



# MALE CAREGIVERS SESSIONS

## Girl Shine Early Marriage Curriculum for Caregivers

Girl Shine



Norwegian Ministry  
of Foreign Affairs



**NORWEGIAN CHURCH AID**  
actalliance



# MALE CAREGIVERS TOOL





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# INTRODUCTION

## CEFM: MALE CAREGIVERS TOOL

### WORKSHOP FOR MALE CAREGIVERS ON CEFM

This manual is part of a holistic programme, called **ENGAGE**, for preventing, mitigating, and responding to child, early and forced marriage (CEFM) through community outreach and gender-based violence (GBV) response service provision. **ENGAGE** – *Enhancing Girl's Agency and Gender Equality Programme*, aims to empower and provide additional support to adolescent girls, mobilise families and communities, whilst improving the capacity of frontline workers.

### OBJECTIVES

The '**CEFM: Male Caregivers Tool**' is a learning tool, with the activities focusing to changing the social norms that enable child marriage to occur. The tool is part of the community outreach component of ENGAGE, which is designed to be adapted based on the needs of male caregivers in a given context.

### INTERMEDIATE OUTCOMES:

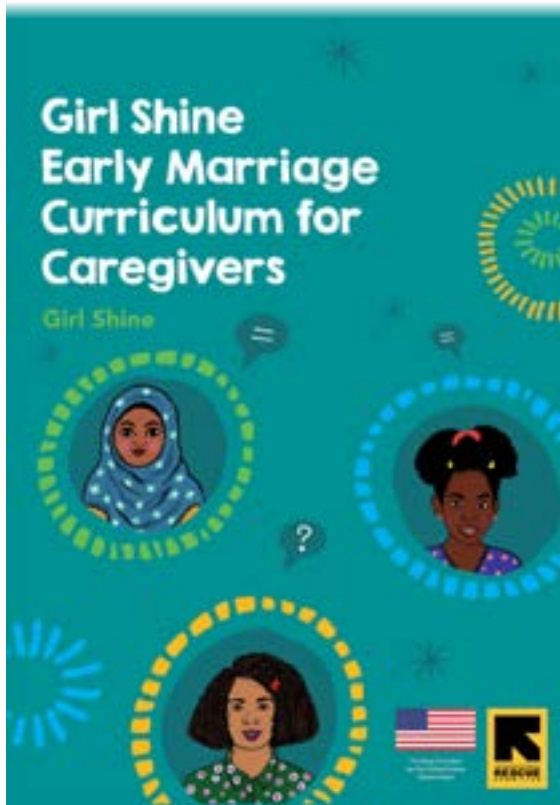
- Male Caregivers are aware of the harmful impacts of CEFM
- Male Caregivers value and support alternatives to CEFM
- Male Caregivers support gender equality and challenge harmful gender norms

### LONG-TERM OUTCOMES:

- Male Caregivers support gender equality and challenge harmful gender norms
- Male Caregivers take greater action to end child marriage (including refusing to marry girls)
- Men and boys prefer not to marry girls who are still children
- Girls at risk of CEFM participate in decisions that affect them, including regarding relationships



In agreement with the International Rescue Committee (IRC), Norwegian Church Aid (NCA) will utilise parts of **GIRL SHINE EARLY MARRIAGE CURRICULUM FOR CAREGIVERS**<sup>1</sup>, including the following introduction and guidance.



## INTRODUCTION TO THE CURRICULUM

The Early Marriage Curriculum's main focus is on delaying marriage and responding to the needs of married girls. This curriculum also incorporates other forms of gender-based violence (GBV), but it goes much deeper into the subject of early marriage than the Girl Shine Life Skills Curriculum does.

In terms of delaying marriage, the content of the curriculum aims to:

- 1 **unpack the drivers of early marriage;**
- 2 **raise awareness of the risks of early marriage;**
- 3 **support girls and caregivers to find alternatives to marriage;**
- 4 **support girls and caregivers to strengthen relationships with each other; and**
- 5 **build social support and solidarity amongst girls.**

In terms of responding to the needs of married girls, the content of the curriculum aims to support young mothers, married, divorced, and widowed girls to understand and claim their rights. This is accomplished by (1) providing them with information about their bodies; (2) providing them with information on how to influence decisions; and (3) encouraging girls and caregivers to strengthen their relationships with each other and build social support and solidarity amongst girls.

A summary of each session and how to implement it is offered below, and each session's materials—which can be found within the curriculum—will provide more detailed instructions on how to prepare in advance.

