food, shelter, warmth, protection and education

**ACTIVITY 7.3: CAT AND MOUSE**

*Time needed: 15–20 minutes*

*Aim:* Participants will be energized and introduced to the idea of supporting teenagers who experience violence

*Description:* Participants form a circle to protect the mouse from the cat or to prevent the cat from teasing the mouse, followed by discussion of how to support teenagers who experience violence.

*Direction:*

1. Ask two volunteers to act as cat and mouse and ask the rest of the participants to form a circle. The cat will hunt and try to catch the mouse and the mouse has to keep itself safe from the cat. The circle will protect the mouse from the cat.

2. Start the game by having the mouse inside of the circle and the cat outside. The cat will start to hunt the mouse by trying to go inside the circle; however, the circle will block the cat. Whenever the cat is able to break the block, the circle immediately will allow the mouse to go outside the circle and then will try to keep the cat inside the circle. Allow participants to play this game for few minutes to enliven the group.

3. After the game ask participants the following reflective questions:
   a. What did you learn from the game?
   b. Why did the circle help the mouse? What makes the mouse feel safe?
   c. What did the circle do to help the mouse? What makes the circle strong in protecting the mouse?

4. Discuss the answers and relate it to the principles that caregivers have to consider in helping teenagers such as empathy, no blaming, working together and a referral system for helping teenagers who experience violence.

**ACTIVITY 7.4 : WHEN YOUNG PEOPLE ARE EXPOSED TO VIOLENCE**

*(Adapted from Skhokho Supporting Success for Families)*

*Time needed: 30–40 minutes*

*Aim:* To understand the impact that violence can have on young people.
Key message:
- Different forms of violence and abuse can harm children and teenagers in many ways and for a very long time

Description: Participants will reflect on the different consequences of violence on young people and discuss how survivors of violence can be supported

Directions:

1. Explain:
   a. We now want to talk about the consequences of abuse during childhood or adolescence.

2. Group brainstorming and discussion:
   a. Write the title “abuse or neglect” on the top of a flip chart page and make a table that consist of four columns under the title. Write in each column the following titles: cause, form of violence, short-term consequences and long-term consequences.
   b. Ask participants: what are the consequences of experiencing the various types of hurt that were discussed in the previous activity?
      i. Record and write answers in the available columns with one colour of pen.
      ii. Remind participants to think about physical, emotional, social, and economic consequences of abuse to the individual victims, their family and friends, and the community.
      iii. Write down short-term or immediate and long-term consequences in the appropriate columns.

   c. Ask participants: what are the causes of child abuse?
      i. Take another colour pen and record the causes in the corresponding column.
      ii. Then take another colour pen and ask and record some forms of violence.

   d. What kind of support or care do you think teenagers who have experienced abuse or neglect need? What could you do for them?
      i. Brainstorm ideas and record them on another flip chart sheet.

   e. What are some steps that you feel you could take to prevent children and teenagers from experiencing violence such as abuse and neglect?
      i. Brainstorm ideas and record them on a another flip chart sheet.

ABUSE OR NEGLECT

<table>
<thead>
<tr>
<th>CAUSE OF VIOLENCE</th>
<th>FORM OF VIOLENCE</th>
<th>CONSEQUENCES (physical, emotional, social and economic)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>SHORT-TERM</td>
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<td></td>
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<td>LONG-TERM</td>
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</table>

c. Ask participants: what are the causes of child abuse?
   i. Take another colour pen and record the causes in the corresponding column.
   ii. Then take another colour pen and ask and record some forms of violence.

d. What kind of support or care do you think teenagers who have experienced abuse or neglect need? What could you do for them?
   i. Brainstorm ideas and record them on another flip chart sheet.

e. What are some steps that you feel you could take to prevent children and teenagers from experiencing violence such as abuse and neglect?
   i. Brainstorm ideas and record them on a another flip chart sheet.
3. Explain:

   a. If you think that your own or another child or teenager is being abused or neglected, you might notice some of the consequences we have already mentioned or you might notice more subtle changes such as changes in the behaviour:
      i. Withdrawn
      ii. Bad behaviour or attitude at home
      iii. More irritable and short-tempered
      iv. Sleeping much more or much less
      v. Eating much more or much less
      vi. Neglecting their personal hygiene or being overly concerned with cleaning
      vii. Getting into more trouble at school or in the neighbourhood
      viii. A significant change in their school marks
      ix. Display of a new, inappropriate behaviour

   b. The point is, you may notice a significant difference in their usual demeanour or behaviour which is a clue that something is wrong and it may be that they are being abused or neglected in some way.
      i. The most important thing that parents or caregivers can do is to ask a child what is wrong and if they say “nothing” and you remain concerned, keep asking.
      ii. If the child tells you they have experienced abuse, it is critically important to believe them.
      iii. Children mostly hide abuse they have experienced, and it is very unusual for them ever to make up stories about such traumatic experiences.
      iv. According to the law, if an adult becomes aware of or suspects that a child is being abused, maltreated or neglected then they must report it to the police and/or a social worker.

   c. It is important for children who are victims of violence, abuse or neglect to first be transferred to a safe environment and, once safe, begin to get counselling to recover from these experiences.

4. Conclusions (by participants):
   a. Ask participants what they learned from the discussion.
   b. Thank everyone for their contribution.
FACILITATOR NOTES:
- This exercise can be extremely difficult for participants, especially if they have been exposed to abuse or neglect in their lives. Be sure to be caring and supportive and check in with how participants are feeling and coping with the session.
- The exercise can take longer than planned so to save time, you will need to be strategic about sorting out similar statements as explained above.
- Some participants may realize that some of their own behaviour toward their child is harmful and they may feel guilty or upset or frustrated; maintain a compassionate stance while still sending the message that these are serious issues that we are going to learn to avoid.
- Think about doing something to relieve tension at the end of this exercise, if time allows. For example, you may want to enjoy a cup of tea or do some deep breathing or activities to “shake off” their emotions or centre their energy to help participants move on.
- Reiterate that although these topics may be difficult and painful, they are very important so we are not going to shy away from them.
- Provide helpful resources to all participants and mention that you would be happy to discuss specific concerns with individuals after the session or at the next meetings if they would like to do so.

(Refer to Facilitator information – Appendix 7)

ACTIVITY 7.5: LEARNING IN ACTION

Time needed: 10–15 minutes

Aim: To close the group meeting, promote implementation of learnings, allow participants to express their feelings and encourage participants to return to the next session.

Description: The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action through volunteer engagements.

Directions:

1. Explain:
   a. We have come to the end of our time together today, but remember we have agreed to meet again.
   b. Today we have talked about different types of violence or abuse that some children and teenagers face in their lives and how we can prevent such abuse or support survivors.

2. Group discussion (1 or 2 volunteers):
   a. Who would like to share something they found surprising or very interesting about the discussion today?

3. Explain:
   a. Between now and our next meeting, think about what projects you could do to make your community a safe, happy and vibrant place for children and teenagers. Come with your ideas next time we meet and we will also try to link the project with the participants in the teenagers’ group.
   b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will discuss teenagers and dating relationships.
SESSION 8: TEENAGERS AND DATING

Overview: The discussion focuses on teenagers and dating – both the positive and negative.

Key objectives:
• To promote openness among caregivers to discuss dating and intimate relationships with teenagers in their care
• To build understanding that forbidding or ignoring the subject of dating and intimate relationships may cause more problems or secrecy around this issue instead of helping teenagers make healthy choices about such relationships
• To understand that dating and intimate relationships among teenagers are not the same as adult intimate or dating relationships, and may not necessarily involve sex

<table>
<thead>
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<th>Session 8 Activities</th>
<th>MATERIALS</th>
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<td>10–15 minutes</td>
</tr>
<tr>
<td><strong>Aim:</strong> 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</td>
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<tr>
<td><strong>Activity 8.2: Titus and Yohana’s story</strong></td>
<td>Flip chart and markers, print-out of story</td>
<td>50–60 minutes</td>
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<tr>
<td><strong>Aim:</strong> To explore understandings of teenage dating and peer relationships, pressure, sex, and violence in these relationships, and various risk factors that increase vulnerabilities</td>
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<tr>
<td><strong>Activity 8.3: Getting involved and creating positive change</strong></td>
<td>Flip chart, markers</td>
<td>30–40 minutes</td>
</tr>
<tr>
<td><strong>Aim:</strong> To promote caregiver collaboration with teenagers in community service projects that will help to make the community a safer and happier place for everyone</td>
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<tr>
<td><strong>Activity 8.4: Learning in action</strong></td>
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<td>10–15 minutes</td>
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<tr>
<td><strong>Aim:</strong> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session</td>
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</tbody>
</table>
**ACTIVITY 8.1: WELCOME**

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day’s discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.

2. Explain:
   
   a. Last session, we focused on different kinds of violence, abuse, and harm against children and teenagers. We discussed the impact that such experiences can have on young people. We noted the importance of having warm, open, nurturing and supportive relationships with teenagers.

3. Group discussion (1 or 2 volunteers only):
   
   a. Does anyone have something to share about putting the learning from the last session into action?

   b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session’s discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain that the focus of this session is on exploring teenagers and dating – a normal part of young people’s development but one that has potential risks.
ACTIVITY 8.2: TITUS AND YOHANA’S STORY
(Adapted from Skhokho Supporting Success for Families)

Time needed: 50–60 minutes

Aim: To explore understandings of teenage dating and peer relationships, pressure, sex and violence in these relationships, and various risk factors that increase vulnerabilities

Key messages:
- Although there are multiple potential risks in teenagers dating, there are skills that teenagers can use to overcome them and have healthy, positive relationships
- It is important for us to talk to teenagers about dating and intimate relationships

Description: Participants will read a story about the teenagers Titus and Yohana and their relationship with one another and their peers, and then they will discuss the various risks that the characters in the story face

Directions:

1. Explain:
   a. We are going to discuss teenagers and dating and intimate relationships

2. Group discussion (be brief):
   a. Why do you think it is important that we discuss teenagers and dating in this workshop?
   b. What do we know about teenagers and dating?

3. Explain:
   a. We are going to read a story about Titus and Yohana to help us discuss issues about teenagers’ dating and peer relationships, and pressure, sex and violence in these relationships.
   b. When we read the story, look out for factors that make those in the situation more vulnerable to risk or poor outcomes and those that help protect teenagers.

4. Read the story as a group:
   a. Ask volunteers to read the story out loud.

5. Group discussion:
   a. Ask participants to comment on their immediate thoughts about what is going on in this story.
      i. Ensure that they have mentioned: dating, sex (including sexual decision-making and safe sexual practices), alcohol or drugs, communication, assumptions, parties (especially unchaperoned) and pressure.
   c. Ask participants to share what they have found surprising or new about what they learned in the story.
6. Small group discussion:
   a. Ask participants to divide into two groups.
   b. One group should discuss: If you were Titus’s parent, what would you say to him if you found out about what has been happening in his relationship with Yohana?
   c. The second group should discuss: If you were Yohana’s parent, what would you say to her if you found out about what has been happening in her relationship with Titus?

7. Group discussion:
   a. After about 10 minutes, ask each group to share their responses.
      Discuss whether other group members might have dealt with either Titus or Yohana differently.
   b. How do most caregivers respond to teenagers and dating or sexuality issues? Why?
   c. Do the caregiver responses work well with teenagers?
   d. What do you think teenagers you know think and feel about intimate or dating relationships?
      i. Why do you think they are interested in them?
      ii. Do you remember how you felt about these kinds of relationships when you were younger?
      iii. How can we equip ourselves to help them through such challenges, in a non-judgemental, caring and supportive way?

Refer to Facilitator information – Appendix 8

8. Summary (by facilitator):
   a. Explain to participants that teenagers today face many challenges. It is best that we become aware of them and don’t pretend that the challenges do not exist, or just sit back and hope that risks will not occur.

9. Conclusions (by participants):
   a. Ask participants what they have learned from this activity.

FACILITATOR NOTES:
- Play a game, an energizing activity, or ice breaker here
- Ask participants to suggest and lead such an activity
- If no one has a suggestion then the facilitator should lead a short game (5–10 minutes)
ACTIVITY 8.3: GETTING INVOLVED AND CREATING POSITIVE CHANGE

Time needed: 30–40 minutes

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

Key message:
• One way to continue to put what we have learned here into practice and build supportive and nurturing relationships between caregivers and teenagers, as well as continue to make the community a safe and vibrant place, is to work with adolescents on community service projects.

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

Directions:
1. Explain:
   a. The teenagers in the parallel workshop will be developing ideas about community projects to do something to either share what they have learned and found important from this workshop or something that they feel will make a positive contribution to the community and make it safer and more vibrant for everyone

2. Group brainstorming and discussion:
   a. What are some ways that you as caregivers could encourage and support the teenagers’ projects?
   b. Would you like to implement your own community projects that aim to make your community safe and vibrant for everyone in some way?
      i. What are some of your ideas?
      ii. Who is interested in committing time and energy to implementing one or some of these projects?
      iii. How will you keep in touch to do the project?

FACILITATOR NOTE:
• You may consider organizing a joint session between the teenagers and the caregivers to discuss the community projects so that they can plan collaborations together

ACTIVITY 8.4: LEARNING IN ACTION

Time needed: 10–15 minutes

Aim: To close the group meeting, promote implementation of learnings, allow participants to express their feelings and encourage participants to return to the next session

Description: The facilitator or participants summarize the key messages from the discussion and
suggest ways in which this learning can be put into action through volunteer engagements.

Directions:

1. Explain:
   a. We have come to the end of our time together today, but remember we have agreed to meet again.
   b. Today we have talked about teenagers and dating relationships and sexuality.

3. Group discussion (1 or 2 volunteers):
   a. Who would like to share something they found surprising or very interesting about the discussion today?

4. Explain:
   a. Between now and our next meeting, think more about the community project that you would like to do with teenagers so that you can share the useful things that you have learned here more widely, help alleviate leisure boredom among teenagers, and also help to build a safe and vibrant community for everyone.
   b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will discuss how to promote good behaviour among our teenagers.
SESSION 9: PROMOTING POSITIVE BEHAVIOUR

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

Key objectives:
- To learn skills to increase the positive behaviour of teenagers

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<td>10–15 minutes</td>
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<tr>
<td>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</td>
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<tr>
<td>Activity 9.2: Rewarding positive behaviour first</td>
<td>Flip chart, markers</td>
<td>40–45 minutes</td>
</tr>
<tr>
<td>Aim: To learn about positively reinforcing and rewarding good or desired behaviour of teenagers</td>
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<td>Activity 9.3: Opening a fist</td>
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<td>Activity 9.4: What are the rules and boundaries?</td>
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<tr>
<td>Aim: To learn about the importance of setting limits and boundaries and strategic ways to do this with adolescents</td>
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<td>Activity 9.5: Learning in action</td>
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<td>10–15 minutes</td>
</tr>
<tr>
<td>Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session</td>
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FLOW OF SESSION 9

ACTIVITY 9.1: WELCOME

Time needed: 10–15 minutes

Aim: To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day’s discussions

Description: Summary by facilitator and volunteer feedback

Directions:

1. Enthusiastically welcome the participants back to the workshop.

2. Explain:
   a. Last session, we focused on dating relationships among teenagers and we discussed the importance of us as caregivers talking openly with teenagers about such relationships in order to help them make healthy choices and avoid getting into problematic dating relationships.

3. Group discussion (1 or 2 volunteers only):
   a. Does anyone have something to share about putting the learning from the last session into action?
   b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

FACILITATOR NOTES:

• If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session’s discussion.
• Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain that the focus of this session is on positive discipline.
ACTIVITY 9.2: REWARDING AND INCREASING POSITIVE BEHAVIOUR FIRST

(Adapted from Skhokho Supporting Success for Families)

Time needed: 40–45 minutes

Aim: Participants will learn about positively reinforcing and rewarding good or desired behaviour in teenagers

Key messages:

- Verbal praise or compliments help teenagers understand what behaviour you want to see more of and also encourages and motivates them to engage in more positive behaviour
- Giving praise or compliments can feel very rewarding for caregivers too

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

Facilitator information: Appendix 9

Directions:

1. Explain:
   a. We want to encourage and motivate teenagers to engage in more positive behaviour than risky or problematic behaviour.
   b. The most important – and perhaps easiest and most rewarding – strategy is identifying good behaviour (the type of behaviour you want to see more often) and rewarding or praising it.
   c. That’s right, it’s time to catch teenagers doing something good!

2. Group sharing:
   a. Ask participants to think about a time when someone has told them that they have done something well or complimented or rewarded them for something they did (e.g. a boss or supervisor, a family member).
   b. Ask for a few volunteers to share these stories.
      i. Ask participants how they felt in these situations.

3. Explain:
   a. Most people – children, teenagers and even adults – really want to be good and want to be recognized for being good and positively rewarded
   b. It feels good and encourages and motivates us when our good behaviour is recognized.
   c. Children, even as teenagers, often like to get attention from their caregivers because it gives them the message that they are important and have an effect on someone else’s life (remember the sense of belonging and support that we talked about earlier). If they don’t get any positive attention, sometimes children and teenagers will do things to get into trouble just to get some attention from caregivers.
   d. When good behaviour is praised, it causes a person to strive to do more, to work harder for more praise. It also improves general self-esteem and confidence. In
addition, when you praise specific behaviour, the person will learn what is desirable behaviour instead of just being left to figure out what they SHOULD do based on what you say they SHOULDN’T do.

4. Demonstrate praising in a simple role play:
   a. Ask a member of the workshop to volunteer to act as a teenage child doing some normal daily activity and you will act as a parent who comes in and praises the child.
   b. Remember to use specific, labelled praise. That is, you praise the child and describe, or label, the behaviour that you are happy about.
   c. Some phrases used in praise include:
      i. “Well done...you have...”
      ii. “Thank you for...”
      iii. “I really like it when...”
      iv. “It's wonderful/very helpful when...”
      v. “It makes me so happy when...”
      vi. “You did very well by/when...” or “You did a great job...”
      vii. “I really appreciate it when...”

5. Practise in pairs:
   a. Ask participants to find a partner to practise this skill.
   b. Ask each person to say something that praises or compliments them – it should be truthful and something that they have noticed about them that they like.
      i. Everyone must remember that praise works best when you specifically tell the person what it is that you liked, what it is they are receiving praise for in the first place.

6. Group feedback and discussion:
   a. After about 5–7 minutes, call all participants back into the main group.
   b. Ask them how it felt to be praised.
      i. How does it make them think about themselves?
   c. Discuss:
      i. When could you use praise or compliments with teenagers you know?

7. Summary (by facilitator):
   a. Praising is about ‘catching’ your teenage child doing something good or right even if it is something they are supposed to do regularly (e.g. chores, homework, obeying rules).

8. Conclusions (by participants):
   a. Ask participants what they learned or found surprising about the discussion and practice.
ACTIVITY 9.3: OPENING A FIST
(Adapted from Skhokho Supporting Success for Families)

Time needed: 10–15 minutes

Aim: A quick game, for a challenge and to change the pace!

Key messages:
• We need to keep patient and try negotiation skills with teenagers
• Body language is an important part of communication

Description: Pairs work on persuasion

Directions:
1. Explain:
   a. Our body language can influence other people’s response to us.
   b. For instance, if someone is acting aggressively towards us, they may be leaning forwards toward us, with clenched fists.
   c. By changing our body language, we can improve the situation.
   d. For instance, if we are sitting down, we can relax our shoulders, uncross our arms, open our palms upwards, uncross our legs, hold our heads straight, and look at the aggressor calmly.
   e. All these things create a more measured response in the aggressor.

2. Practise in pairs:
   a. Ask participants to divide into pairs.
   b. Explain:
      i. First one person will act as the aggressor and the other will act as the persuader; then they will swap roles.
      ii. The aggressor must hold their hand up in a very tight fist and feel very angry.
      iii. The persuader has to try to persuade the aggressor to undo their fist.
      iv. The persuader should use all their skills to persuade the aggressor to calm down and to open their fist.
      v. The persuader and aggressor must not touch each other, but the persuader can say or do anything which they think will work to calm down the aggressor and persuade them to open their fist.
      vi. If the aggressor thinks that the persuader has done a good enough job, they can agree to open their fist. But they mustn’t give in too easily or hang on too tightly.
      vii. Remember, in any conflict situation we want to try to find a ‘win-win solution’, a solution in negotiation where both parties are considered to ‘win’.
c. Give the pairs three minutes each way to try out their persuasion on each other.

3. Group feedback and discussion:
   a. Ask how many people managed to persuade their partners to open their fists.
   b. Praise and encourage everyone.
   c. What did you learn from this activity?
   d. How might this learning activity help you understand your interactions with teenagers better or to do something different in the next conflict situation with teenagers?

**ACTIVITY 9.4: WHAT ARE THE RULES AND BOUNDARIES?**

*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 40–45 minutes

**Aim:** Participants learn about the importance of setting limits and boundaries and strategic ways to do this with adolescents.

**Key messages:**
- It is important to discuss and negotiate rules and expectations with teenagers so that they will understand them and feel part of making them.
- Remember to include a focus on the kind of behaviour you want to see (that is encouraged) and not only what you do not want (behaviour that is discouraged or forbidden).

**Description:** The facilitator will describe the importance of setting clear rules or boundaries in the home and participants will reflect on the kind of rules that are important in their families.

**Directions:**

1. Explain:
   a. It is important to have clear rules and boundaries so that you discourage problem behaviours from happening in the first place, and also encourage behaviours that are beneficial for society, such as caring for and respecting others.
   b. Rules, limits or behaviour guidelines clarify what teenagers should do and what they should not do.
   c. An example of guidelines and rules:
      i. In the beginning of the workshop, we set some ground rules for how we were going to work together in this workshop.
      ii. That has helped us all to understand what our role is, what is expected and also what will happen if we break the rules.
      iii. Most of all, it helped us understand how our individual behaviour can affect other people as well.
   d. When setting rules, involve teenagers so that you can agree with them together through a consultation process or negotiation.
i. This way they will feel important and that you have heard their opinion. They are then more likely to buy into or take ownership of the guidelines and their behaviour.

e. First discuss with the teenager – why do we need behaviour guidelines?

**FACILITATOR NOTES:**

- It is sometimes helpful to stay away from calling something rules or limits because these are not very flexible and also may inspire antagonistic reactions from teenagers.
- We have ‘guidelines’:
  - So we can all understand and agree on what is acceptable and what is not acceptable.
  - To keep us safe.
  - In order for us to be able to live and work in a harmonious home and classroom.
  - To build trust and avoid misunderstandings.

f. Discuss with teenagers what guidelines you feel are important and get their perspectives on it.

i. Negotiation is important in setting guidelines

ii. There should be some capacity for flexibility with the rules or limits so long as this is not harmful.

iii. You can also let your child know that rules will change as they get older or if situations require an exception or a complete change.

2. Group brainstorming and discussion:

a. Ask participants to think about what are important rules for 12 to 14-year-olds [in comparison to younger children (like 9 to 11-year-olds or older teenagers (like 16 to 18-year-olds)).

b. Write participants’ ideas on a flip chart.

c. Review the ideas

i. Think about rules that are designed to encourage people to DO good, or the ‘right thing’ and about those rules that are designed to encourage people NOT TO DO those things that are undesirable. (e.g. “Don’t neglect schoolwork” versus “Do your schoolwork first thing when you get home in the afternoon after school”).

d. What are the most important rules that could invoke punishment or lead to serious consequences if they were broken? These are not the petty rules that are hard to keep and enforce (e.g. “always be cheerful”).

e. Are the guidelines clear and specific, especially for younger age groups?

i. Remember to state rules in a way that teenagers can easily understand them. This clarity and specificity helps to avoid misunderstandings and conflict in the future.
ii. For younger teenagers especially, rules need to specify behaviours rather than relying on only abstract rules. For example, it’s okay to have broad rules such as “be respectful” when you give examples of what it means to be respectful.

f. Mention that in setting rules some people say “Don’t sweat the small stuff” – what do you think that means?

i. You should focus on what really matters for what you are trying to achieve. Don’t sweat over, worry about or put too much effort towards things that aren’t important. If your aim is to raise a child who is happy, does well at school so they can get a job that pays as well as possible later on in life, a child that is respectful and considerate to others, and one who stays safe, what are the big rules you need to enforce?

g. What should we do when teenagers stick to the rules or guidelines?

i. Praise and compliment them.

4. Summary (by facilitator):

a. Mention that teenagers want to have some scope for discovering who they are and the world they live in so they need some freedom to do this in. However, it is important that they understand the main guidelines, limits and values of caregivers.

5. Conclusions (by participants):

a. What did you learn from this activity?

Facilitator information – Appendix 9

ACTIVITY 9.4: LEARNING IN ACTION

Time needed: 10–15 minutes

Aim: To close the group meeting, promote implementation of learnings, allow participants to express their feelings and encourage participants to return to the next session.

Description: The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action through volunteer engagements.

Directions:

1. Explain:
   a. We have come to the end of our time together today, but remember we have agreed to meet again.
   b. Today we have talked about positive discipline strategies including praising and setting guidelines for behaviour.

2. Group discussion (1 or 2 volunteers):
   a. Who would like to share something they found surprising or very interesting about the discussion today?
3. Explain:

a. Between now and our next meeting, catch people doing something good and use praise to acknowledge and support that behaviour. Think about how you might discuss behaviour guidelines with teenagers.

b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will focus on communication and conflict resolution.
SESSION 10: COMMUNICATION AND CONFLICT RESOLUTION

Overview: Participants will reflect on their own communication styles and then practise 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

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<td><strong>Aim:</strong> To reflect on patterns of dealing with conflict with teenagers</td>
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FLOW OF SESSION 10

ACTIVITY 10.1: WELCOME

Time needed: 10–15 minutes

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.

Description: Summary by facilitator and volunteer feedback.

Directions:

1. Enthusiastically welcome the participants back to the workshop.

2. Explain:
   a. Last session we focused on how to get teenagers to behave more in ways that we would like and ways that are healthy and will help them to succeed. Specifically, we learned and practised praise – noticing when teenagers do something good and complimenting them about it. We also discussed setting boundaries or rules together with the teenager so that they understand their limits and why you think they are important.

3. Group discussion (1 or 2 volunteers only):
   a. Does anyone have something to share about putting the learning from the last session into action?
   b. Does anyone have any questions or concerns from the previous session that they would like to discuss?
FACILITATOR NOTES:

• If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session’s discussion.
• Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain that the focus of this session is on communication and conflict resolution.

ACTIVITY 10.2: DIFFERENT WAYS OF COMMUNICATING
(Adapted from Skhokho Supporting Success for Families)

Time needed: 30–40 minutes

Aim: To identify communication behaviours that are attacking, avoidant and manipulative and how these strategies may impact on relationships or interactions.

Key messages:

• We all communicate in different ways and it is good to be aware of our usual style of communication so that we can understand how other people may react to it
• Aggressive, passive and manipulative styles of communication can cause problems or conflict
• Assertive communication is respectful and clear

Description: Participants brainstorm various methods in which they and others communicate in helpful and unhelpful ways. The facilitator then categorizes the examples provided by participants and gives further examples of aggressive, passive, manipulative and assertive approaches.

Directions:

1. Explain:
   a. We are going to think about and identify different ways of communicating.
   b. When we try to influence the thoughts, choices or behaviour of other people, we communicate (speak or act) in different ways.
   c. Or when others are trying to influence us, we respond in different ways.
   d. Sometimes we do not always communicate in ways that are helpful or constructive in these situations.

2. Group brainstorming:
   a. Ask participants: What are some of the ways you or others have spoken or acted while trying to convince people to do what you want or to agree with you?
   b. Record these responses on a flip chart.

3. Role plays and group brainstorming:
a. Ask four groups of volunteers (2 or 3 people in a group) to demonstrate different communication styles in very quick, short role plays:

i. What do you say or do to a family member (or a teenager) when you want them to assist you with something?

ii. What do teenagers say or do to their parents when the parents will not let the teenager go to a friend’s party?

iii. What do you say or do to a colleague who might tell a boss about a big mistake that you have made and you don’t want to get into trouble?

iv. What do you say or do to a friend who wants to stay at home when you want this friend to come to a party or go to a mall with you?

b. Allow about five minutes for preparation (these don’t have to be perfect dramas – just a quick role play)

c. Prepare a flip chart page with four columns. Leave space for headings but do not write them in yet.

d. After each role play, ask participants:

i. To think about the behaviours that were demonstrated and how they will be labelled as:

   ▶ Aggressive/attacking
   ▶ Passive/avoidant
   ▶ Manipulative
   ▶ Respectful and assertive

e. At the end of the fourth role play, label and describe each communication style using the information below.

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**FACILITATOR NOTES:**

<table>
<thead>
<tr>
<th>AGGRESSIVE &amp; ATTACKING</th>
<th>PASSIVE &amp; AVOIDANT</th>
<th>MANIPULATIVE</th>
<th>ASSERTIVE &amp; RESPECTFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing your feelings and desires in a way that threatens or punishes the other person</td>
<td>Giving up to the will of others; hoping to get what you want without actually having to say it; leaving it to others to guess or letting them decide for you</td>
<td>Using trickery or deceit to get your way; sometimes people who are being manipulative pretend at first to be passive then manipulate you through speech</td>
<td>Telling someone how you feel and what you want in a way that does not seem rude or threatening to them.</td>
</tr>
</tbody>
</table>
4. Group discussion:

a. How do you feel when people use these communication styles with you:
   i. Aggressive/attacking
   ii. Passive/avoidant
   iii. Manipulative
   iv. Respectful and assertive

b. How do you usually respond when people use these strategies with you? How have people responded when you have used these different strategies?
   i. When you are treated like this by teenagers at home or at work, how does that make you feel?
   ii. When you are treated like this by colleagues, how does that make you feel?
   iii. 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?
   i. List the outcomes and assess with the participants whether the outcomes are positive or negative.

5. Summary (by facilitator):

a. We usually like people to be respectful and assertive with us so are we always respectful and assertive with others?

6. Conclusions (by participants):

a. What have you learned from this exercise
FACILITATOR NOTES:

• Remind the group that we all use some of these approaches some of the time and that they may seem like the easiest or most effective way to communicate at the time.
• However, in the long term, aggressive, passive and manipulative communication strategies can cause problems.
• For example, passive people are often taken for granted and used; aggressive people are often feared and avoided; and manipulative people are often distrusted and disliked.
• In addition, using these strategies often means that you do not reach a positive, win-win solution to the issue.

ACTIVITY 10.3 HOW I APPROACH CONFLICT WITH TEENAGERS

(Adapted from Skhokho Supporting Success for Families)

Time needed: 10–20 minutes

Aim: To reflect on patterns of dealing with conflict with teenagers

Key message:

• Conflict situations are usually very challenging and difficult
• Understanding the usual patterns we have in dealing with conflict with teenagers (and others) can help us to make modifications that may help to ease these interactions

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

Directions:

1. Explain:
   a. We are going to think about conflicts or disagreements or arguments we have with teenagers.
   b. It is important for us to reflect on the types of conflicts and disagreements we have with teenagers either at home or through our work and how we usually handle them.
   c. This reflection helps us to understand what works well and what does not work well.

2. Personal reflection:
   a. Ask participants to close their eyes and reflect on each question that is read out:

   FACILITATOR NOTE: Read each statement slowly and then pause to allow time for individual reflection before moving to the next statement.

   b. Think of a recent conflict situation with a teenager.
   c. Describe to yourself what you did.
d. Describe to yourself how the teenager reacted.
e. Would you say the conflict was resolved positively?
f. Would you do anything differently?
g. Do you see a pattern in anything about this conflict or how the two of you interact?
h. Does that pattern mostly result in positive resolutions to conflicts?

3. Brief group discussion:
   a. What did you learn from that reflection? (2–3 volunteers)

4. Summary (by facilitator):
   a. Some of the ways of dealing with conflict and disagreements with teenagers which may be helpful:
      i. Involve the teenager in the rule-setting process.
      ii. Give the teenager room to make mistakes (that are not very harmful).
      iii. Discuss the consequences of an action.
      iv. Focus on the teenager’s positive behaviours more than negative behaviours.
      v. Encourage the teenager to express their needs without judgement.
      vi. Encourage the teenager to express their emotions, good and bad, freely.

Refer to Facilitator notes – Appendix 10

b. We need to think about how our behaviour is teaching teenagers and whether it is contradicting what we tell them. Some examples of contradictory caregiving:
   i. Shouting, then saying that children must not shout at them
   ii. Not keeping a promise, then saying that teenagers must keep their word
   iii. Partying, then saying that teenagers must not go to parties
   iv. Drinking or smoking, then saying that teenagers must not drink or smoke
   v. Hitting a child, then saying that hitting others is wrong and they shouldn’t do it
   vi. Lying, then saying lying is wrong yet you ask them to say you are not there when you want to avoid someone
   vii. Not making your own bed, then saying that a child should make up their bed every day
   viii. Being too lazy to cook, then saying that the children must cook even when they feel too lazy to do so.

**ACTIVITY 10.4: LISTENING PAIRS**

(Adapted from Skhokho Supporting Success for Families)

**Time needed:** 15–20 minutes

**Aim:** To help participants realize the importance of listening skills to good communication in all life situations, including relationships.
Key messages:
- It does not feel good when someone you are talking with does not listen well.
- Good listening skills are important to practise and put into action.
- Sometimes we are not always good listeners, especially with teenagers, and we should think about how they feel when we don’t listen to them.

Description: Participants work in pairs: as one speaks, the other first listens carefully to what they say, then stops listening. A group discussion and summary follows.

Directions:
1. Explain:
   a. In this activity, we are going to focus on the skills of good listening.

2. Role play in pairs:
   a. Ask participants to find a partner to work with.
   b. One person should be the speaker and one person should be the listener.
   c. Ask the people in the listener role to meet you outside the meeting area or far enough away that the speaker group will not hear the instructions they get.
   d. Tell the speakers: Tell the listener about an event in your life or a story or experience that is very important or meaningful to you. You should continue speaking no matter what the listener does. The listener should say nothing.
   e. Tell the listeners: Listeners should not say anything during this exercise. They should begin by concentrating hard on hearing what is being said and demonstrating good listening skills. When the facilitator claps hands, then the listeners should stop listening and demonstrate that they are not really paying attention to the speaker even though the speaker is continuing the story. The person could yawn, look elsewhere, turn round, check their watch, play with their cellphone, do whatever they like: the important thing is that they should no longer listen and still not speak, although the speaker should continue to tell the story.
   f. Begin the role play activity and after a few minutes, clap so that the listeners remember to stop listening.
   e. After a few more minutes, stop the exercise.

3. Group discussion
   a. Ask participants how they felt as speakers, encouraging them to compare telling their story to a willing listener and telling it to a bad listener.
   b. Then ask participants to describe and compare how they felt as good and bad listeners.
   c. Ask participants to describe some of the attributes/characteristics of good listening which they experienced; and then some of the attributes of bad listening. Record ideas on a flip chart in two columns
4. Personal reflection:
   a. What kind of a listener are you in your family? What kind of a listener are you with teenagers?
   b. How do you think a teenager feels if you are distracted while they are sharing something with you? What does this do to and how does this influence your relationship?

5. Summary (by facilitator):
   a. We communicate verbally and non-verbally. We need to be aware of our own body language, so that we can communicate a different mood to others and make sure it is something we really do mean to communicate.
   b. Remember, teenagers are learning from us all the time and especially from our own actions. If we show them how to be a good listener then they will learn those behaviours from us.

6. Conclusions (by participants):
   a. What did you learn from this activity?

**FACILITATOR’S NOTE:** Encourage participants to be aware that we communicate and listen as much with our bodies as with our words. Explain how some body language can appear very powerful and aggressive, some can appear friendly and warm, while other body language can appear very weak and submissive. We say a lot with our bodies!

**ACTIVITY 10.5: DEFUSING THE TENSION FIRST**

*(Adapted from Skhokho Supporting Success for Families)*

**Time:** 20–30 minutes

**Aim:** To understand several options for decreasing the stress and tension in a conflict situation from early in the interaction.

**Key message:** We should notice whether our behaviour is increasing or decreasing tension in a conflict or disagreement

**Description:** Participants brainstorm things that they do when they approach a conflict situation that either increase or decrease the tension of the situation.
**Directions:**

1. **Explain:**
   a. We are going to learn and practise some respectful and assertive conflict resolution skills.
   b. When we are in a conflict situation we can do things that will make the conflict situation better or we can do things that will make the situation worse.

2. **Group brainstorming**
   a. On a flip chart, draw a horizontal line across the middle and on the top half write “increase tension" and the bottom write “decrease tension."
   b. Ask participants to call out things that they, the teenagers they care for, or other people do to increase or decrease tension in a conflict situation (Try to use different colours to make the separation clearer.)

<table>
<thead>
<tr>
<th>INCREASE TENSION</th>
<th>DECREASE TENSION</th>
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   **FACILITATOR NOTES:**
   - Examples of actions that “decrease tension”:
     - Sit down; take some deep breaths; make some tea and have a discussion; take a break – tell the other person that the issue will be addressed when you feel calmer; ask clarifying questions; listen to the other person's perspective; try to find common ground; communicate clearly and respectfully
   - Examples of actions that “increase tension”:
     - Shouting; blaming or accusing right away; aggressive body stance and language; telling; not listening; refusing to speak; threatening; belittling or humiliating; raise other unrelated issues

3. **Personal reflection:**
   a. Do you recognize ways in which you typically react in conflict situations – do you increase or decrease the tension?

4. **Conclusions (by participants):**
   a. What did you learn from this activity?
ACTIVITY 10.6: ‘I’ STATEMENTS

(Adapted from Skhokho Supporting Success for Families)

Time needed: 45–50 minutes

Aim: Participants practise making nonjudgemental statements, and using a structure which can open, rather than close, discussion of a difficult situation.

Key message: ‘I’ statements or other words that are commonly used to point out our own feelings or opinions are a good way to communicate clearly, respectfully and assertively, especially during disagreements

Description: An exercise which explains and demonstrates an assertive but nonaggressive way of expressing feelings about a problem.

Directions:

PART A. Explanation (15 minutes)

1. Explain:
   a. We are going to learn one way to communicate in a clear, assertive way that encourages those in a conflict to better understand one another and to work together to find a resolution.
   b. This method also makes misunderstanding and increasing conflict less likely.
   c. This way of communicating shows respect to yourself and the other person/people involved which will help to decrease tension in a conflict situation and help to give everyone clarity on each person's perspective.
   d. One way to communicate in a clear, respectful, and assertive way is to use what we call ‘I’ statements. We can use other words that are commonly used to talk about ourselves. For instance in Papua, moms usually use the word ‘mama’ to indicate herself.

2. Explain ‘I’ statements (See Facilitator information – Appendix 10)
   a. Write the formula on a flip chart and explain each step while giving examples.
"I' statement formula

“I feel... [say your emotion]"

Say “I feel...” rather than “I think...” and keep it to your own feelings: “I feel hurt/sad/happy/disappointed/ignored...”, for instance, and not: “I feel that you are being disrespectful!”

“When you... [describe the behaviour that makes you feel that way]"

Make it as specific and nonjudgemental as possible, e.g. “When you mumble after I have asked you to clean your room...”

“because... [explain why the behaviour makes you feel that way]"

If you think an explanation helps, you can add one here. But make sure it is still not blaming the other person, e.g. “... because I like to spend time with you.”

“What I’d like is... [suggest a solution and/or ask for their perspective]"

Give a statement of the change you would like. It is okay to say what you want, but not to demand it of the other person, e.g. “What I’d like is for us to discuss this” or “What I’d like is to make arrangements that we can both keep”, not “You must stop being so lazy!”

3. Demonstration (by facilitator):
   a. Give examples of ‘you’ statements and then change them into ‘I’ statements
   b. Give several examples of ‘I’ statements
   c. This is a structured format and may seem strange to start with. It takes time to absorb new skills and begin to use them unconsciously. Adapt the language to suit your situation.