<sup>1</sup> International Rescue Committee, Girl Shine Early Marriage Curriculum for Caregivers: [https://gbvresponders.org/wp-content/uploads/2022/07/Part-3A\\_HighRes\\_English.pdf](https://gbvresponders.org/wp-content/uploads/2022/07/Part-3A_HighRes_English.pdf)

## SCOPE & SEQUENCE

### PRE-SESSION

#### IMPLEMENTATION GUIDANCE

- The pre-session assessment should be completed with participants, either before the sessions start or at the end of the first session. It must be completed before session two commences.



Core

Optional

IRC Girl Shine Early Marriage Curriculum

NCA ENGAGE

### SESSION 1

#### INTRODUCTION TO THE PROGRAMME

#### IMPLEMENTATION GUIDANCE

- This is an opportunity for caregivers to get to know each other and the facilitator, and for them to establish their group culture.
- This session also covers sex and gender so that caregivers enter into all future conversations with this foundation in mind; it is essential facilitators are prepared to deliver this content.



Core

Optional

IRC Girl Shine Early Marriage Curriculum

NCA ENGAGE

### SESSION 2

#### CELEBRATING OUR FAMILY

#### IMPLEMENTATION GUIDANCE

- This session intends to strengthen the relationship between girls and their caregivers. For the female caregiver session, this includes the relationship with girls and their mothers-in-law.
- This session helps to establish a positive framing of how the caregivers will engage in this journey and why strengthening relationships can be beneficial to the entire family.



Core

Optional

IRC Girl Shine Early Marriage Curriculum

NCA ENGAGE



### SESSION 3 MY EXPERIENCE AS A CAREGIVER

#### IMPLEMENTATION GUIDANCE

- This session explores the roles that women and men often play in society.
- It may be challenging to implement; gender roles and expectations are deeply ingrained, and women and men may be resistant to ideas of changing these.



- Core  
 Optional

- IRC Girl Shine Early Marriage Curriculum  
 NCA ENGAGE

### SESSION 4 THE FAMILY ENVIRONMENT

#### IMPLEMENTATION GUIDANCE

- Caregivers will explore the idea of the family environment and the impact of the family environment on adolescent growth and development.
- The caregivers will unpack what healthy relationships and environment can look like and will learn communication styles that can help create a healthy environment.



- Core  
 Optional

- IRC Girl Shine Early Marriage Curriculum  
 NCA ENGAGE

### SESSION 5A EXPLORING OUR RELATIONSHIPS WITH ADOLESCENT GIRLS

#### IMPLEMENTATION GUIDANCE

- Caregivers analyse the concept of the “emotional environment” and unpack communication styles in more depth. There are different scenarios for caregivers of married and unmarried girls throughout, so facilitators will use the scenario that best fits their group.



- Core  
 Optional

- IRC Girl Shine Early Marriage Curriculum  
 NCA ENGAGE



**SESSION 5B**    **EXPLORING OUR RELATIONSHIPS WITH BOYS**

**IMPLEMENTATION GUIDANCE**

- Caregivers analyse the concept of the “emotional environment” and unpack communication styles with boys in more depth.



Core

**Optional** for caregivers of adolescent boys.

IRC Girl Shine Early Marriage Curriculum

**NCA ENGAGE**

**SESSION 6**    **POWER IN THE HOME**

**IMPLEMENTATION GUIDANCE**

**Female Caregivers:**

- This session will cover concepts of power with female caregivers and unpacks decision making both in terms of the power men have over women and the power women have over girls.

**Male Caregivers:**

- The male caregiver session also unpacks forms of power and explores the power men traditionally hold over women and girls. The session goes on to ask men to analyse the power dynamics within their own homes and how they can take steps to make a change in shifting or sharing power.



Core

Optional

IRC Girl Shine Early Marriage Curriculum

NCA ENGAGE

**SESSION 7**    **COMMUNICATING WITH ADOLESCENT GIRLS ABOUT THEIR ASPIRATIONS**

**IMPLEMENTATION GUIDANCE**

- This session brings together caregivers and their adolescents to understand more about each other’s likes and dislikes, interests, dreams and aspirations.
- It is important that the facilitators support creating an environment for an open dialogue between caregivers and their adolescent children.
- Through the session’s activities caregivers and their children get the opportunity to jointly think about alternatives to marriage for adolescents.





Core

**Optional**

This is a joint dialogue session between groups of caregivers and their adolescents who are participating in the adolescent sessions.

IRC Girl Shine Early Marriage Curriculum

**NCA ENGAGE**

## SESSION 8 PARENTING FOR EQUALITY

### IMPLEMENTATION GUIDANCE

- This session explores how caregivers parent their children based on gender differences, and how girls and boys experience the family environment differently.