4. Brief group discussion:
   a. Ask participants how they feel hearing each style of statement.

PART B. Practice (30 minutes)

1. Practise in pairs:
   a. Ask participants to find a partner to work with
   b. Ask participants to prepare one ‘I’ statement each, relating to a current or recurring difficulty they are facing in their lives.
   c. Partners can help each other to make their statements clear and clean (5–8 mins).

2. Group demonstration:
   a. After about 5–8 minutes, call everyone back together
   b. Ask for a few volunteers to demonstrate their ‘I’ statements
   c. After the demonstration, ask the group for comments or suggestions as to how they might be improved (10 mins).
4. Group discussion:
   a. What do participants think about the ‘I’ statement?
   b. In what ways could the ‘I’ statement formula be useful to participants? (5 mins).

5. Summary (by facilitator):
   a. Ask all participants to commit themselves to making one ‘I’ statement to somebody before the next session.
   b. Try to use it first in an easy context, with a friend over a small problem. You can begin just by saying “I feel happy when...” and see how that works. Then as you gain practice in using it, you can try it with a friend in harder situations. You can start to try out “I feel unhappy when...” When you feel okay with that, you could try out “I feel happy when...” with your partner. Finally, you can try out “I feel unhappy/sad/frustrated when...” with your partner.

Facilitator information – Appendix 10

ACTIVITY 10.7: LEARNING IN ACTION

Time needed: 10–15 minutes

Aim: To close the group meeting, promote implementation of learnings, allow participants to express their feelings and encourage participants to return to the next session.

Description: The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action through volunteer engagements.

Directions:

1. Explain:
   a. We have come to the end of our time together today, but remember we have agreed to meet again.
   b. Today we have talked about communication and conflict resolution.

2. Group discussion (1 or 2 volunteers):
   a. Who would like to share something they found surprising or very interesting about the discussion today?

3. Explain:
   a. Between now and our next meeting, pay attention to how you deal with conflict and put some of the skills from today into action.
   b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will discuss how to deal with teenagers’ 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 practise 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.

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<td>Activity 11.2: Learning about effective, nonviolent consequences</td>
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<td>Aim: To learn how to use effective, non-violent consequences to discipline their teenage children</td>
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<td>Activity 11.3: Hand push</td>
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<tr>
<td>Aim: To reflect on different ways of dealing with conflict</td>
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<tr>
<td>Aim: To practise use of positive discipline in different circumstances</td>
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<tr>
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</tr>
<tr>
<td>Aim: To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session</td>
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<td>10–15 minutes</td>
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FLOW OF SESSION 11

ACTIVITY 11.1: WELCOME

Time needed: 10–15 minutes

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

Description: Summary by facilitator and volunteer feedback

Directions:

1. Enthusiastically welcome the participants back to the workshop.

2. Explain:
   a. Last session we focused on communication – we thought about the different ways in which we communicate; we learned about and practised 'I' messages; and we talked about reducing tension and conflict resolution.

3. Group discussion (1 or 2 volunteers only):
   a. Does anyone have something to share about putting the learning from the last session into action?
   b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

FACILITATOR NOTES:

• If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session’s discussion.
• Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain that the focus of this session is again on positive discipline but this time on consequences and application.
ACTIVITY 11.2: LEARNING ABOUT EFFECTIVE, NON-VIOLENT CONSEQUENCES

(Adapted from Skhokho Supporting Success for Families)

**Time:** 50–60 minutes

**Aim:** Participants will learn how to use effective, non-violent consequences to discipline their teenage children.

**Key messages:**
- Teenagers may need to face consequences or penalties for some poor or problem behaviour; the focus is on the behaviour and a poor choice but not on the teenager as a bad or problem person
- We should implement consequences not based on an intention to punish or humiliate but rather to teach the teenager that they made a poor choice that negatively impacted on themselves or others or the environment in some way
- Effective consequences within a positive discipline strategy are about building teenagers’ skills to make better choices in the future and make amends for the poor behaviour

**Description:** The facilitator will describe the principle of consequences within a positive discipline approach and participants will work in groups to discuss various consequences that they could use that fit into this framework.

**Directions:**

1. **Explain:**
   - a. We have learned and practised various communication, conflict resolution, and positive reinforcement or reward and praise skills.
   - b. Using these consistently should increase teenagers’ positive behaviour and decrease their poor behaviour.
   - c. But sometimes teenagers will continue to test boundaries and break rules so today we are going to focus on using consequences or appropriate, non-violent penalties.
   - d. We also discussed various ways in which punishing children or teenagers physically (e.g. hitting or beating or denying them food or shelter) or through emotional abuse (e.g. shouting or name-calling or threatening) is harmful.
   - e. Today we are going to brainstorm different, effective ways to deal with teenagers when they make poor choices or have problem behaviour.

2. **Personal reflection:**
   - a. Think about some of the punishments you have tried with teenagers
     i. Some work well in the short-term and others work well in the long-term and others just don’t seem to work at all.
b. We also need to think about the intended and unintended consequences of punishments (e.g. learning that hitting is ok; hurting the child; humiliating the child; threatening the child).

3. Explain:

a. From a positive discipline framework, using consequences when a teenager has behaved poorly is not about punishment (or scaring, threatening, hurting or humiliating) but is about:

i. Teaching the teenager that they made a poor choice (focus on the behaviour and choices and not on the personality or character of the teenager)

ii. Learning a new skill or how to make a better choice

iii. Making amends or rectifying the wrong.

b. Such consequences are always non-violent and constructive teaching opportunities

c. Here are tips to add to your ideas about implementing appropriate, effective, non-violent consequences or penalties, especially if we want to make sure that the punishment does not harm the child in the short-term or long-term, physically, emotionally or socially.

i. Always communicate: Explain to the teenager what is happening. State clearly that they have not stuck to the guidelines you agreed on and what the consequences or penalties are of that choice.

ii. Be consistent: Make sure you always follow through with applying consequences. This consistency helps teenagers learn that there are consequences to their choices and actions and that the guidelines are important all the time.

iii. No threats. If you don't follow through with consequences or make unrealistic threats that you don't carry out, it teaches teenagers that rule-breaking is acceptable and breaks down trust. Eventually they will stop believing you or listening to you entirely because they know that you won't follow through on any threat. It is also possible that making threats just makes teenagers feel unsafe in an unpredictable environment which may make them behave poorly even more.

iv. Self-reflection: Encourage the teenager to think about their behaviour and how it could be different in the future. Talk with them about the agreement you had, and what they think would be a fair consequence. Discuss the options. Sometimes teenagers will be much stricter on themselves than caregivers. This allows you to settle on consequences that you both see as fair. Remember to follow through and fully implement what you decide. This also teaches teenagers accountability.

v. Make the consequence fit. A small infraction should have a small penalty (or just an assertive discussion about the problem and application of solutions) and a larger infraction should have a larger penalty. Also the penalty should be linked to the infraction where possible. For example, if your child is home later than the agreed time, a fitting consequence might be having to come home early next time or punishing them. Or if they did something to make things worse for others (e.g. littering, vandalism, etc.) then they should do some community service activity to repair what they did wrong and do something positive instead. If the rule-breaking behaviour is repeated several times then you should rethink the consequences and
perhaps make a stricter rule until the teenagers can show that they can be trusted and make good decisions about their safety and well-being as well as respecting others.

vi. Withdraw cooperation. For example, if your child wants to have longer time to play soccer or football, you could say you’ll do this if they follow the guidelines. Try to avoid making this into a bribe. Let your child know beforehand that you might not allow them to play longer as a consequence for misbehaviour, for example by saying, “If you want to have more time to play soccer, you need to come home on time. If you’re late, I won’t allow you to play next week”. The aim is to help your child understand your perspective and to learn that they need to give and take.

vii. Withdraw privileges. This consequence should be used sparingly – overuse will limit its effectiveness. The idea is to remove something that you know your child enjoys – for example, going to a friend’s house or having a cellphone or watching TV. You need to let your child know in advance that this is what you plan to do. You don’t need to withdraw privileges for a long time for this consequence to be effective. Aim for a short withdrawal that occurs within the few days following the misbehaviour and let your child know what the withdrawal period is (e.g. “You cannot watch TV in the afternoons or evenings until Sunday” or “I am taking your cellphone away for two days”).

d. Remember that good communication and praise of good behaviour is still the best way of keeping behaviour on track even if you have to apply a consequence or penalty.

4. Brainstorming in small groups:
   a. Ask participants to break into small groups of 4 to 5 people
   b. Give each group flip chart paper and markers
   c. Ask the groups to brainstorm a set of five problems with teenage behaviour and write them in one column on flip-chart paper
   d. Ask the groups to brainstorm different non-violent consequences that would be appropriate for each problem behaviour, and write these in the second column to match the problems.

5. Group feedback and discussion:
   a. After about 10 minutes, ask the groups to come together into the bigger group and share some of the examples.
   b. Allow for brief group discussion on different examples that are particularly good or somewhat problematic

6. Summary (by facilitator):
   a. It is important to be positive, to try to balance your attitude and your feelings when
the rules have been broken and when you are implementing consequences.

b. It is important to explain to the teenager that you care about them and that you do not like it when they have violated guidelines through making a poor choice, but you need to give them consequences or penalties so that they can learn from their mistakes.

c. Encourage participants that this is the beginning of a lifelong journey towards strengthening your relationship with teenagers and it is not always going to be easy.

d. The kinds of consequences we discussed today are only effective when they are used consistently and together with other support and strengthening skills we have learned.

7. Conclusions (by participants):

   a. What have you gained from this discussion?

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**ACTIVITY 11.3: HAND PUSH**

*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 10–15 minutes

**Aim:** Participants will reflect on different ways of dealing with conflict

**Key message:** To encourage reflection on creative responses to conflict situations with teenagers

**Description:** Two lines of participants push against each other, followed by analysis

**Directions:**

1. Set up the activity:

   a. Ask participants to form two lines, facing each other.

   b. Each participant touches palms with the participant facing them in the other line.

   c. Call one line “Line 1” and the other “Line 2”.

2. Play the game:

   a. 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.

   b. After about 30 seconds, ask everyone to stop and then to change roles.

   c. This time Line 2 members should push against Line 1 members, and Line 1 members can respond as they choose.

3. Group discussion

   a. After another 30 seconds or so, ask everyone to sit down in a big circle.

   b. Ask people how they felt doing this exercise.

      i. Ask people how they responded (pushing back, giving in, getting aggressive, etc.)?
c. How does this exercise relate to your real-life experience of conflict with teenagers?
   i. When teenagers push you, what happens? Do you push back, give up, argue or withdraw?

4. Summary and conclusion (by facilitator):
   i. There are no right or wrong answers but sometimes our relationships with teenagers are influenced by how we respond.

**ACTIVITY 11.4: APPLYING POSITIVE DISCIPLINE**
(Adapted from Skhokho Supporting Success for Families)

**Time needed:** 30–40 minutes

**Aim:** To practise the use of positive discipline in different circumstances

**Key message:** Although positive discipline skills (encouraging positive behaviour, dealing with problem behaviour and positive communication and conflict resolution) may be very new to us, we can use them in our families or workplaces.

**Description:** Group discussion

**Directions:**

1. Explain:
   a. We will do some role plays about the different stages of positive discipline.

2. Role plays in pairs:
   a. Divide the group into pairs for the role play.
   b. Ask each pair to prepare one of the following role plays:
      i. Acknowledging good behaviour – praising.
      ii. Setting guidelines.
      iii. ‘I’ messages.
      iv. Consequences.

3. Group demonstration of role plays:
   a. Ask volunteer pairs to share their role plays (try to get one example from each category).
   b. Allow other group members to give advice or feedback or ask questions.

4. Group discussion:
   a. Do you think you can use these skills with teenagers you care for?
   b. What will help you to use them?
   c. What is a barrier to using them?
5. Summary (by facilitator):
   a. Remind participants that relationships between teenagers and their caregivers need to be continuously built and we are continuously learning how to improve them. It is important to have support and share our stress and worries with our partner, family and friends.

6. Conclusions (by participants):
   a. Does anyone want to share their thoughts about the experience of this activity?

ACTIVITY 11.5: LEARNING IN ACTION

**Time needed**: 10–15 minutes

**Aim**: To close the group meeting, promote implementation of learnings, allow participants to express their feelings and encourage participants to return to the next session

**Description**: The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action through volunteer engagements

**Directions**:

1. Explain:
   a. We have come to the end of our time together today, but remember we have agreed to meet again.
   b. Today we have talked about positive approaches to consequences or penalties to deal with teenagers’ problem behaviour and we practised applying these strategies.

2. Group discussion (1 or 2 volunteers):
   a. Who would like to share something they found surprising or very interesting about the discussion today?

3. Explain:
   a. Between now and our next meeting, try to put some of this learning into action so that you can share an experience at the next meeting.
   b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting which will be the last session of the programme.
SESSION 12: MOVING ON

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

Key objectives:

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

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ACTIVITY 12.1: WELCOME

Time needed: 10–15 minutes

Aim: To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day’s discussions

Description: Summary by facilitator and volunteer feedback

Directions:

1. Enthusiastically welcome the participants back to the workshop.

2. Explain:
   a. Last session we focused on how to deal with teenagers’ problem behaviour and especially on using non-violent, positive penalties or consequences.

3. Group discussion (1 or 2 volunteers only):
   a. Does anyone have something to share about putting the learning from the last session into action?
   b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

FACILITATOR NOTES:
- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session’s discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories

4. Explain that the focus of this session is on saying goodbye and thinking about the way forward.
ACTIVITY 12.2: WHAT HAVE WE LEARNED AND MAKING A COMMITMENT TO SUCCESS IN OUR FUTURE

(Adapted from Skhokho Supporting Success for Families)

Time needed: 45–60 minutes

Aim: To summarize the skills and ideas learned during the workshop and how they will influence participants’ future choices, attitudes and behaviour

Key messages:
- We learned a lot, especially from sharing experiences and ideas together.
- We need to continue to put what we have learned here into practice.

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

Directions:

1. Explain:
   a. We have arrived at the end of our workshop.
   b. We have had an experience together as a group through many discussions and activities.

2. Brainstorming in small groups:
   a. Gather in small groups of 4 to 5 people
   b. Give each group flip chart paper and colourful markers
   c. Brainstorm things that you have learned in the workshop
      i. Record your ideas on the flip chart paper
      ii. Be as creative as you wish with this representation – you can draw a picture, a mind map, a poem, a song, etc.
   d. (Optional) If participants need further prompts, use the following questions:
      i. What was new or surprising to you during the workshop?
      ii. What has changed the way you think about being a caregiver for teenagers?
      iii. What has changed the way you interact with teenagers?
      iv. What will you do differently because of what you learned in this workshop?

3. Group feedback:
   a. After about 10–12 minutes, ask the small groups to share their thoughts with the rest of the participants.
   b. Applaud and compliment each group's presentation.

4. Individual commitments in the group setting:
   a. Ask all the participants to sit in a circle.
   b. Explain: each person is going to share a commitment that they are making to
themselves regarding caring for teenagers in their lives based on what they learned in the workshop.

c. Ask for a volunteer to start and move around the circle to hear from each participant
   i. Praise and reinforce the commitments made by parents and caregivers.

d. Remind parents and caregivers that by doing the things they have mentioned, they are helping to support their child in succeeding in their lives.

ACTIVITY 12.3: GETTING INVOLVED AND CREATING POSITIVE CHANGE

Time needed: 30–40 minutes

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

Key messages: One way to continue to put what we have learned here into practice and build supportive and nurturing relationships between caregivers and teenagers, as well as continue to make the community a safe and vibrant place, is to work with adolescents on community service projects

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

Directions:

1. Explain:
   a. The teenagers in the parallel workshop have been developing ideas about community projects.

2. Group brainstorming and discussion:
   a. Has anyone in the group discussed these projects with the teenagers?
   b. What are some ways that you as caregivers could encourage and support the teenagers' projects?
   c. Would you like to implement your own community projects that aim to make your community safe and vibrant for everyone in some way?
      i. What are some of your ideas?
      ii. Who is interested in committing time and energy to implementing one or more of these projects?
      iii. How will you keep in touch to do the project(s)?

FACILITATOR NOTE: You may consider organizing a joint session between the teenagers and the caregivers to discuss the community projects so that they can plan collaborations together.
ACTIVITY 12.4: SAYING GOODBYE

Time needed: 10–15 minutes

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.

Description: The facilitator and participants say goodbye

Directions:

1. We have come to the end of our time together.

2. The facilitator should summarize the experiences shared from the group. Ask if any other participant would like to share something.

3. Remember! Just because we will not have formal meetings anymore, you can still benefit from this workshop by continuing to meet informally with friends in this group, share what you have learned with others, and – most importantly – continue to implement what you have learned in your own lives and also with the community projects.

4. Thank everyone for participating and wish them well.
APPENDICES
Appendix 1

Background notes:

• It is important to remember that this first session contributes a lot to the tone for the group as a whole and how they will approach the programme.

• Other successful prevention programmes have emphasized the value of connecting people to the potential personal or individual benefits of participating in the programme.
  o You may consider framing the discussion around expected outcomes to link to what participants feel will benefit them and also why they are attending the programme.
  o 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
  o You could send reminders via text messages or social networks if everyone in the group uses cellphones (and social networks).
  o 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 also to remind one another to attend the group sessions.
  o The facilitator could phone or visit participants who miss sessions, or visit all participants informally to be supportive over the course of the month between meetings as this will also help to motivate attendance.
  o The facilitator and participants could discuss other methods of reminders or encouraging full attendance.

Notes on teenagers’ behaviour:

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

Lack of discipline – Some parents have a problem with their teenagers showing lack of discipline, whether this is about their participation in housework at home, doing their school work, keeping their clothes or their rooms clean, or doing what they are asked to do by their parents. They may start showing signs that they do not care or become argumentative, or even start causing problems that do not only affect themselves but also other people. Parents need to try to understand that teenagers do know what good behaviour is but because they are at a stage when they are still finding themselves, they can be confused by the clash between what they want and what they are expected to be doing. Most of the time, they do not show discipline because they simply want to be defiant; it may be because they do not know how to balance their wants and responsibilities. Being called to take responsibility is often a cause of a lot of anger for them, especially when they are being punished. This is a difficult time for both the parent and the teenager. Teenagers’ negative behaviour can also be a confusing, hurtful and embarrassing time for parents as well. These feelings are made worse because the parent has the responsibility to teach their teenager how to become a balanced, responsible and caring human being. Parent cannot fulfil their role if they do not teach their children to be disciplined. But the most important way to discipline a child is to draw
on tools or ways of doing things that are effective and produce positive results. We will talk about these in the coming days.

**Cellphones, videogames and television** – Teenagers like computers, videogames, television and communication devices like cellphones. Many adults do too. There are certain games that teenagers like to play on handheld devices and computers, and some also like to watch soap operas and music shows on television as well. They also communicate with their friends, for example, through SMSs (Short Message Service), instant messaging using various text messaging platforms, or social networks like Facebook, Twitter and others. So when they are on these devices, they become available to communicate with others around them. Many Indonesian teenagers own cellphones, and millions of people have social network accounts. To think that they would stop using them would not be realistic at all. If a parent feels that their teenager is spending a lot of time on these social network platforms, and their schoolwork is suffering or they do not do their share of household chores, then the parent may be correct to be concerned. Helping your teenager to come up with a time plan for their school work and leisure activities is the first step towards helping them to plan their time and give attention to where it is needed. Some parents are also worried about the exposure that their children are getting to negative influences or messages. It is best to first work out what it is that they are doing on these devices before judging them, but this does not mean that a parent should not be concerned. We will talk more about how to use rewards to encourage your teenager to balance their lives between their time on these devices, school work and household contributions.

**Staying out too late** – Why does a teenager stay out too late? Is it because the parent has not communicated what time the teenager is supposed to be back home? Is it because there is an older child who sometimes also comes late and the parent has given up on insisting on what time that child should be back home? Do parents have a preferred time for all children to be back at the house and is that time realistic and why? Children staying out too late in the evening is a challenge for many parents. Teenagers want to spend time with their friends, and parents want them to have that time, but at times teenagers do not come back home when the parent expects them. A curfew, a set time to return home after an outing, is an important part of the safety and care measures that parents use in their homes, and another way to teach a child to be disciplined. The parent should decide how often they would allow their children to go spend time with friends, whether they are happy with them doing so during the week or one day in the week, or during the weekend. Also consider how far away your child’s friends live and whether you know the families and where their homes are. Also consider what kinds of relationship your child has with their friends. These considerations are important because it is possible that some parents let their children go to see ‘friends’ they do not even know, and sometimes teenagers use their friends or friends’ names to go places a parent would disapprove of. If your child is late coming home, parents also need to consider that being late may not have been a deliberate act, and being late by 10 or 15 minutes may not be as bad as being late for half an hour.

**Your teenager has friends you don’t like** – Does your child have friends 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 members, or something that you fear the friend will influence your child into doing? Have you talked to this child you don’t like? Do you know their family and where they live? All these questions are important for making sure that you are clear about why you dislike your teenager’s friends. Another consideration is whether your teenagers knows how you feel and whether you have discussed this with them and the way in which you discussed it. Maybe you were upset and you just shouted that you don’t like that child! Knowing how sensitive teenagers can be and
how defensive they can be about things and people they like, it would have hurt your child to know that you have such feelings about their friend, and especially if they do not understand why. The best way to communicate why you may not like your child’s friend would be to try to get to know the child in question, and then talk to your teenager in a calm and sensitive manner. If your instincts are good about this, your teenager will in time see this and make their own decision, and will respect you for having given them enough space to make their own decision about who they may be friends with.

**Always emotional and sensitive** – It is natural for teenagers to have and show lots of intense emotions and sometimes even have outbursts. If you recall tantrums that children have when they are toddlers, this may be similar, but this time your teenager is old enough to talk and have a conversation about what they like or don’t like, what they find is hurtful or not. So try and be understanding, although this may not be easy. With some teenagers, they may feel that there is something wrong with everything in their lives. Parents sometimes make the mistake of ridiculing and undermining the importance of what appears to bother their teenagers. Parents must realize that what may not be an important issue, like how you are dressed or having a pimple, may be a very big deal to your teenager. Accept this and try to listen, show that you can hear them. Do not tell your teenager what to do and if you are not in a position to help your child at this time, explain this in a calm but firm manner.

**Wanting money or expensive things** – Some teenagers like to acquire new things, to seem different and special. They care a lot about what their peers think of them, and if they have what their peers have, that adds to their feelings of happiness and comfort with themselves, and attractiveness to others. There can also be competition among teenagers about who has the latest cellphone or hi-tech gadget, the latest fashion, and the most coveted shoes. This can be frustrating for parents, because not all parents can afford to give their teenagers these things and these items require lots of money these days. Most parents try to balance buying their children clothes and the little things they need, but sometimes miss what teenagers actually want. This can cause many arguments and a teenager in this situation may seem ungrateful to parents who have to spend significant amounts of money on their children. Parents who communicate and plan what they will be able to do for their teenagers at a specific time can at least manage the expectations of their teenagers, and their teenagers can come to understand limiting their expectations a little. But those parents who do not prepare for or talk to their teenagers about what they can or cannot do for them find themselves and their teenagers in a difficult situation. Being part of the fashionable group can be quite important to many teenagers, but when parents consistently try to explain how their home finances work, and what is possible or not, they still may not be in a position to limit the big expectations that teenagers may have. However, sometimes teenagers do not understand and can be easily influenced into doing other things to acquire the things they want. What do parents do in these situations? Maybe the best thing would be to keep track of what your teenager’s tendencies are and seek to have calm and honest talks about the issues, and particularly if you notice negative behaviours such as not being happy or satisfied with what they have, exchanging their things with their friends, and appearing with expensive gadgets or clothes that you don’t know how they obtained. Having these talks should not be a once-off event but must continue as the child grows. As a parent, when you have made a promise, it goes a long way to building trust with your teenager.

**Drinking and using drugs** – Many teenagers experiment with substances such as cigarettes, alcohol and other drugs, particularly if they see adults who use them. This could be the start of a serious problem for a teenager if they become addicted or escalate to use more of these drugs after they have started. Children are exposed to alcohol and drugs in their homes, at schools and
in the community. They also see the use of drugs on television and in media. Talking to your teenagers about drug use protects them against abusing them but cannot always limit their exposure to them. Preparing teenagers for what they may face regarding alcohol or drug use can help to create awareness. So this means that the parents of teenagers must make it their business to know enough about substances that their teenagers may be introduced to. Parents must also try to talk about substance use in as honest and factual a way as possible, without focusing on instilling fear but teaching their teenagers the life skills to limit their exposure to drugs and 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 their age”. Role modelling involves showing the behaviour that you want your child to emulate. Parent must consider their own behaviour and how it may impact on their children. Children and people copy what they know best. The problem of adolescent alcohol or drug use is worrying in Indonesia. We will talk more about how we can prepare ourselves and 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 teenagers through roles 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), or institutional service (e.g. teacher or other school staff, health care provider, social worker or counsellor, librarian)
  ▶ These people provide some sort of regular care or guidance to teenagers as they grow up

• Ideally all members of a community join together to be supportive and a positive influence in teenagers’ 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 spaces for teenagers to spend time

• Many people have an influence on teenagers. Although we are unlikely to be able to control 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 making the most of what they are able to do with and for young people
  ▶ Positive caregivers in their immediate environment may help to mitigate the impact of negative influences that teenagers face
Appendix 3

COPING AND RESILIENCE-BUILDING STRATEGIES

- Bodies
  - Exercise (cardio and stretching) vigorously 3 to 7 times per week (even if just for 30 minutes)
  - Eat a healthy, balanced diet
  - Drink water

- Minds
  - Do mind games or puzzles like sudoku or crosswords
  - Read an interesting book
  - Learn something new
  - Take up a creative or fun hobby

- Hearts
  - Focus on what gives you joy
  - Smile at others
  - Practise “random acts of kindness”
  - Everyday, tell a friend or family member about something good or positive that happened to you or write about it in a journal
  - Compliment or praise other people

- Spirit
  - Engage in a spiritual practice
  - Read spiritual verses
  - Visit spiritual places

- 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

i. Communication does not need to take a lot of time and takes practice

ii. Even if you are feeling very stressed, harassed and down, it is possible to find something to praise in your child’s behaviour each day

iii. Remember chatting with your child is about ensuring that you take an interest in your children and are connected to your children’s lives. Ask: 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.
iv. Make sure at least once a week you have time for a longer chat about problems. Remember you can have this chat while you are washing or cooking or walking to church.

v. Families talk more if they eat meals together without having the TV on. Try to all sit together to eat at least once a day.

**TIPS FOR PARENTS TO HELP MANAGE DAILY STRESS**

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. In order to figure out which things you really must do now, which things can wait and which things you can let go of completely, 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.** Take a look at 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? For example, spending money in a different way, saving, a new job, asking for help, and so on.

3. **Share the load.** Men’s participation in the home and family has increased a lot, but women still carry more of the load in the household even if they are also working. Women who live with a partner could talk about sharing more work around the house: cleaning, child care, housework and finances. Some men are happy to help but could be prevented from doing so by their female partners who may be ambivalent about sharing the care work. Women may feel as if their expertise is being threatened by sharing work more equally with their partners. There are some women themselves who are still washing up for their teenagers, and yet they have so much more work in the household. Teaching and allowing your child to do their own washing and other chores could be another way to reduce your work, and therefore your stress, as a parent.

4. **Combine tasks.** Some of your many tasks can be combined. You can talk with your child while you work, or they are doing homework. That way you are able to support your child through homework, and yet spend time together. Or you could do some household chores together. Sometimes the activities will take longer, doing them together, but will be well worth the effort. Sometimes parents become impatient while they are teaching their family members to do certain household chores, or even take it as if they do not want to participate. Being patient while you are teaching your teenager or partner to cook or clean will be helpful in the long run.

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

6. **Simplify.** Your child will only be a teenager once. Focus on simplifying other parts of your life so that you can spend more time with your teenager, whether at home or doing something out in the community. Remember also that your child doesn’t need things so much as they need you. Buying lots of stuff is not only costly, it clutters up your home. Your child is not going to remember that toy
or pair of jeans 20 years from now. They are going to remember that they had time where you really
listened to them, enjoyed time with them and shared yourself with them.

7. Remember, it’s a balancing act. Most parents never find a moment in which they feel perfectly
ccaught 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 isn’t 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 at child care and hanging out at home. The following week, you might arrange a time
for yourself to exercise, but you have 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.
Mind map: how does stress affect us?

Copy the following circles on to your flip chart, and then ask participants to identify how stress affects us in these five areas of our lives. Write down their responses connected to the appropriate area.
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 woman, man, 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 influenced by our social environment and peers as well as our choices and values. The importance of understanding that gender is socially created lies in the possibility for choice and change. Gender is not determined like sex is; 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 Indonesian constitution that every citizen has rights to be treated equally and protected from any forms of discrimination (Article 27 of UUD 1945) and in the Universal Declaration of Human Rights.

• Because ideas about gender are central to this programme, there are a lot of notes for facilitators within the lesson plan. We strongly encourage facilitators to go through these notes before the lessons and to keep referring back to them throughout the programme so that gender inequality can be challenged and respect 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. For example, men can be judged positively for having many sexual partners, while women are judged negatively. Men generally have more freedom and access to power than women do. Women are usually relegated to activities and roles in the private domain, the home, and men have more and stronger roles in the public domains of 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 the opportunities of both women and men. They also make women particularly vulnerable to gender inequity, abuse and violation of rights.

• Different cultures may have different ideas about gender. Although we can 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 that men and women are heterosexual.

• 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 the assigned attributes and roles of men and women are not necessarily “true”. 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 many 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 practices may influence how we think about gender and power. However, it is reasonable and just 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 effect. It is authority, influence, and the control of access to various benefits such as economic resources, social admiration/respect/regard, decision-making including making policies and laws, preferential treatment, social influence, social and economic mobility and promotion, and directing social interactions.

• In general, being older, having more money, being taller or bigger or stronger, being a man, and being white (Caucasian) means having more power to influence people or situations in a variety of ways in many societies.

• Power can be used in positive and negative ways and should be distinguished as such, i.e. is power used to help society in caring and helpful ways, or is it used in ways that are abusive or violent?

• 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 the idea of men as being, for example, powerful, lacking emotion and drinking heavily, while promoting the idea of women as weak, passive and on diets?

• Although women do not often have as much social or physical power in society as men, 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 choose 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 the private sphere 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 in Indonesia), in many cases, however, power is still mostly retained by men and men's influence 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 is often conditioned to feel threatened by women having and expressing power openly and may shun or criticize them or not take them seriously.

- 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 try to assert your power. However, there are social and structural issues that make it harder for people without power to exert power.

- Gender roles create inequality between girls and women and boys and men when women are put in positions of inferiority relative to men. Often, 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 inequitable ideas about gender put limits on both men and women.

- Power differences make women very vulnerable to oppression and abuse and also mean 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 rights are restricted because of being women. Gender inequality violates women's rights to equality.

- The unequal power between men and women based on gender 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 other people.

- Gender is constructed in such a way that men currently have more power than women, but this 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 to oppress and exploit women.

- Having power is a great responsibility. We can choose not to abuse power AND to use 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 workshop participants) 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.

• The workshop should 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 place different pressures on teenagers, as well as provide or deprive them of certain opportunities. Sometimes teenagers are under pressure to behave in ways that they do not want to behave, that doesn't make them happy and may undermine their ability to achieve their goals in life.

• Generally in some societies, boys and men are privileged over girls and women and have many more opportunities and leeway in the community to do almost anything they would like. They are given more control over their lives. If they start to experiment with alcohol, drugs or theft, people in the community are more likely to make excuses or tolerate the behaviours because it is expected of boys anyway. Men may be expected to be strong and tough, drink a lot and settle arguments with a fight. This may put pressure on boys growing up with these expectations. Some boys do not want to behave like that and would rather help their family at home and may be called names for doing so. Boys can be disadvantaged by the expectation or assumption that boys are always out with their friends, leading parents to lose their influence on them and be unable to help them with issues of bullying, using drugs, petty theft and so on.

• Girls are pressured to be domestic and to remain innocent, so much that sometimes society and parents lose sight of the fact that these girls are maybe missing out on opportunities to become competent adults. A girl should be allowed to reach her full and true potential with support from her family and not be restricted by societal pressures and peer groups that may lead her to become vulnerable to physical, sexual or emotional abuse.
Appendix 5

Background notes

- Remember that all teenagers go through developmental changes at different rates; not everyone goes through the same changes in the same way at the same time.
- Teenagers go through multiple changes and have to learn many new things in each area of development as they grow into independent adults.
- Teenagers are facing increasing demands requiring them to take on new roles in various arenas such as society and culture, as well as develop a mature and unique sense of self or identity.
- The choices made and experiences faced during adolescence have a long-term impact as individuals make the transition into 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 the very structured, regulated and confined environment of the family or school. Then, during adolescence it’s about expanding your independence and autonomy and finding your way in your community and nation as an adult.

Adolescent development

- **Physical development (changes to the body):**
  - Physical growth and maturation including development of secondary sex characteristics and reaching reproductive maturity
  - Hormonal changes
  - Neurological growth (especially development of particular areas of the brain) and development that has an impact on intellectual or cognitive abilities and processes
  - Sexual development
  - Most people become sexually active during adolescence and youth (usually in late adolescence)
  - Influenced by all domains
  - 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 things, make sense of the world, and make decisions
  - How to process and cope with these processes of developing, 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 recognizing 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.

Teenagers 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 to be more independent and making decisions and choices for themselves instead of just readily accepting what others tell them.

It’s important that teenagers are encouraged to question and think critically about issues, but also still important to balance their rule-challenging behaviour with safety, responsibility and respect.

Teenagers’ emotional processing centre in their brain is very active and so they often think about things 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 types and range of mood and emotion):**

- Teenagers might be “moody” because they are experiencing many changes. Their lives can become quite confusing as they experience new feelings and thoughts and deal with multiple developmental challenges and people’s expectations.
- Time of increased anxiety although it may not always look like anxiety.
- Dealing with change without much structure/guidance/knowing.
- The increased consciousness of the social sphere and social evaluation also contributes to an increase in anxiety.
- Immaturity around understanding and dealing with emotions.
- Expression and escaping emotions through action.
- Need to learn to express emotions adaptively and appropriately.
- Teenagers may engage in difficult behaviour, for example getting into physical fights, using alcohol or drugs, or skipping school, to express emotional pain.
Preteens and teens have mixed feelings about “breaking away” from parents. One day your child may be ignoring you, the next they are constantly at your side.

Increased vulnerability to mental health challenges, especially mood disorders, but it’s important to remember that some moodiness, sadness, anxiety, and anger or irritability are normal for teenagers 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 explore identity through exploring different clothes, hairstyles, friends, music and hobbies as a way of expressing different identities that they may be trying. They are trying to find an identity which “fits” them best and with which they are comfortable.
  - Very focused on themselves (can appear selfish or egocentric).
  - Preteens and teens believe they are the centre of attention because they are learning and experiencing their independence and ability to have an impact on the world around them. They often blame themselves or are blamed, if parents get divorced. They can also be painfully self-conscious and feel that everyone will notice and care if they have acne or don’t have nice clothes and this will be a disaster for them.
  - Dreams and hopes for the future contrast with a living-for-now disregard for consequences and sometimes difficulty with impulse control.
  - Meaning making and purpose in life – where is my place?
  - Connectedness.
  - Values (what’s important and what isn’t) to them.
  - Boundaries and independence and limits.
  - Teenagers want to assert their independence and this is often through testing boundaries with adults.
  - They want ideas that are theirs and not given to them by adults.
  - Teenagers’ self-esteem and self-confidence can be very fragile.
  - Learning how to express themselves.
  - Preteens and teens tend to believe that bad things won’t happen to them. This helps explain why they are risk-takers. For example, a teenager may believe they can have unprotected sex without becoming pregnant or contracting HIV.

- **Social development (changes to their needs and how their social world works):**
  - During adolescence, people learn to become independent and develop a social network wider than just the family.
Teenagers 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 themselves.

Teenagers find comfort among peers because they might feel better understood and accepted among people who are going through similar changes.

Teenagers start to get interested in dating and are then quite vulnerable. For example, if they are rejected by someone they are interested in, 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 teenagers and is often an awkward or embarrassing topic for them.

Dating can be very important among teenagers and so they may feel pressure to have a girlfriend or boyfriend or to do certain things with people they date. Sometimes younger teenagers will get a boyfriend or girlfriend just to be able to tell their friends 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 teenagers' lives even when they appear not to need us or when they increasingly turn to their peers.
  - They especially need our constant love and support to go through these many changes successfully.
- We need to find new ways to connect and bond with teenagers, perhaps by taking an interest in their new activities and interests.
  - We need to spend time getting to know the person that our teenage child is developing into, including their hopes and dreams, challenges and successes.
- Our children don’t only have physical needs (e.g. food, shelter and clothing), but they have equally important emotional, intellectual, psychological and social needs.
  - Balancing these needs and supporting teenagers in living a balanced, healthy life is important.
- Communication and consultation
  - Teenagers' growing need for independence means that they need explanations more than children do; these explanations help to teach teenagers how to think through issues and to understand them better.
  - Giving teenagers 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 teenagers.
If you involve teenagers in decision-making through consultations, it may help to avoid rule-breaking or defiance in the future.

You may need to have difficult or uncomfortable and sensitive conversations about issues such as puberty, dating, sex and violence.
Appendix 6

Background notes

• Definitions:
  ▶ A risk is something dangerous that can cause hurt, injury or some sort of 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 get support to get through or overcome challenges.

• Teenagers face multiple risks and challenges in their lives and as caregivers we need to help them to make decisions that lessen the risk (or the impact of the risk) and overcome challenges positively.
  ▶ During childhood, caregivers often fully manage children’s exposure to risks and challenges but they have less control of teenagers.
  ▶ An essential developmental task is for teenagers to learn good decision-making skills to help them to avoid or manage risks, and to overcome challenges.
  ▶ To learn these skills, teenagers need support and guidance 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.
  ▶ As such, these solutions are more likely to be implemented because participants feel ownership instead of the ideas belonging to someone else.
  ▶ Self-generation of solutions is empowering and builds 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 thought-provoking questions that help participants consider problems and solutions from different perspectives.
    ▶ Making suggestions for participants to consider and discuss (rather than providing solutions).
    ▶ Helping participants with a “thinking framework" that will guide their future problem solving and help them to think about non-violent, supportive and encouraging ways to deal with their teenagers.
Appendix 7

Background notes

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

Defining types of abuse

- If a child is deliberately exposed to violence through being hit or hurt that act is **physical abuse**.
- If a child is deliberately exposed to words or acts to undermine their self-confidence and self-esteem that is an act of **emotional abuse**.
- If a child is exposed or subject to sexual acts – whether touching or being exposed to pornography or major sexual acts – that is **sexual abuse**.
- If a child is intentionally not given enough to eat, warm-enough clothes and protection from harm in the community or is not able to go to school, that child is **neglected**.

Types of violence or abuse against children

**Emotional abuse:** belittling, shaming and humiliating a child, calling names and making negative comparisons to others, telling a child they are “no good”, “worthless”, “bad” or “a mistake”, frequent yelling, threatening or bullying, ignoring or rejecting a child as punishment, giving them the silent treatment, limited physical contact with the child – no hugs, kisses or other signs of affection, exposing the child to violence or the abuse of others, whether it be the abuse of a parent, a sibling or even a pet.

**Physical abuse:** constant physical beatings, deliberate attempts to hurt the child, forced physical labour such as lifting heavy things, forcing a child to sleep outside or on the floor because they are being punished, denying a child food, chasing a child out of the house because they came back late from a party, etc.

**Sexual abuse:** sexual touching of a child's body including private parts, sexual talk with a child, asking a child to do sexual touching of an adult, making a child watch sexual activity, sexual kissing with a child, having oral sex, penetrative sex or anal sex with a child, forcing a child to watch pornographic material, sending a child sexual jokes or pictures on social networks, exposing a child to sexual situations or materials, etc.

**Child neglect:** This is also a very common type of child abuse. This is about a pattern of failing to provide for a child’s basic needs such as adequate food, clothing, hygiene or supervision. Child neglect is 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, untreated depression or anxiety. Other times, alcohol or drug abuse may seriously impair judgement and the ability to keep a child safe.

Older children might not show outward signs of neglect, becoming used to presenting a compe-
tent face to the outside world, and even taking on the role of the parent. But at the end of the day, neglected children are not getting their physical and emotional needs met.

**Physical abuse:** Many physically abusive parents and caregivers believe that their actions are simply forms of discipline – ways to make children learn to behave. But the point of disciplining children is to teach them right from wrong, not to make them live in fear. In physical abuse, the following elements are present:

- **Unpredictability:** The child never knows what is going to set the parent off. There are no clear boundaries or rules. The child is constantly walking on eggshells, never sure what behaviour will trigger a physical assault.

- **Lashing out in anger:** Physically abusive parents act out of anger and the desire to assert control, not the motivation to lovingly teach the child. The angrier the parent, the more intense the abuse.

- **Using fear to control behaviour:** Parents who are physically abusive may believe that their children need to fear them in order to behave. Or they confuse fear and respect, so they use physical abuse to “keep their child in line.” However, what children are really learning is how to avoid being hit, not how to behave or grow as individuals.

**Child sexual abuse:** This is an especially complicated form of abuse because of its layers of guilt and shame. 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 should be able to trust – most often close relatives. And 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 component is powerful and far-reaching. Sexually abused children are tormented by shame and guilt. They may feel that they are responsible for the abuse or somehow brought it upon themselves. This can lead to self-loathing and sexual problems as they grow older – often either excessive promiscuity or an inability to have intimate relations.

The shame of sexual abuse makes it very difficult for children to come forward. 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 confides in you, take them seriously. Don’t turn a blind eye!

Remember, children in abusive homes are also learning that such behaviour is acceptable and therefore they are more likely as teenagers and adults to accept being abused by other people or to begin being abusive towards other people. Is this the kind of people we want to raise?

**Consequences:** The most important message about consequences is that all forms of 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 violent and anti-social activities
Abusing girlfriends physically or sexually
• Risky sexual activity
• HIV
• Girls being in abusive relationships
• Mental health problems: depression, anxiety, suicidal thoughts,
• Substance abuse: taking drugs and abusing alcohol
• Further abuse, especially rape
• Teenage pregnancy
• Bullying, fighting and anti-social behaviour at school
• Disruptiveness in class
• Social withdrawal and lack of confidence
• Inability to control anger
• Problems concentrating in school (which leads to poor quality school work or poor learning and the potential to drop out, which would have a long-term impact on economic opportunities for the child and the loss of an active adult in a community and society’s economy)

A whole range of causes of abuse include:
• Our own attitudes towards women and children
• Revenge towards disobedient female partners
• To use abusive behaviours towards females
• Cycle of violence: parents themselves having been abused
• Mental health problems of parents
• Parents’ own stress or difficulties or unhappiness in their lives
• Parents'/caregivers’ substance abuse
• Parents putting their own interests before those of their children
• Parent having died and new caregivers not caring
• Not communicating with child
• Parents not managing their anger appropriately
• Parents not praising and expressing positive feelings towards a child
• Parents not keeping constant rules and discipline
• Parents not showing an interest in the child’s life and hopes and dreams
• Parents not understanding that teenagers are still vulnerable and need care and love
• Sometimes abuse occurs when parents try to do their best but they act inappropriately, e.g. severe physical punishment.

Indonesia has very comprehensive laws on child abuse and neglect, and they require anyone who
suspects abuse or neglect to report it to the police, the Indonesian Commission on Child Protection, a social worker or a 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 the sexual abuse of children

Facts

• According to the National Commission on Child Protection of Indonesia, the number of child abuse cases increases each year; in 2011 there were 2178 cases, in 2012 there were 3512 cases, in 2013 there were 4311 and in 2014 there were 5066 cases.

• According to the National Commission on Anti-Violence against Women, the majority of victims of sexual violence are children and the offenders of sexual abuse are mostly well known to, and trusted by, the child, e.g. a family member, neighbour, teacher, parent, caretaker or parent’s friend.

• Sexual abuse usually happens in a familiar environment where the offender has complete control, e.g. a home, a car or a classroom.

• If a child is believed and given the appropriate support by their parents when the abuse is discovered, they have a positive chance of recovery and going on to lead full, happy, successful lives.

• The longer the abuse occurs and the less support a child is given after disclosure, the more long-term and severe the effects of the abuse will be.

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 someone else
• Offenders are untreatable
• It does not happen in my community

The first sign that something is wrong is usually a change in behaviour – a child loses interest in school, going out with friends or hobbies, or their marks drop – or they start becoming very angry, fighting and getting into trouble when before they were known as a "good" child. These are not always signs of abuse but they are signs that a teenager has problems. It is very important to try to get any teenager with problems to talk about these and for you to try to solve them together.
Warning signs of child abuse and neglect

The earlier child abuse is caught, the better the chance of recovery and appropriate treatment for the child. Child abuse is not always obvious. By learning some of the common warning signs of child abuse and neglect, you can catch the problem as early as possible and get the child the help and protection they need.

Of course, just because you see a warning sign doesn’t automatically mean a child is being abused. It’s important to dig deeper, looking for a pattern of abusive behaviour and warning signs, if you notice something that doesn’t seem right. In general, noticing a significant change in a child’s behaviour (including school performance) or demeanour should alert you that something is unsettling the child which could range from experiencing abuse or neglect (at home, at school or in the community), dating violence, bullying or personal mental health problems or difficulties managing changes in their life (such as moving to a new place, death or illness in the family, adolescence).

Warning signs of neglect in children

• Clothes are ill-fitting, very dirty or inappropriate for the weather
• Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odour)
• Untreated illnesses and physical injuries
• Frequently unsupervised or left alone or allowed to play in unsafe situations and environments
• Frequently late or missing from school

Warning signs of emotional abuse in children

• Excessively withdrawn, fearful or anxious about doing something wrong, particularly around authority figures.
• Shows extremes in behaviour (extremely compliant or extremely demanding; extremely passive or extremely aggressive). May show mood swings or unpredictable, explosive behaviour. These behaviours may swing from one extreme to another depending on who the child is interacting with (e.g. passive with an authority figure, but aggressive with a peer or younger child).
• Doesn’t seem to be attached to the parent or caregiver.
• Acts either inappropriately adult (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

Warning signs of physical abuse in children

• Frequent injuries or unexplained bruises, welts or cuts.
• Always watchful and “on alert,” as if waiting for something bad to happen.
• Injuries appear to have a pattern such as marks from a hand or belt.
• Shies away from touch, flinches at sudden movements, or seems afraid to go home.
• Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.
• Seems “jumpy” and seems to notice and often overreact to unexpected noises or movements.

Warning signs of sexual abuse in children

• Trouble walking or sitting.
• Displays knowledge or interest in sexual acts inappropriate to their age, or displays seductive behaviour.
• Makes strong efforts to avoid a specific person, without an obvious reason.
• 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 display excessively sexualized behaviour.
UNDANG-UNDANG REPUBLIK INDONESIA
NOMOR 35 TAHUN 2014
TENTANG
PERUBAHAN ATAS UNDANG-UNDANG NOMOR 23 TAHUN 2002 TENTANG PERLINDUNGAN ANAK

DENGAN RAHMAT TUHAN YANG MAHA ESA

PRESIDEN REPUBLIK INDONESIA,

Menimbang:

a. bahwa Negara Kesatuan Republik Indonesia menjamin kesejahteraan tiap warga negaranya, termasuk perlindungan terhadap hak anak yang merupakan hak asasi manusia;
b. bahwa setiap anak berhak atas kelangsungan hidup, tumbuh dan berkembang serta berhak atas perlindungan dari kekerasan dan diskriminasi sebagaimana diamanatkan dalam Undang-Undang Dasar Negara Republik Indonesia Tahun 1945;
c. bahwa anak sebagai tunas, potensi, dan generasi muda penerus cita-cita perjuangan bangsa memiliki peran strategis, ciri, dan sifat khusus sehingga wajib dilindungi dari segala bentuk perlakuan tidak manusiawi yang mengakibatkan terjadinya pelanggaran hak asasi manusia;
d. bahwa dalam rangka meningkatkan perlindungan terhadap anak perlu dilakukan penyesuaian terhadap beberapa ketentuan dalam Undang-Undang Nomor 23 Tahun 2002 tentang Perlindungan Anak;
e. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a, huruf b, huruf c, dan huruf d perlu membentuk Undang-Undang tentang Perubahan atas Undang-Undang Nomor 23 Tahun 2002 tentang Perlindungan Anak.

Mengingat:

1. Pasal 20, Pasal 21, Pasal 28B ayat (2), Pasal 28G ayat (2), dan Pasal 28I ayat (2), Undang-Undang Dasar Negara Republik Indonesia Tahun 1945;
2. Undang-Undang Nomor 23 Tahun 2002 tentang Perlindungan Anak (Lembaran Negara Republik Indonesia Tahun 2002 Nomor 109, Tambahan Lembaran Negara Republik Indonesia Nomor 4235);

Dengan Persetujuan Bersama
DEWAN PERWAKILAN RAKYAT REPUBLIK INDONESIA

dan

PRESIDEN REPUBLIK INDONESIA

MEMUTUSKAN:
Menetapkan:

UNDANG-UNDANG TENTANG PERUBAHAN ATAS UNDANG-UNDANG NOMOR 23 TAHUN 2002 TENTANG PERLINDUNGAN ANAK.

Pasal I

Beberapa ketentuan dalam Undang-Undang Nomor 23 Tahun 2002 tentang Perlindungan Anak (Lembaran Negara Republik Indonesia Tahun 2002 Nomor 109, Tambahan Lembaran Negara Republik Indonesia Nomor 4235) diubah sebagai berikut:

1. Ketentuan angka 7, angka 8, angka 12, angka 15, dan angka 17 diubah, di antara angka 15 dan angka 16 disisipkan 1 (satu) angka, yakni angka 15a, dan ditambah 1 (satu) angka yakni angka 18, sehingga Pasal 1 berbunyi sebagai berikut:

“Pasal 1

Dalam Undang-Undang ini yang dimaksud dengan:

1. Anak adalah seseorang yang belum berusia 18 (delapan belas) tahun, termasuk anak yang masih dalam kandungan.
2. Perlindungan Anak adalah segala kegiatan untuk menjamin dan melindungi Anak dan hak-haknya agar dapat hidup, tumbuh, berkembang, dan berpartisipasi secara optimal sesuai dengan harkat dan martabat kemanusiaan, serta mendapat perlindungan dari kekerasan dan diskriminasi.
3. Keluarga adalah unit terkecil dalam masyarakat yang terdiri atas suami istri, atau suami istri dan anaknya, atau ayah dan anaknya, atau ibu dan anaknya, atau keluarga sedarah dalam garis lurus ke atas atau ke bawah sampai dengan derajat ketiga.
4. Orang Tua adalah ayah dan/atau ibu kandung, atau ayah dan/atau ibu tiri, atau ayah dan/atau ibu angkat.
5. Wali adalah orang yang dalam kenyataannya menjalankan kekuasaan asuh sebagai Orang Tua terhadap Anak.
6. Anak Terlantar adalah Anak yang tidak terpenuhi kebutuhannya secara wajar, baik fisik, mental, spiritual, maupun sosial.
7. Anak Penyandang Disabilitas adalah Anak yang memiliki keterbatasan fisik, mental, intelektual, atau sensorik dalam jangka waktu lama yang dalam berinteraksi dengan lingkungan dan sikap masyarakatnya dapat menemui hambatan yang menyulitkan untuk berpartisipasi penuh dan efektif berdasarkan kesamaan hak.
8. Anak yang Memiliki Keunggulan adalah Anak yang mempunyai kecerdasan luar biasa atau memiliki potensi dan/atau bakat istimewa tidak terbatas pada kemampuan intelektual, tetapi juga pada bidang lain.
9. Anak Angkat adalah Anak yang haknya dialihkan dari lingkungan kekususan Keluarga Orang Tua, Wali yang sah, atau orang lain yang bertanggung jawab atas perawatan, pendidikan, dan membesarkan Anak tersebut ke dalam lingkungan Keluarga Orang Tua angkatnya berdasarkan putusan atau penetapan pengadilan.
10. Anak Asuh adalah Anak yang diasuh oleh seseorang atau lembaga untuk diberikan bimbingan, pemeliharaan, perawatan, pendidikan, dan kesehatan karena Orang Tuanya atau salah satu Orang Tuanya tidak mampu menjamin tumbuh kembang Anak secara wajar.
11. K
melindungi, dan menumbuhkembangkan Anak sesuai dengan agama yang dianutnya dan sesuai dengan kemampuan, bakat, serta minatnya.

12. Hak Anak adalah bagian dari hak asasi manusia yang wajib djamin, dilindungi, dan dipenuhi oleh Orang Tua, Keluarga, masyarakat, negara, pemerintah, dan pemerintah daerah.


14. Pendamping adalah pekerja sosial yang mempunyai kompetensi profesional dalam bidangnya.

15. Perlindungan Khusus adalah suatu bentuk perlindungan yang diterima oleh Anak dalam situasi dan kondisi tertentu untuk mendapatkan jaminan rasa aman terhadap ancaman yang membahayakan diri dan jiwa dalam tumbuh kembangnya.

16. Kekerasan adalah setiap perbuatan terhadap Anak yang berakibat timbulnya kesengsaraan atau penderitaan secara fisik, psikis, seksual, dan/atau penelantaran, termasuk ancaman untuk melakukan perbuatan, pemaksaan, atau perampasan kemerdekaan secara melawan hukum.

17. Setiap Orang adalah orang perseorangan atau korporasi.

18. Pemerintah Pusat yang selanjutnya disebut Pemerintah adalah Presiden Republik Indonesia yang memegang kekuasaan pemerintahan negara Republik Indonesia sebagaimana dimaksud dalam Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.

19. Pemerintah Daerah adalah gubernur, bupati, dan walikota serta perangkat daerah sebagai unsur penyelenggara pemerintahan.

2. Ketentuan Pasal 6 diubah dan penjelasan Pasal 6 diubah sehingga berbunyi sebagai berikut:

“Pasal 6
Setiap Anak berhak untuk beribadah menurut agamanya, berpikir, dan berekspresi sesuai dengan tingkat kecerdasan dan usianya dalam bimbingan Orang Tua atau Wali.”

3. Ketentuan ayat (1) dan ayat (2) diubah dan di antara ayat (1) dan ayat (2) disisipkan 1 (satu) ayat, yakni ayat (1a) sehingga Pasal 9 berbunyi sebagai berikut:

“Pasal 9
(1) Setiap Anak berhak mendapatkan perlindungan di satuan pendidikan dari kejahatan seksual dan Kekerasan yang dilakukan oleh pendidik, tenaga kependidikan, sesama peserta didik, dan/atau pihak lain.
(1a) Setiap Anak berhak mendapatkan Hak Anak sebagaimana dimaksud pada ayat (1) dan ayat (1a), Anak Penyandang Disabilitas berhak memperoleh pendidikan luar biasa dan Anak yang memiliki keunggulan berhak mendapatkan pendidikan khusus.
(2) Elain mendapatkan Hak Anak sebagaimana dimaksud pada pasal 12 diubah sehingga berbunyi sebagai berikut:

“Pasal 12
Setiap Anak Penyandang Disabilitas berhak memperoleh rehabilitasi, bantuan sosial, dan pemeliharaan taraf kesejahteraan sosial.”
5. Ketentuan Pasal 14 ditambah 1 (satu) ayat, yakni ayat (2) dan penjelasan Pasal 14 diubah sehingga Pasal 14 berbunyi sebagai berikut:

"Pasal 14

(1) Setiap Anak berhak untuk diasuh oleh Orang Tuanya sendiri, kecuali jika ada alasan dan/atau aturan hukum yang sah menunjukkan bahwa pemisahan itu adalah demi kepentingan terbaik bagi Anak dan merupakan pertimbangan terakhir.

(2) Dalam hal terjadi pemisahan sebagaimana dimaksud pada ayat (1), Anak tetap berhak:
   a. bertemu langsung dan berhubungan pribadi secara tetap dengan kedua Orang Tuanya;
   b. mendapatkan pengasuhan, pemeliharaan, pendidikan dan perlindungan untuk proses tumbuh kembang dari kedua Orang Tuanya sesuai dengan kemampuan, bakat, dan minatnya;
   c. memperoleh pembiayaan hidup dari kedua Orang Tuanya; dan
   d. memperoleh Hak Anak lainnya."

6. Ketentuan Pasal 15 ditambah 1 (satu) huruf, yakni huruf f, sehingga berbunyi sebagai berikut:

"Pasal 15

Setiap Anak berhak untuk memperoleh perlindungan dari:
   a. penyalahgunaan dalam kegiatan politik;
   b. pelibatan dalam sengketa bersenjata;
   c. pelibatan dalam kerusuhan sosial;
   d. pelibatan dalam peristiwa yang mengandung unsur Kekerasan;
   e. pelibatan dalam peperangan; dan
   f. kejahatan seksual."

7. Ketentuan Pasal 20 diubah, sehingga berbunyi sebagai berikut:

"Pasal 20

Negara, Pemerintah, Pemerintah Daerah, Masyarakat, Keluarga, dan Orang Tua atau Wali berkewajiban dan bertanggung jawab terhadap penyelenggaraan Perlindungan Anak"

8. Ketentuan mengenai judul Bagian Kedua pada BAB IV diubah, sehingga berbunyi sebagai berikut:

"Bagian Kedua

Kewajiban dan Tanggung Jawab Negara, Pemerintah, dan Pemerintah Daerah"

9. Ketentuan Pasal 21 diubah sehingga berbunyi sebagai berikut:

"Pasal 21

(1) Negara, Pemerintah, dan Pemerintah Daerah berkewajiban dan bertanggung jawab menghormati
pemenuhan Hak Anak tanpa membedakan suku, agama, ras, golongan, jenis kelamin, etnik, budaya dan bahasa, status hukum, urutan kelahiran, dan kondisi fisik dan/atau mental.

(2) Untuk menjamin pemenuhan Hak Anak sebagaimana dimaksud pada ayat (1), negara berkewajiban untuk memenuhi, melindungi, dan menghormati Hak Anak.

(3) Untuk menjamin pemenuhan Hak Anak sebagaimana dimaksud pada ayat (1), Pemerintah berkewajiban dan bertanggung jawab dalam merumuskan dan melaksanakan kebijakan di bidang penyelenggaraan Perlindungan Anak.

(4) Untuk menjamin pemenuhan Hak Anak dan melaksanakan kebijakan sebagaimana dimaksud pada ayat (3), Pemerintah Daerah berkewajiban dan bertanggung jawab untuk melaksanakan dan mendukung kebijakan nasional dalam penyelenggaraan Perlindungan Anak di daerah.

(5) Kebijakan sebagaimana dimaksud pada ayat (4) dapat diwujudkan melalui upaya daerah membangun kabupaten/kota layak Anak.

(6) Ketentuan lebih lanjut mengenai kebijakan kabupaten/kota layak Anak sebagaimana dimaksud pada ayat (5) diatur dalam Peraturan Presiden.

10. Ketentuan Pasal 22 diubah dan penjelasan Pasal 22 diubah sehingga berbunyi sebagai berikut:

“Pasal 22
Negara, Pemerintah, dan Pemerintah Daerah berkewajiban dan bertanggung jawab memberikan dukungan sarana, prasarana, dan ketersediaan sumber daya manusia dalam penyelenggaraan Perlindungan Anak.”

11. Ketentuan Pasal 23 diubah sehingga berbunyi sebagai berikut:

“Pasal 23
(1) Negara, Pemerintah, dan Pemerintah Daerah menjamin perlindungan, pemeliharaan, dan kesejahteraan Anak dengan memperhatikan hak dan kewajiban Orang Tua, Wali, atau orang lain yang secara hukum bertanggung jawab terhadap Anak.

(2) Negara, Pemerintah, dan Pemerintah Daerah mengawasi penyelenggaraan Perlindungan Anak.”

12. Ketentuan Pasal 24 diubah sehingga berbunyi sebagai berikut:

“Pasal 24
Negara, Pemerintah, dan Pemerintah Daerah menjamin Anak untuk mempergunakan haknya dalam menyampaikan pendapat sesuai dengan usia dan tingkat kecerdasan Anak.”

13. Ketentuan Pasal 25 ditambah 1 (satu) ayat, yakni ayat (2), sehingga Pasal 25 berbunyi sebagai berikut:

“Pasal 25
(1) Kewajiban dan tanggung jawab Masyarakat terhadap Perlindungan Anak dilaksanakan melalui kegiatkan peran Masyarakat dalam penyelenggaraan Perlindungan Anak.

(2) Kewajiban dan tanggung jawab Masyarakat sebagaimana dimaksud pada ayat (1) dilaksanakan dengan melibatkan organisasi kemasyarakatan, akademisi, dan pemerhati Anak.”
14. Ketentuan mengenai judul Bagian Keempat pada BAB IV diubah, sehingga berbunyi sebagai berikut:

“Bagian Keempat
Kewajiban dan Tanggung Jawab Orang Tua dan Keluarga”

15. Ketentuan ayat (1) Pasal 26 ditambah 1 (satu) huruf, yakni huruf d dan ayat (2) diubah sehingga Pasal 26 berbunyi sebagai berikut:

“Pasal 26
(1) Orang tua berkewajiban dan bertanggung jawab untuk:
   a. mengasuh, memelihara, mendidik, dan melindungi Anak;
   b. menumbuhkembangkan Anak sesuai dengan kemampuan, bakat, dan minatnya;
   c. mencegah terjadinya perkawinan pada usia Anak; dan
   d. memberikan pendidikan karakter dan penanaman nilai budi pekerti pada Anak.
(2) Dalam hal Orang Tua tidak ada, atau tidak diketahui keberadaannya, atau karena suatu sebab tidak dapat melaksanakan kewajiban dan tanggung jawabnya, kewajiban dan tanggung jawab sebagaimana dimaksud pada ayat (1) dapat beralih kepada Keluarga, yang dilaksanakan sesuai dengan ketentuan peraturan perundang-undangan.”

16. Ketentuan Pasal 27 diubah, sehingga Pasal 27 berbunyi sebagai berikut:

“Pasal 27
(1) Identitas diri setiap Anak harus diberikan sejak kelahirannya.
(2) Identitas sebagaimana dimaksud pada ayat (1) dituangkan dalam akta kelahiran.
(3) Pembuatan akta kelahiran didasarkan pada surat keterangan dari orang yang menyaksikan dan/atau membantu proses kelahiran.
(4) Dalam hal Anak yang proses kelahirannya tidak diketahui dan Orang Tuanya tidak diketahui keberadaannya, pembuatan akta kelahiran untuk Anak tersebut didasarkan pada keterangan orang yang menemukannya dan dilengkapi berita acara pemeriksaan kepolisian.”

17. Ketentuan Pasal 28 diubah, sehingga berbunyi sebagai berikut:

“Pasal 28
(1) Pembuatan akta kelahiran dilakukan oleh instansi yang menyelenggarakan urusan pemerintahan di bidang administrasi kependudukan.
(2) Pencatatan kelahiran diselenggarakan paling rendah pada tingkat kelurahan/desa.
(3) Akta kelahiran sebagaimana dimaksud pada ayat (1) diterbitkan paling lambat 30 (tiga puluh) hari sejak tanggal dipenuhinya semua persyaratan sesuai dengan ketentuan peraturan perundang-undangan.
(4) Pembuatan akta kelahiran sebagaimana dimaksud pada ayat (1) tidak dikenai biaya.
(5) Ketentuan mengenai tata cara dan syarat pembuatan akta kelahiran sebagaimana dimaksud pada ayat (1) dilaksanakan sesuai dengan ketentuan peraturan perundang-undangan.”
18. Ketentuan ayat (1), ayat (3), ayat (4), dan ayat (5) Pasal 33 diubah sehingga Pasal 33 berbunyi sebagai berikut:

"Pasal 33

(1) Dalam hal Orang Tua dan Keluarga Anak tidak dapat melaksanakan kewajiban dan tanggung jawab sebagaimana dimaksud dalam Pasal 26, seseorang atau badan hukum yang memenuhi persyaratan dapat ditunjuk sebagai Wali dari Anak yang bersangkutan.

(2) Untuk menjadi Wali dari Anak sebagaimana dimaksud pada ayat (1) dilakukan melalui penetapan pengadilan.

(3) Wali yang ditunjuk sebagaimana dimaksud pada ayat (2) harus memiliki kesamaan dengan agama yang dianut Anak.

(4) Wali sebagaimana dimaksud pada ayat (2) bertanggung jawab terhadap diri Anak dan wajib mengelola harta milik Anak yang bersangkutan untuk kepentingan terbaik bagi Anak.

(5) Ketentuan lebih lanjut mengenai syarat dan tata cara penunjukan Wali sebagaimana dimaksud pada ayat (1) diatur dengan Peraturan Pemerintah.

19. Di antara Pasal 38 dan Pasal 39 disisipkan 1 (satu) pasal, yakni Pasal 38A sehingga berbunyi sebagai berikut:

"Pasal 38A
Ketentuan lebih lanjut mengenai pelaksanaan pengasuhan Anak sebagaimana dimaksud dalam Pasal 37 dan Pasal 38 diatur dengan Peraturan Pemerintah."

20. Ketentuan ayat (1), ayat (2), dan ayat (5) diubah, di antara ayat (2) dan ayat (3) disisipkan 1 (satu) ayat, yakni ayat (2a), dan di antara ayat (4) dan ayat (5) disisipkan 1 (satu) ayat, yakni ayat (4a), sehingga Pasal 39 berbunyi sebagai berikut:

"Pasal 39

(1) Pengangkatan Anak hanya dapat dilakukan untuk kepentingan yang terbaik bagi Anak dan dilakukan berdasarkan adat kebiasaan setempat dan ketentuan peraturan perundang-undangan.

(2) Pengangkatan Anak sebagaimana dimaksud pada ayat (1) tidak memutuskan hubungan darah antara Anak yang diangkat dan Orang Tua kandungnya.

(2a) Pengangkatan Anak sebagaimana dimaksud pada ayat (1) wajib dicatatkan dalam akta kelahiran, dengan tidak menghilangkan identitas awal Anak.

(3) Calon Orang Tua angkat harus seagama dengan agama yang dianut oleh calon Anak Angkat.

(4) Pengangkatan Anak oleh warga negara asing hanya dapat dilakukan sebagai upaya terakhir.

(4a) Dalam hal Anak tidak diketahui asal usulnya, orang yang akan mengangkat Anak tersebut harus menyertakan identitas Anak sebagaimana dimaksud dalam Pasal 27 ayat (4).

(5) Dalam hal asal usul Anak tidak diketahui, agama Anak disesuaikan dengan agama mayoritas penduduk setempat."

21. Ketentuan Pasal 41 diubah sehingga berbunyi sebagai berikut:
"Pasal 41
Pemerintah, Pemerintah Daerah, dan Masyarakat melakukan bimbingan dan pengawasan terhadap pelaksanaan pengangkatan Anak."

22. Diantara Pasal 41 dan Pasal 42 disisipkan 1 (satu) pasal, yakni Pasal 41A, sehingga berbunyi sebagai berikut:

"Pasal 41A
Ketentuan lebih lanjut mengenai pelaksanaan pengangkatan Anak sebagaimana dimaksud dalam Pasal 39, Pasal 40, dan Pasal 41 diatur dengan Peraturan Pemerintah."

23. Ketentuan ayat (1) Pasal 43 diubah sehingga Pasal 43 berbunyi sebagai berikut:

"Pasal 43
(1) Negara, Pemerintah, Pemerintah Daerah, Masyarakat, Keluarga, Orang Tua, Wali, dan lembaga sosial menjamin Perlindungan Anak dalam memeluk agamanya.
(2) Perlindungan Anak dalam memeluk agamanya sebagaimana dimaksud pada ayat (1) meliputi pembinaan, pembimbingan, dan pengamalan ajaran agama bagi Anak."

24. Ketentuan Pasal 44 diubah, sehingga Pasal 44 berbunyi sebagai berikut:

"Pasal 44
(1) Pemerintah dan Pemerintah Daerah wajib menyediakan fasilitas dan menyelenggarakan upaya kesehatan yang komprehensif bagi Anak agar setiap Anak memperoleh derajat kesehatan yang optimal sejak dalam kandungan.
(2) Penyediaan fasilitas dan penyelenggaraan upaya kesehatan secara komprehensif sebagaimana dimaksud pada ayat (1) didukung oleh peran serta Masyarakat.
(3) Upaya kesehatan yang komprehensif sebagaimana dimaksud pada ayat (1) meliputi upaya promotif, preventif, kuratif, dan rehabilitatif, baik untuk pelayanan kesehatan dasar maupun rujukan.
(4) Upaya kesehatan yang komprehensif sebagaimana dimaksud pada ayat (1) diselenggarakan secara cuma-cuma bagi Keluarga yang tidak mampu.
(5) Pelaksanaan ketentuan sebagaimana dimaksud pada ayat (1) sampai dengan ayat (4) disesuaikan dengan ketentuan peraturan perundang-undangan."

25. Ketentuan ayat (2) dan ayat (3) Pasal 45 diubah, sehingga Pasal 45 berbunyi sebagai berikut:

"Pasal 45
(1) Orang Tua dan Keluarga bertanggung jawab menjaga kesehatan Anak dan merawat Anak sejak dalam kandungan.
(2) Dalam hal Orang Tua dan Keluarga yang tidak mampu melaksanakan tanggung jawab sebagaimana dimaksud pada ayat (1), Pemerintah dan Pemerintah Daerah wajib memenuhinya.
(3) Wajib sebagaimana dimaksud pada ayat (2), pelaksanaannya dilakukan sesuai dengan ketentuan peraturan perundang-undangan."
26. Di antara Pasal 45 dan Pasal 46 disisipkan 2 (dua) pasal, yakni Pasal 45A dan Pasal 45B sehingga berbunyi sebagai berikut:

“Pasal 45A
Setiap Orang dilarang melakukan aborsi terhadap Anak yang masih dalam kandungan, kecuali dengan alasan dan tata cara yang dibenarkan sesuai dengan ketentuan peraturan perundang-undangan.

Pasal 45B
(1) Pemerintah, Pemerintah Daerah, Masyarakat, dan Orang Tua wajib melindungi Anak dari perbuatan yang mengganggu kesehatan dan tumbuh kembang Anak.
(2) Dalam menjalankan kewajibannya sebagaimana dimaksud pada ayat (1), Pemerintah, Pemerintah Daerah, Masyarakat, dan Orang Tua harus melakukan aktivitas yang melindungi Anak.”

27. Ketentuan Pasal 46 diubah sehingga berbunyi sebagai berikut:

“Pasal 46
Negara, Pemerintah, Pemerintah Daerah, Keluarga, dan Orang Tua wajib mengusahakan agar Anak yang lahir terhindar dari penyakit yang mengancam kelangsungan hidup dan/atau menimbulkan kecacatan.”

28. Ketentuan Pasal 47 diubah sehingga berbunyi sebagai berikut:

“Pasal 47
(1) Negara, Pemerintah, Pemerintah Daerah, Masyarakat, Keluarga, dan Orang Tua wajib melindungi Anak dari upaya transplantasi organ tubuhnya untuk pihak lain.
(2) Negara, Pemerintah, Pemerintah Daerah, Masyarakat, Keluarga, dan Orang Tua wajib melindungi Anak dari perbuatan:
   a. pengambilan organ tubuh Anak dan/atau jaringan tubuh Anak tanpa memperhatikan kesehatan Anak;
   b. jual beli organ dan/atau jaringan tubuh Anak; dan
   c. penelitian kesehatan yang menggunakan Anak sebagai objek penelitian tanpa seizin Orang Tua dan tidak mengutamakan kepentingan yang terbaik bagi Anak.”

29. Ketentuan Pasal 48 diubah sehingga berbunyi sebagai berikut:

“Pasal 48
Pemerintah dan Pemerintah Daerah wajib menyelenggarakan pendidikan dasar minimal 9 (sembilan) tahun untuk semua Anak.”

30. Ketentuan Pasal 49 diubah sehingga berbunyi sebagai berikut:

“Pasal 49
Negara, Pemerintah, Pemerintah Daerah, Keluarga, dan Orang Tua wajib memberikan kesempatan yang
31. Ketentuan Pasal 51 diubah sehingga berbunyi sebagai berikut:

“Pasal 51

Anak Penyandang Disabilitas diberikan kesempatan dan aksesibilitas untuk memperoleh pendidikan inklusif dan/atau pendidikan khusus.”

32. Ketentuan Pasal 53 diubah sehingga berbunyi sebagai berikut:

“Pasal 53

(1) Pemerintah dan Pemerintah Daerah bertanggung jawab untuk memberikan biaya pendidikan dan/atau bantuan cuma-cuma atau pelayanan khusus bagi Anak dari Keluarga kurang mampu, Anak Terlantar, dan Anak yang bertempat tinggal di daerah terpencil.

(2) Pertanggungjawaban Pemerintah dan Pemerintah Daerah sebagaimana dimaksud pada ayat (1) termasuk pula mendorong Masyarakat untuk berperan aktif.”

33. Ketentuan Pasal 54 diubah dan ditambah penjelasan ayat (1) sehingga berbunyi sebagai berikut:

“Pasal 54

(1) Anak di dalam dan di lingkungan satuan pendidikan wajib mendapatkan perlindungan dari tindak Kekerasan fisik, psikis, kejahatan seksual, dan kejahatan lainnya yang dilakukan oleh pendidik, tenaga kependidikan, sesama peserta didik, dan/atau pihak lain.

(2) Perlindungan sebagaimana dimaksud pada ayat (1) dilakukan oleh pendidik, tenaga kependidikan, aparat pemerintah, dan/atau Masyarakat.”

34. Ketentuan Pasal 55 diubah, sehingga Pasal 55 berbunyi sebagai berikut:

“Pasal 55

(1) Pemerintah dan Pemerintah Daerah wajib menyelenggarakan pemeliharaan, perawatan, dan rehabilitasi sosial Anak terlantar, baik di dalam lembaga maupun di luar lembaga.

(2) Penyelenggaraan pemeliharaan sebagaimana dimaksud pada ayat (1) dapat dilakukan oleh lembaga masyarakat.

(3) Untuk menyelenggarakan pemeliharaan dan perawatan Anak terlantar, lembaga pemerintah dan lembaga masyarakat sebagaimana dimaksud pada ayat (2) dapat mengadakan kerja sama dengan berbagai pihak yang terkait.

(4) Alam hal penyelenggaraan pemeliharaan dan perawatan sebagaimana dimaksud pada ayat (3), pengawasannya dilakukan oleh kementerian yang menyelenggarakan urusan pemerintahan di bidang sosial.”

35. Ketentuan Pasal 56 diubah sehingga berbunyi sebagai berikut:

“Pasal 56

(1) Pemerintah dan Pemerintah Daerah dalam menyelenggarakan pemeliharaan dan perawatan wajib mengupayakan dan membantu Anak, agar Anak dapat:
a. berpartisipasi;
b. bebas menyatakan pendapat dan berpikir sesuai dengan hati nurani dan agamanya;
c. bebas menerima informasi lisan atau tertulis sesuai dengan tahapan usia dan perkembangan Anak;
d. bebas berserikat dan berkumpul;
e. bebas beristirahat, bermain, berkreceasi, berkreceasi, dan berkarya seni budaya; dan
f. memperoleh sarana bermain yang memenuhi syarat kesehatan dan keselamatan.

(2) U paya sebagaimana dimaksud pada ayat (1) dikembangkan dan disesuaikan dengan usia Anak, tingkat kemampuan Anak, dan lingkungannya agar tidak menghambat dan mengganggu perkembangan Anak.”

36. Ketentuan ayat (2) Pasal 58 diubah sehingga Pasal 58 berbunyi sebagai berikut:

“Pasal 58

(1) Penetapan pengadilan sebagaimana dimaksud dalam Pasal 57 sekaligus menetapkan tempat penampungan, pemeliharaan, dan perawatan Anak Terlantar yang bersangkutan.

(2) Emerintah dan Pemerintah Daerah atau lembaga yang diberi wewenang wajib menyediakan tempat sebagaimana dimaksud pada ayat (1).”

37. Ketentuan Pasal 59 diubah sehingga berbunyi sebagai berikut:

“Pasal 59

(1) Emerintah, Pemerintah Daerah, dan lembaga negara lainnya berkewajiban dan bertanggung jawab untuk memberikan Perlindungan Khusus kepada Anak.

(2) Perlindungan Khusus kepada Anak sebagaimana dimaksud pada ayat (1) diberikan kepada:
   a. Anak dalam situasi darurat;
   b. Anak yang berhadapan dengan hukum;
   c. Anak dari kelompok minoritas dan terisolasi;
   d. Anak yang dieksploitasi secara ekonomi dan/atau seksual;
   e. Anak yang menjadi korban penyalahgunaan narkotika, alkohol, psikotropika, dan zat adiktif lainnya;
   f. Anak yang menjadi korban pornografi;
   g. Anak dengan HIV/AIDS;
   h. Anak korban penculikan, penjual, dan/atau perdagangan;
   i. Anak korban Kekerasan fisik dan/atau psikis;
   j. Anak korban kejahatan seksual;
   k. Anak korban jaringan terorisme;
   l. Anak Penyandang Disabilitas;
   m. Anak korban perlakuan salah dan penelantaran;
n. Anak dengan perilaku sosial menyimpang; dan
o. Anak yang menjadi korban stigmatisasi dari pelabelan terkait dengan kondisi Orang Tuanya."

38. Di antara Pasal 59 dan Pasal 60 disisipkan 1 (satu) pasal, yakni Pasal 59A sehingga berbunyi sebagai berikut:

"Pasal 59A
Perlindungan Khusus bagi Anak sebagaimana dimaksud dalam Pasal 59 ayat (1) dilakukan melalui upaya:
a. penanganan yang cepat, termasuk pengobatan dan/atau rehabilitasi secara fisik, psikis, dan sosial, serta pencegahan penyakit dan gangguan kesehatan lainnya;
b. pendampingan psikososial pada saat pengobatan sampai pemulihan;
c. pemberian bantuan sosial bagi Anak yang berasal dari Keluarga tidak mampu; dan
d. pemberian perlindungan dan pendampingan pada setiap proses peradilan."

39. Ketentuan Pasal 60 diubah sehingga berbunyi sebagai berikut:

"Pasal 60
Anak dalam situasi darurat sebagaimana dimaksud dalam Pasal 59 ayat (2) huruf a terdiri atas:
a. Anak yang menjadi pengungsi;
b. Anak korban kerusuhan;
c. Anak korban bencana alam; dan
d. Anak dalam situasi konflik bersenjata."

40. Ketentuan Pasal 63 dihapus.

41. Ketentuan Pasal 64 diubah sehingga berbunyi sebagai berikut:

"Pasal 64
Perlindungan Khusus bagi Anak yang berhadapan dengan hukum sebagaimana dimaksud dalam Pasal 59 ayat (2) huruf b dilakukan melalui:
a. perlakuan secara manusiawi dengan memperhatikan kebutuhan sesuai dengan umurnya;
b. pemisahan dari orang dewasa;
c. pemberian bantuan hukum dan bantuan lain secara efektif;
d. pemberlakuan kegiatan rekreasional;
e. pembebasan dari penyiksaan, penghukuman, atau perlakuan lain yang kejam, tidak manusiawi serta merendahkan martabat dan derajatnya;
f. penghindaran dari penjatuhan pidana mati dan/atau pidana seumur hidup;
g. penghindaran dari penangkapan, penahanan atau penjara, kecuali sebagai upaya terakhir dan dalam waktu yang paling singkat;"
h. pemberian keadilan di muka pengadilan Anak yang objektif, tidak memihak, dan dalam sidang yang tertutup untuk umum;
i. penghindaran dari publikasi atas identitasnya.
j. pemberian pendampingan Orang Tua/Wali dan orang yang dipercaya oleh Anak;
k. pemberian advokasi sosial;
l. pemberian kehidupan pribadi;
m. pemberian aksesibilitas, terutama bagi Anak Penyandang Disabilitas;
n. pemberian pendidikan;
o. pemberian pelayanan kesehatan; dan
p. pemberian hak lain sesuai dengan ketentuan peraturan perundang-undangan.

42. Ketentuan Pasal 65 diubah sehingga berbunyi sebagai berikut:

“Pasal 65
Perlindungan Khusus bagi Anak dari kelompok minoritas dan terisolasi sebagaimana dimaksud dalam Pasal 59 ayat (2) huruf c dilakukan melalui penyediaan prasarana dan sarana untuk dapat menikmati budayanya sendiri, mengakui dan melaksanakan ajaran agamanya sendiri, dan menggunakan bahasanya sendiri.”

43. Ketentuan Pasal 66 diubah dan ditambah penjelasan sehingga berbunyi sebagai berikut:

“Pasal 66
Perlindungan Khusus bagi Anak yang dieksploitasi secara ekonomi dan/atau seksual sebagaimana dimaksud dalam Pasal 59 ayat (2) huruf d dilakukan melalui:

a. penyebarluasan dan/atau sosialisasi ketentuan peraturan perundang-undangan yang berkaitan dengan Perlindungan Anak yang dieksploitasi secara ekonomi dan/atau seksual;
b. pemantauan, pelaporan, dan pemberian sanksi; dan
c. pelibatan berbagai perusahaan, serikat pekerja, lembaga swadaya masyarakat, dan Masyarakat dalam penghapusan eksploitasi terhadap Anak secara ekonomi dan/atau seksual.”

44. Ketentuan Pasal 67 diubah sehingga berbunyi sebagai berikut:

“Pasal 67
Perlindungan khusus bagi Anak yang menjadi korban penyalahgunaan narkotika, alkohol, psikotropika, dan zat adiktif lainnya sebagaimana dimaksud dalam Pasal 59 ayat (2) huruf e dan Anak yang terlibat dalam produksi dan distribusinya dilakukan melalui upaya pengawasan, pencegahan, perawatan, dan rehabilitasi.”

45. Di antara Pasal 67 dan Pasal 68 disisipkan 3 (tiga) pasal, yakni Pasal 67A, Pasal 67B, dan Pasal 67C sehingga berbunyi sebagai berikut:

“Pasal 67A
Setiap Orang wajib melindungi Anak dari pengaruh pornografi dan mencegah akses Anak terhadap informasi yang mengandung unsur pornografi.

**Pasal 67B**

(1) Perlindungan Khusus bagi Anak yang menjadi korban pornografi sebagaimana dimaksud dalam Pasal 59 ayat (2) huruf f dilaksanakan melalui upaya pembinaan, pendampingan, serta pemulihan sosial, kesehatan fisik dan mental.

(2) Pembinaan, pendampingan, serta pemulihan sosial, kesehatan fisik dan mental sebagaimana dimaksud pada ayat (1) dilaksanakan sesuai dengan ketentuan peraturan perundang-undangan.

**Pasal 67C**

Perlindungan Khusus bagi Anak dengan HIV/AIDS sebagaimana dimaksud dalam Pasal 59 ayat (2) huruf g dilakukan melalui upaya pengawasan, pencegahan, pengobatan, perawatan, dan rehabilitasi.

46.K etentuan Pasal 68 diubah sehingga berbunyi sebagai berikut:

"**Pasal 68**

Perlindungan Khusus bagi Anak korban penculikan, penjualan, dan/atau perdagangan sebagaimana dimaksud dalam Pasal 59 ayat 2 huruf h dilakukan melalui upaya pengawasan, perlindungan, pencegahan, perawatan, dan rehabilitasi."

47.K etentuan Pasal 69 diubah sehingga berbunyi sebagai berikut:

"**Pasal 69**

Perlindungan Khusus bagi Anak korban Kekerasan fisik dan/atau psikis sebagaimana dimaksud dalam Pasal 59 ayat (2) huruf i dilakukan melalui upaya:

a. penyebarluasan dan sosialisasi ketentuan peraturan perundang-undangan yang melindungi Anak korban tindak Kekerasan; dan

b. pemantauan, pelaporan, dan pemberian sanksi."

48.D i antara Pasal 69 dan Pasal 70 disisipkan 2 (dua) pasal, yakni Pasal 69A dan Pasal 69B sehingga berbunyi sebagai berikut:

"**Pasal 69A**

Perlindungan Khusus bagi Anak korban kejahatan seksual sebagaimana dimaksud dalam Pasal 59 ayat (2) huruf j dilakukan melalui upaya:

a. edukasi tentang kesehatan reproduksi, nilai agama, dan nilai kesusilaan;

b. rehabilitasi sosial;

c. pendampingan psikososial pada saat pengobatan sampai pemulihan; dan

d. pemberian perlindungan dan pendampingan pada setiap tingkat pemeriksaan mulai dari penyidikan, penuntutan, sampai dengan pemeriksaan di sidang pengadilan."
Pasal 69B

Perlindungan Khusus bagi Anak korban jaringan terorisme sebagaimana dimaksud dalam Pasal 59 ayat (2) huruf k dilakukan melalui upaya:

a. edukasi tentang pendidikan, ideologi, dan nilai nasionalisme;

b. konseling tentang bahaya terorisme;

c. rehabilitasi sosial; dan

d. pendampingan sosial."

49. Ketentuan Pasal 70 diubah dan huruf b ditambah penjelasan sehingga berbunyi sebagai berikut:

“Pasal 70

Perlindungan Khusus bagi Anak Penyandang Disabilitas sebagaimana dimaksud dalam Pasal 59 ayat 2 huruf l dilakukan melalui upaya:

a. perlakuan Anak secara manusiawi sesuai dengan martabat dan Hak Anak;

b. pemenuhan kebutuhan khusus;

c. perlakuan yang sama dengan Anak lainnya untuk mencapai integrasi sosial sepenuh mungkin dan pengembangan individu; dan

d. pendampingan sosial."

50. Ketentuan Pasal 71 diubah sehingga berbunyi sebagai berikut:

“Pasal 71

Perlindungan Khusus bagi Anak korban perlakuan salah dan penelantaran sebagaimana dimaksud dalam Pasal 59 ayat (2) huruf m dilakukan melalui upaya pengawasan, pencegahan, perawatan, konseling, rehabilitasi sosial, dan pendampingan sosial.”

51. Di antara Pasal 71 dan Pasal 72 disisipkan 4 (empat) pasal, yakni Pasal 71A, Pasal 71B, Pasal 71C, dan Pasal 71D sehingga berbunyi sebagai berikut:

“Pasal 71A

Perlindungan Khusus bagi Anak dengan perilaku sosial menyimpang sebagaimana dimaksud dalam Pasal 59 ayat (2) huruf n dilakukan melalui bimbingan nilai agama dan nilai sosial, konseling, rehabilitasi sosial, dan pendampingan sosial.

Pasal 71B

Perlindungan khusus bagi Anak yang menjadi korban stigmatisasi dari pelabelan terkait dengan kondisi Orang Tuanya sebagaimana dimaksud dalam Pasal 59 ayat (2) huruf o dilakukan melalui konseling, rehabilitasi sosial, dan pendampingan sosial.

Pasal 71C

Ketentuan lebih lanjut mengenai Perlindungan Khusus bagi Anak sebagaimana dimaksud dalam Pasal 59
sampai dengan Pasal 71B diatur dengan Peraturan Pemerintah.

Pasal 71D

(1) Setiap Anak yang menjadi korban sebagaimana dimaksud dalam Pasal 59 ayat (2) huruf b, huruf d, huruf f, huruf h, huruf i, dan huruf j berhak mengajukan ke pengadilan berupa hak atas restitusi yang menjadi tanggung jawab pelaku kejahatan.

(2) Ketentuan lebih lanjut mengenai pelaksanaan restitusi sebagaimana dimaksud pada ayat (1) diatur dengan Peraturan Pemerintah.

52. Di antara BAB IX dan BAB X disisipkan 1 (satu) bab, yakni BAB IXA sehingga berbunyi sebagai berikut:

"BAB IXA
PENDANAAN"

53. Di antara Pasal 71D dan Pasal 72 disisipkan 1 (satu) pasal, yakni Pasal 71E sehingga berbunyi sebagai berikut:

"Pasal 71E
(1) Pemerintah dan Pemerintah Daerah bertanggung jawab menyediakan dana penyelenggaraan Perlindungan Anak.

(2) Pendanaan penyelenggaraan Perlindungan Anak sebagaimana dimaksud pada ayat (1) bersumber dari:
   a. Anggaran Pendapatan dan Belanja Negara;
   b. Anggaran Pendapatan dan Belanja Daerah; dan
   c. sumber dana lain yang sah dan tidak mengikat.

(3) Sumber dana lain yang sah dan tidak mengikat sebagaimana dimaksud pada ayat (2) huruf c dikelola sesuai dengan ketentuan peraturan perundang-undangan."

54. Ketentuan Pasal 72 diubah sehingga berbunyi sebagai berikut:

"Pasal 72
(1) Masyarakat berperan serta dalam Perlindungan Anak, baik secara perseorangan maupun kelompok.

(2) Peran Masyarakat sebagaimana dimaksud pada ayat (1) dilakukan oleh orang perseorangan, lembaga perlindungan anak, lembaga kesejahteraan sosial, organisasi kemasyarakatan, lembaga pendidikan, media massa, dan dunia usaha.

(3) Peran Masyarakat dalam penyelenggaraan Perlindungan Anak sebagaimana dimaksud pada ayat (1) dilakukan dengan cara:
   a. memberikan informasi melalui sosialisasi dan edukasi mengenai Hak Anak dan peraturan perundang-undangan tentang Anak;
   b. memberikan masukan dalam perumusan kebijakan yang terkait Perlindungan Anak;
   c. melaporkan kepada pihak berwenang jika terjadi pelanggaran Hak Anak;
d. berperan aktif dalam proses rehabilitasi dan reintegrasi sosial bagi Anak;
e. melakukan pemantauan, pengawasan dan ikut bertanggungjawab terhadap penyelenggaraan Perlindungan Anak;
f. menyediakan sarana dan prasarana serta menciptakan suasana kondusif untuk tumbuh kembang Anak;
g. berperan aktif dengan menghilangkan pelabelan negatif terhadap Anak korban sebagaimana dimaksud dalam Pasal 59; dan
h. memberikan ruang kepada Anak untuk dapat berpartisipasi dan menyampaikan pendapat.

(4) Peran organisasi kemasyarakatan dan lembaga pendidikan sebagaimana dimaksud pada ayat (2) dilakukan dengan cara mengambil langkah yang diperlukan sesuai tugas, fungsi, dan kewenangan masing-masing untuk membantu penyelenggaraan Perlindungan Anak.

(5) Peran media massa sebagaimana dimaksud pada ayat (2) dilakukan melalui penyebarluasan informasi dan materi edukasi yang bermanfaat dari aspek sosial, budaya, pendidikan, agama, dan kesehatan Anak dengan memperhatikan kepentingan terbaik bagi Anak.

(6) Peran dunia usaha sebagaimana dimaksud pada ayat (2) dilakukan melalui:
   a. kebijakan perusahaan yang berperspektif Anak;
   b. produk yang ditujukan untuk Anak harus aman bagi Anak;
   c. berkontribusi dalam pemenuhan Hak Anak melalui tanggung jawab sosial perusahaan.

55. Ketentuan Pasal 73 diubah sehingga berbunyi sebagai berikut:

“Pasal 73
Peran masyarakat sebagaimana dimaksud dalam Pasal 72 dilaksanakan sesuai dengan ketentuan peraturan perundang-undangan.”

56. Di antara BAB X dan BAB XI disisipkan 1 (satu) bab, yakni BAB XA, sehingga berbunyi sebagai berikut:

“BAB XA
KOORDINASI, PEMANTAUAN, EVALUASI DAN PELAPORAN”

57. Di antara Pasal 73 dan Pasal 74 disisipkan 1 (satu) pasal, yakni Pasal 73A sehingga berbunyi sebagai berikut:

“Pasal 73A
(1)alam rangka efektivitas penyelenggaraan Perlindungan Anak, kementerian yang menyelenggarakan urusan pemerintahan di bidang Perlindungan Anak harus melakukan koordinasi lintas sektoral dengan lembaga terkait.

(2)koordinasi sebagaimana dimaksud pada ayat (1) dilakukan melalui pemantauan, evaluasi, dan pelaporan penyelenggaraan Perlindungan Anak.

(3)etentuan lebih lanjut mengenai penyelenggaraan koordinasi sebagaimana dimaksud pada ayat (2) diatur dengan Peraturan Pemerintah.”
58. Ketentuan Pasal 74 diubah sehingga berbunyi sebagai berikut:

“Pasal 74

(1) Dalam rangka meningkatkan efektivitas pengawasan penyelenggaraan pemenuhan Hak Anak, dengan Undang-Undang ini dibentuk Komisi Perlindungan Anak Indonesia yang bersifat independen.

(2) Dalam hal diperlukan, Pemerintah Daerah dapat membentuk Komisi Perlindungan Anak Daerah atau lembaga lainnya yang sejenis untuk mendukung pengawasan penyelenggaraan Perlindungan Anak di daerah.”

59. Ketentuan Pasal 75 diubah sehingga berbunyi sebagai berikut:

“Pasal 75

(1) Anggota Komisi Perlindungan Anak Indonesia terdiri atas 1 (satu) orang ketua, 1 (satu) orang wakil ketua, dan 7 (tujuh) orang anggota.

(2) Anggota Komisi sebagaimana dimaksud dalam ayat (1) terdiri atas unsur Pemerintah, tokoh agama, tokoh masyarakat, organisasi kemasyarakatan, dunia usaha, dan kelompok masyarakat yang peduli terhadap Perlindungan Anak.

(3) Anggota Komisi sebagaimana dimaksud pada ayat (1) dan ayat (2) diangkat dan diberhentikan oleh Presiden setelah mendapat pertimbangan Dewan Perwakilan Rakyat Republik Indonesia, untuk masa jabatan 5 (lima) tahun dan dapat diangkat kembali untuk 1 (satu) kali masa jabatan.

(4) Ketentuan lebih lanjut mengenai kelengkapan organisasi, mekanisme kerja, dan pembiayaan diatur dengan Peraturan Presiden.”

60. Ketentuan Pasal 76 diubah sehingga berbunyi sebagai berikut:

“Pasal 76

Komisi Perlindungan Anak Indonesia bertugas:

a. melakukan pengawasan terhadap pelaksanaan perlindungan dan pemenuhan Hak Anak;

b. memberikan masukan dan usulan dalam perumusan kebijakan tentang penyelenggaraan Perlindungan Anak.

c. mengumpulkan data dan informasi mengenai Perlindungan Anak;

d. menerima dan melakukan penelaahan atas pengaduan Masyarakat mengenai pelanggaran Hak Anak;

e. melakukan mediasi atas sengketa pelanggaran Hak Anak;

f. melakukan kerja sama dengan lembaga yang dibentuk Masyarakat di bidang Perlindungan Anak; dan

g. memberikan laporan kepada pihak berwajib tentang adanya dugaan pelanggaran terhadap Undang-Undang ini.”

61. Di antara BAB XI dan BAB XII disisipkan 1 (satu) bab, yakni BAB XIA, sehingga berbunyi sebagai berikut:

“BAB XIA
LARANGAN"

62.D i antara Pasal 76 dan Pasal 77 disisipkan 10 (sepuluh) pasal, yakni Pasal 76A, Pasal 76B, Pasal 76C, Pasal 76D, Pasal 76E, Pasal 76F, Pasal 76G, Pasal 76H, Pasal 76I, dan Pasal 76J sehingga berbunyi sebagai berikut:

“Pasal 76A

Setiap orang dilarang:

a. memperlakukan Anak secara diskriminatif yang mengakibatkan Anak mengalami kerugian, baik materiil maupun moril sehingga menghambat fungsi sosialnya; atau
b. memperlakukan Anak Penyandang Disabilitas secara diskriminatif.

Pasal 76B

Setiap Orang dilarang menempatkan, membiarkan, melibatkan, menyuruh melibatkan Anak dalam situasi perlakuan salah dan penelantaran.

Pasal 76C

Setiap Orang dilarang menempatkan, membiarkan, melakukan, menyuruh melakukan, atau turut serta melakukan Kekerasan terhadap Anak.

Pasal 76D

Setiap Orang dilarang melakukan Kekerasan atau ancaman Kekerasan memaksa Anak melakukan persetubuhan dengan atau dengan orang lain.

Pasal 76E

Setiap Orang dilarang melakukan Kekerasan atau ancaman Kekerasan, memaksa, melakukan tipu muslihat, melakukan serangkaian kebohongan, atau membujuk Anak untuk melakukan atau membiarkan dilakukan perbuatan cabul.

Pasal 76F

Setiap Orang dilarang menempatkan, membiarkan, melakukan, menyuruh melakukan, atau turut serta melakukan penculikan, penjualan, dan/atau perdagangan Anak.

Pasal 76G

Setiap Orang dilarang menghalang-halangi Anak untuk menikmati budayanya sendiri, mengakui dan melaksanakan ajaran agamanya dan/atau menggunakan bahasanya sendiri tanpa mengabaikan akses pembangunan Masyarakat dan budaya.

Pasal 76H
Setiap Orang dilarang merekrut atau memperalat Anak untuk kepentingan militer dan/atau lainnya dan membiarkan Anak tanpa perlindungan jiwa.

**Pasal 76I**

Setiap Orang dilarang menempatkan, membiarkan, melakukan, menyuruh melakukan, atau turut serta melakukan eksploitasi secara ekonomi dan/atau seksual terhadap Anak.

**Pasal 76J**

(1) Setiap Orang dilarang dengan sengaja menempatkan, membiarkan, melibatkan, menyuruh melibatkan Anak dalam penyalahgunaan, serta produksi dan distribusi narkotika dan/atau psikotropika.

(2) Setiap Orang dilarang dengan sengaja menempatkan, membiarkan, melibatkan, menyuruh melibatkan Anak dalam penyalahgunaan, serta produksi dan distribusi alkohol dan zat adiktif lainnya.

63.K etentuan Pasal 77 diubah sehingga berbunyi sebagai berikut:

“**Pasal 77**

Setiap Orang yang melanggar ketentuan sebagaimana dimaksud dalam Pasal 76A dipidana dengan pidana penjara paling lama 5 (lima) tahun dan/atau denda paling banyak Rp100.000.000,00 (seratus juta rupiah).”

64.D i antara Pasal 77 dan Pasal 78 disisipkan 2 (dua) pasal, yakni Pasal 77A dan Pasal 77B sehingga berbunyi sebagai berikut:

“**Pasal 77A**

(1) Setiap Orang yang dengan sengaja melakukan aborsi terhadap Anak yang masih dalam kandungan dengan alasan dan tata cara yang tidak dibenarkan oleh ketentuan peraturan perundang-undangan sebagaimana dimaksud dalam Pasal 45A, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan denda paling banyak Rp1.000.000.000,00 (satu miliar rupiah).

(2) Tindak pidana sebagaimana dimaksud pada ayat (1) adalah kejahatan.

**Pasal 77B**

Setiap Orang yang melanggar ketentuan sebagaimana dimaksud dalam Pasal 76B, dipidana dengan pidana penjara paling lama 5 (lima) tahun dan/atau denda paling banyak Rp100.000.000,00 (seratus juta rupiah).”

65.K etentuan Pasal 80 diubah sehingga berbunyi sebagai berikut:

“**Pasal 80**

(1) Setiap Orang yang melanggar ketentuan sebagaimana dimaksud dalam Pasal 76C, dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau denda paling banyak Rp72.000.000,00 (tujuh puluh dua juta rupiah).
(2) Dalam hal Anak sebagaimana dimaksud pada ayat (1) luka berat, maka pelaku dipidana dengan pidana penjara paling lama 5 (lima) tahun dan/atau denda paling banyak Rp100.000.000,00 (seratus juta rupiah).

(3) Dalam hal Anak sebagaimana dimaksud pada ayat (2) mati, maka pelaku dipidana dengan pidana penjara paling lama 15 (lima belas) tahun dan/atau denda paling banyak Rp3.000.000.000,00 (tiga miliar rupiah).

(4) Pidana ditambah sepertiga dari ketentuan sebagaimana dimaksud pada ayat (1), ayat (2), dan ayat (3) apabila yang melakukan penganiayaan tersebut Orang Tuanya.

66. Ketentuan Pasal 81 diubah sehingga berbunyi sebagai berikut:

“Pasal 81
(1) Setiap orang yang melanggar ketentuan sebagaimana dimaksud dalam Pasal 76D dipidana dengan pidana penjara paling singkat 5 (lima) tahun dan paling lama 15 (lima belas) tahun dan denda paling banyak Rp5.000.000.000,00 (lima miliar rupiah).

(2) Ketentuan pidana sebagaimana dimaksud pada ayat (1) berlaku pula bagi Setiap Orang yang dengan sengaja melakukan tipu muslihat, serangkaian kebohongan, atau membuji Anak melakukan persetubuhan dengannya atau dengan orang lain.

(3) Dalam hal tindak pidana sebagaimana dimaksud pada ayat (1) dilakukan oleh Orang Tua, Wali, pengasuh Anak, pendidik, atau tenaga kependidikan, maka pidananya ditambah 1/3 (sepertiga) dari ancaman pidana sebagaimana dimaksud pada ayat (1).”

67. Ketentuan Pasal 82 diubah sehingga berbunyi sebagai berikut:

“Pasal 82
(1) Setiap orang yang melanggar ketentuan sebagaimana dimaksud dalam Pasal 76E dipidana dengan pidana penjara paling singkat 5 (lima) tahun dan paling lama 15 (lima belas) tahun dan denda paling banyak Rp5.000.000.000,00 (lima miliar rupiah).

(2) Dalam hal tindak pidana sebagaimana dimaksud pada ayat (1) dilakukan oleh Orang Tua, Wali, pengasuh Anak, pendidik, atau tenaga kependidikan, maka pidananya ditambah 1/3 (sepertiga) dari ancaman pidana sebagaimana dimaksud pada ayat (1).”

68. Ketentuan Pasal 83 diubah sehingga berbunyi sebagai berikut:

“Pasal 83
Setiap orang yang melanggar ketentuan sebagaimana dimaksud dalam Pasal 76F dipidana dengan pidana penjara paling singkat 3 (tiga) tahun dan paling lama 15 (lima belas) tahun dan denda paling sedikit Rp60.000.000.000,00 (enam puluh juta rupiah) dan denda paling banyak Rp300.000.000.000,00 (tiga ratus juta rupiah).”

69. Di antara Pasal 86 dan Pasal 87 disisipkan 1 (satu) pasal, yakni Pasal 86A sehingga berbunyi sebagai berikut:

“Pasal 86A
Setiap Orang yang melanggar ketentuan sebagaimana dimaksud dalam Pasal 76G dipidana dengan pidana penjara paling lama 5 (lima) tahun dan/atau denda paling banyak Rp100.000.000.000,00 (seratus juta rupiah).”
70.K etentuan Pasal 87 diubah sehingga berbunyi sebagai berikut:

“Pasal 87
Setiap Orang yang melanggar ketentuan sebagaimana dimaksud dalam Pasal 76H dipidana dengan pidana penjara paling lama 5 (lima) tahun dan/atau denda paling banyak Rp100.000.000,00 (seratus juta rupiah).”

71.K etentuan Pasal 88 diubah sehingga berbunyi sebagai berikut:

“Pasal 88
Setiap Orang yang melanggar ketentuan sebagaimana dimaksud dalam Pasal 76I, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan/atau denda paling banyak Rp200.000.000,00 (dua ratus juta rupiah).”

72.K etentuan Pasal 89 diubah sehingga berbunyi sebagai berikut:

“Pasal 89
(1) Setiap Orang yang melanggar ketentuan sebagaimana dimaksud dalam Pasal 76J ayat (1), dipidana dengan pidana mati atau pidana penjara seumur hidup atau pidana penjara paling singkat 5 (lima) tahun dan paling lama 20 (dua puluh) tahun dan pidana denda paling sedikit Rp50.000.000,00 (lima puluh juta rupiah) dan paling banyak Rp500.000.000,00 (lima ratus juta rupiah).

(2) Setiap orang yang melanggar ketentuan sebagaimana dimaksud dalam Pasal 76J ayat (2), dipidana dengan pidana penjara paling singkat 2 (dua) tahun dan paling lama 10 (sepuluh) tahun dan denda paling sedikit Rp20.000.000,00 (dua puluh juta rupiah) dan denda paling banyak Rp200.000.000,00 (dua ratus juta rupiah).”

73.D di antara Pasal 91 dan Pasal 92 disisipkan 1 (satu) pasal, yakni Pasal 91A sehingga berbunyi sebagai berikut:

“Pasal 91A
Komisi Perlindungan Anak Indonesia yang dibentuk berdasarkan Undang-Undang Nomor 23 Tahun 2002 tentang Perlindungan Anak tetap menjalankan tugas berdasarkan ketentuan Undang-Undang Nomor 23 Tahun 2002 tentang Perlindungan Anak.”

Pasal II
Undang-Undang ini mulai berlaku pada tanggal diundangkan.
Agar setiap orang mengetahuiinya, memerintahkan pengundangan Undang-Undang ini dengan penempatannya dalam Lembaran Negara Republik Indonesia.

Disahkan Di Jakarta,
Pada Tanggal 17 Oktober 2014
PRESIDEN REPUBLIK INDONESIA,
Ttd.
DR. H. SUSILO BAMBANG YUDHOYONO

Diundangkan Di Jakarta,
Pada Tanggal 17 Oktober 2014
MENTERI HUKUM DAN HAK ASASI MANUSIA REPUBLIK INDONESIA,
Ttd.
AMIR SYAMSUDIN

LEMBARAN NEGARA REPUBLIK INDONESIA TAHUN 2014 NOMOR 297
Appendix 8

Notes on parenting and sexuality

Tips for parents

Prevention of an early start to sexual activity, substance use and negative peer influence most likely begins in the home. The parent plays an important role which entails a number of activities, such as open communication with the teenager about different topics including sex, sexuality and dating, the parent’s expectations of the teen’s behaviour and the consequences thereof, and also role modelling the behaviour that is expected. The parent has the responsibility to provide a conducive environment, for example, being consistent, non-judgemental and caring and supportive at all times.

• **Open and informed discussion about sex and sexuality.** The best approach to addressing issues of sex and sexuality is for a parent to be open to addressing any questions a child has about these issues. Being informed and giving truthful and age-appropriate information helps the parent to gain momentum as these kinds of questions begin at an early age, and by the time the child reaches the teenage years, there has already been a number of conversations on the subjects. Without proper communication, a teen may seek inappropriate peers to replace parents as guardians and mentors on these issues.

• **Clear expectations of the teen’s behaviour.** Stating how the teen is expected to behave and act when they are confronted with issues of sex and sexuality, dating, partying and substance use is important as the teen may give consideration to these expectations prior to engaging in the behaviours. Chatting about these issues before the teen is even confronted with them can help the teen determine how they feel about them and even try to stay clear of them. When the teen is confronted with these issues, they may also find it easy to communicate when the challenges start because they may need the parent’s guidance on how to handle the issues.

• **Talk about dating and sexuality, partying and smoking, alcohol or drug use that your teenager observes.** Parents need to make it clear how they want their children to handle such situations. Parents also need to keep in check 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, and the limits related to any of these issues.

• **Monitor activities that teens engage in.** Ensure that places that teens go to socialize and have fun limit exposure to sexual activity and substance use, for example, by allowing partying only when there is a family occasion, having prior knowledge of the teen’s whereabouts and the company they are keeping at all times, limiting undesirable company, and approving only activities that have these safety measures in place for the teen, regardless of what other parents allow for their children.

• **Limit the access your teen has to partying and substances, and monitor the type of friends, or boyfriend or girlfriend your teen is dating.** Most of the time teens spend time with friends at and outside of school. Parents need to know and approve of who the teen spends time with, observe what kind of activities they engage in, and set rules for how much time is spent with the friends or boyfriend or girlfriend. Similarly with friendships and dating, the parent needs to monitor and limit where the teen goes and what kind of access the teen would
have to any substances when they go out with friends or even within the home. Parents also need to be aware of the ways teens create opportunities for these activities so that they can preempt their occurrence and limit them.

- **Inform your teenager about the consequences** that are associated with dating, partying and substance use or abuse. The information needs to be honest and non-threatening. It may be easy for parents to want to use exaggerated language to try and warn their teens against some of these dangers, but if teens understand that it is an exaggeration, this may discredit the parent.
THANK YOU SO MUCH FOR THE PRESENT, I CAN'T BELIEVE WE'VE ALREADY BEEN GOING OUT FOR A MONTH!

I THINK IT'S TIME FOR US TO TAKE THIS RELATIONSHIP TO THE NEXT LEVEL, YOU KNOW?

HE MUST LOVE ME & HE'S FEELING COMFORTABLE SO HE CAN SHARE HIS SECRET WITH ME. DOES THIS MEAN HE WANTS TO MEET MOM AND DAD?

TITUS GAVE ME THIS PRESENT FOR OUR ONE MONTH ANNIVERSARY. HE IS SO SWEET AND HE WANTS TO TAKE THIS RELATIONSHIP TO THE NEXT LEVEL!

Hi, Yohana why do you look happy?

What does he mean by "the next level"? He probably wants to sleep with you and you've only been going out for a month. Are you ready for that?

I don't know, I really like him. Yohana you're so lucky!

There is a party tonight at Tech's house. His parents aren't here so we can really party!

That's cool. We'll be there!

JUST BE CAREFUL YOU DON'T GET PREGNANT OR GET ONE OF THOSE STIs We LEARNED ABOUT IN THE WORKSHOP.
AT THE PARTY...

No thank you. I don't want a drink now.

Do you girls want something to drink? We've got some good stuff here.

Great.

Why don't you want a drink? We came here to party.

I don't need a drink to have fun, and we don't even know who that guy is or what he's going to put in the drinks. When he comes back, he is going to expect you to spend time with him.

Oh, I didn't even think of that.

Why do you have a condom? You don't even have a girlfriend.

I am going to get lucky tonight — look at all the girls, and I don't want to get a girl pregnant.

But what about HIV and all those diseases?

I don't like using condoms, it is like eating a sweet with the wrapper still on — you can't do that.

Why do you have a condom?

Do I look like I have AIDS? I don't need a condom.

You only know if you have AIDS if you get tested.

You have to use a condom.
But I've heard that guys say if you love them you won't use a condom.

You only do things in a safe way that you both agree on.

If the girl is drunk then she won't even know the difference.

You can't do that! You can't just do whatever you want to a girl...

You're right. Yohana. We have a choice about what we do with our partner.

You look upset. Let's go to my car outside.

Tito and I had a fight and I feel really upset and ashamed.

Where are you going, Yohana?
WE NEED TO TALK.
MEET ME IN THE
BEDROOM

Hi Titus, what's going on? I saw you and Yohana fighting

I am really angry with Yohana and I had to show her she can't flirt with others

I'm so sorry Yohana, I only got angry because I love you and could not stand it when those guys were looking at you. He was telling his friends you flirted with him. You know I care so much about you and I don't want to share you with other guys or have another guy steal you away from me.

I felt disrespected and hurt when you yelled at me and push me around. The next time you are angry or upset with me about something, I would like you to please calm down, talk to me without being violent, and allow me to explain my side. I was not flirting with other guys; he offered us all drinks and we accepted and that was all.

I won't do that again, but I didn't really hurt you-you have no bruises or whatever. Other boys do much worse to their girlfriends when they flirt with other boys.

But you did hurt me when you pushed me and you screamed at me; you hurt my feelings and embarrassed me.
You look so beautiful tonight. I am so lucky to have you. I am ready for this relationship to go to the next level like we discussed this morning.

Come on Yohana, I could see by the way you danced tonight that you are ready for sex, and we spoke about it this morning at school. Why must we go back to it again?

Maria was right, I am so embarrassed. What should I do?

I just don’t know if I am ready.

I really love you and if you love me you’ll sleep with me.

Well no. But I am just not sure.

But Yohana, I am so turned on. I’ll go mad if we don’t have sex now and you wouldn’t want to push me to another girl. Would you want that to happen?

Titus I do love you, but I am not ready for sex. If you care about me you will respect me.

Yohana! We’ve been looking all over for you.

Where have you been? It’s time to go.
I'm sad that you left the party so early. It wasn't a good night for us.

I felt very uncomfortable and unsafe last night when you tried to pressure me to have sex even after you promised to respect me.

Ok, so you still my girlfriend, ryt?
Appendix 9

Notes on positive discipline

WHAT IS POSITIVE DISCIPLINE?

Positive discipline is a method of instilling discipline in children, including teenagers which enables children to feel a sense of connection, creates mutual respect and encouragement, builds a healthy long-term relationship with the parents, teaches important social and life skills, and encourages children to discover how capable they are.

The aim of implementing discipline in children

- Positive discipline is about teaching children appropriate ways to behave. For teenagers, 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 discipline strategies when the children are younger; these may still be necessary when the child has grown into a teenager. Discipline during the teenage years is important and requires the use of limits and boundaries to help the teenager learn independence, manage and take responsibility for their behaviour and its outcomes, and solve problems. These skills are needed for the child to become a young adult with their 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.

Key elements

Praise

Please note that affection, looks, gestures and words allow your children to develop a view of themselves as loved and lovable. Acting in this way will encourage them to tackle new challenges and bounce back if things don’t go their way.

Your praise will work best if you go up to your child, get their attention by using their name, look them in the eye, then say specifically what you liked. For example, “Merri, you completed your homework, well done” or “Tibo, thanks for helping me with the housework, you did a good job”.

Your praise will be disregarded if it’s insincere or doesn’t match your look and tone.

Avoid giving praise with a negative element. This sort of praise starts off well but ends with an implied criticism that wipes away the positive comment. For example, try not to say: “Albert, well done for making your bed – shame you don’t do it every day” or “Imanuel, you shared your book so nicely – what a pity you hit Wanggai with it 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 can discourage problem behaviour from happening in the first place. Limits also 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 up to the family standards is an important role of a parent. Usually a struggle occurs when children have to go by other people's standards and rules, and there are no limits or rules that they have been practised and negotiated with their parents at home. 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 with guidance.

Here are some tips for setting clear limits:

• Involve your child in working out limits and rules. When your child feels that you listen to them and they can contribute, they’ll be more likely to see you as fair and stick to the agreed 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 TV programme and 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 tidying your room everyday”.

• Agree in advance with your child what the consequences will be if they don’t stick to the rules you’ve agreed on.

• Praise your child when they stick to the rules you’ve agreed on.

• Be willing to discuss and adjust rules as your child gets older – for example, by extending your child’s curfew.
Appendix 10

Notes on communication and conflict:

1. Types of communication and discipline strategies that are encouraged for good relationships with your teenagers

• Parents who use a dynamic set of communication and discipline strategies which are concerned with creating a caring and supportive parent-teenage relationship

• Parents striving to be warm and responsive to their children's needs

• Parents who encourage their teenagers and other children to think about their goals and help them work towards achieving them

• Parents who give their teenagers and other children an opportunity to explain their actions before reacting with shouting or punishment (even though there may be consequences)

• Parents who seek to understand their teenagers and other children's behaviour before they react

• Parents who control or take time to show their anger after their teenagers and other children have behaved in ways that they do not like

• Parents who are concerned about the well-being of their teenagers and other children without making children feel guilty

• Parents who look at challenges as an opportunity for both themselves and their teenager and other children to learn and grow from it

• Parents who do not think that all solutions to problems they have with their teenagers and other children is to hit them (remember, hitting or beating children is against the law)

• Parents who do not say something at the time their teenagers and other children have done something that the parent doesn't like

• Parents who do not threaten their children with consequences

• Parents who do follow through (with discussion or action) when their teenagers and other children have done something that the parent doesn’t like

• Parents who are not sarcastic or resentful towards their teenagers and other children when they have done something that the parent doesn’t like

2. Parenting role 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, teenagers may lash out and say that they don't need their parents' guidance. This is not true as children are not equipped with the life skills to make their own decisions yet, but they do need the space and guidance to learn them – sometimes through making their own mistakes.
Remember from last week that teenagers’ ability to make decisions matures as they reach adulthood, around the age of 18 to 21 years. Even then it is about having a good foundation so that when a teenager reaches 18 years, they are able to make decisions that are in their best interests.

**Notes on communication and positive discipline**

Disciplining teenagers is most effective when the parent communicates openly with their child so that they can both discuss the limits and rules that have been set for the teenager. Discipline also works best when the parent and teenager build and maintain a warm and loving family environment, so that the child feels safe to make mistakes, and knows that they can recover from them. 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 teenagers and can help avoid problems. Involving the teenager in a discussion about their life shows that you respect their opinion and ideas, and may help to build mutual respect between both of you, the parent and the child. This also teaches the child to learn to stand by their decisions and to back them up. They also learn to change their minds in an ordered way, having given issues due consideration if they realize they made a mistake.

**Notes on ‘I’ statements**

**RATIONALE**

An ‘I’ statement is a way of clearly expressing your point of view about a situation by using the word ‘I’. 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’ statement is free of specific demands and blame. It opens up the area for discussion and leaves the next move for the other person.

We should aim for our ‘I’ statements to be clear (that is, to the point) and clean (that is, free of blame and judgement).

We should beware of ‘you’ statements which place blame on someone else, hold them responsible, demand change from them or hold a threat.

*Two examples of a ‘you’ statement*

“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 should listen to me, otherwise you are going to regret it, and soon.”

These statements are very judgemental and make the listener feel accused or trapped and thus defensive.
Two examples of an ‘I’ statement

“I feel like I am not understanding what is going on with you somehow because the couple of times we went out to visit friends and family I could see that you were lashing out at everything you didn’t like. I would like us to discuss what you are going through and maybe we can find a way to help each other.”

“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 nonjudgemental 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 rather than a laboured response. It is a tough discipline and needs practice.

It is worth pointing out that it can be used with your partner, at work, at the market or the shops, with friends, on public transport or at any time when you feel that your needs are not being met. It is not just for use with your teenage child!

Groups, as well as individuals, can use the formula to help them make a statement about something they feel strongly about.
Appendix 11

Background notes

- Communication and praising teenagers is very important and will help you if you want to establish or strengthen a trusting and balanced relationship with teenagers you care for.

- It will become easier to take a positive behaviour management approach with teenagers the more you use it and become used to the different skills we have practised today, if you are not already using them.

- Remember, what we have learnt in terms of positive discipline is not a guarantee that teenagers will never break a rule or engage in risky or annoying behaviour, but it hopefully gives you some tools to minimize poor behaviour, increase positive behaviour, and deal with risks and challenges as they arise.

Behaviours caregivers should avoid with teenagers

- Arguing, nagging or lecturing: when we get into arguments we can often say things that are hurtful and we regret. Remember we want to keep to praise and not get locked into criticism.

- Bad timing: Try not to deal with problems when you are angry. Better to say “we need to talk” and agree when you will do this later.

- Hitting the child: Hitting makes children fear you, it does not make them respect, love and listen to you. Some parents are quick to pick up the rod (or turn to physical abuse) when they are confronted by a misbehaving child. You want to have an open, loving and caring relationship with your child and hitting your child will not contribute to 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 lashes 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 become psychologically harmful, creating fear of a severe action. This 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 that the programme continue

- Try to create a celebratory tone for this session
  - Note what they have learned and gained from the programme
  - Emphasize how they have come up with many solutions themselves, showing that the programme was about being empowering and not just giving answers
  - They can (and should be encouraged to!) keep 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 visitation system
    - They can share their learnings with other groups of caregivers.
## Appendix 13
Current as of 30 January 2018

### Referral Services – REIMAY Project
(Mental Health, Violence against Women and Girls, Drugs Abuse, Sexual and Reproductive Health)

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Organisation or Institution</th>
<th>Services</th>
<th>Address</th>
<th>Hotline</th>
<th>Contact Person</th>
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<tbody>
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