**Core**

Optional

**IRC Girl Shine Early Marriage Curriculum**

NCA ENGAGE

## SESSION 9 MARRIAGE IN OUR COMMUNITY

### IMPLEMENTATION GUIDANCE

- This session discusses marriage in the community's context.
- It's really important that facilitators have a good understanding of the legal frameworks governing marriage in the country in which they are facilitating this session, as well as in the country from which refugees have fled. Legal frameworks can include formal/state law, religious law, customary/traditional law, or a combination of the above.
- Facilitators should have a working understanding of the rights afforded to each person in the marriage, what kinds of acts and behaviours are considered against the law, and what to do if someone's rights are violated in the context of the marriage.
- Facilitators must read the session instructions in advance.



**Core**

Optional

**IRC Girl Shine Early Marriage Curriculum**

NCA ENGAGE

**SESSION 10**    **DOWRY/BRIDE PRICE**

**IMPLEMENTATION GUIDANCE**

- This session discusses the reasons behind dowry/bride price and the negative consequences on girls, family and society.
- Facilitators support the caregivers to reflect and to challenge the dowry/bride price norms that encourage child marriage.



Core

**Optional**

Only for caregivers of unmarried girls.

IRC Girl Shine Early Marriage Curriculum

**NCA ENGAGE**

**SESSION 10**    **HOUSEHOLD DECISION MAKING (WITH ADDITIONAL SESSION FOR MALE CAREGIVERS ON ANGER MANAGEMENT)**

**IMPLEMENTATION GUIDANCE**

- In this session caregivers explore how people in healthy relationships make decisions together; discuss the benefits of long-term planning and decision-making over short-term, with a focus on financial decisions as they relate to child marriage.
- In addition, with the use of sample stories, participants discuss ways to apply the Seven Strategies for joint decision-making.



Core

**Optional**

Only for caregivers whose spouse/partner is also attending the caregiver sessions should participate

IRC Girl Shine Early Marriage Curriculum

**NCA ENGAGE**



**SESSION 12**    **PLANNING THE FAMILY BUDGET**

**IMPLEMENTATION  
GUIDANCE**

- In this session, as caregivers work around four stations, they reflect on expenses and income they have as a family and look at the costs that have to do with the necessities of their children.
- The participants also discuss as a couple how to improve spending and how to save money each month in order to invest it in their daughters' and sons' futures equally.
- The topic of budgets, discussed in this session is very private, and the facilitator should make sure the information of each family is not shared or seen by others at the stations.



Core

**Optional**

Joint session with married couples who are both participating in caregiver sessions.

IRC Girl Shine Early Marriage Curriculum

**NCA ENGAGE**

**SESSION 13**    **VIOLENCE WOMEN AND GIRLS EXPERIENCE**

**IMPLEMENTATION  
GUIDANCE**

**Female Caregivers:**

- In this session, caregivers will explain the types of violence women and girls face. The session will explore the link between GBV and power.
- This session may be triggering for some women who have experienced violence, and the facilitator should be prepared with information on GBV case management services.



**Core**

Optional

**IRC Girl Shine Early Marriage Curriculum**

NCA ENGAGE



**SESSION 13 SAFETY AND VIOLENCE**

**IMPLEMENTATION GUIDANCE**

**Female Caregivers:**

- The session opens by mapping out all the risks to women, girls, men, and boys in the community. This gives men the opportunity to share any thoughts they have about issues facing men and boys, but the activity will also highlight how risks are much higher for women and girls.
- After identifying the different forms of violence women and girls in particular face, the session then goes on to analyse why violence against women and girls happens



Core

Optional

IRC Girl Shine Early Marriage Curriculum

NCA ENGAGE

**SESSION 14 SUPPORTING GIRLS WHO EXPERIENCE VIOLENCE**

**IMPLEMENTATION GUIDANCE**

- Now caregivers have had the opportunity to examine different types of violence and men in particular have explored the idea of violence as a choice, caregivers will explore this concept in relation to blame (and how girls are not to blame for the violence they experience).



Core

Optional

IRC Girl Shine Early Marriage Curriculum

NCA ENGAGE

**SESSION 15 FAMILY HONOUR AND CEFM**

**IMPLEMENTATION GUIDANCE**

- This session explores the concepts of honour and sexuality in society, and the impact of these practices especially on adolescent girls.
- The caregivers of unmarried girls recognise their caregiver's role in preventing child marriage.



Core

Optional

Only for groups of caregivers of unmarried girls.

IRC Girl Shine Early Marriage Curriculum

NCA ENGAGE



**SESSION 16**    **OUR VISION FOR THE FAMILY**

**IMPLEMENTATION GUIDANCE**

- Caregivers are encouraged to explore the barriers they may face when making changes both to the way they support their daughters and to the aspirations they hold for them, specifically related to marriage.



**Core**

**Optional**

**IRC Girl Shine Early Marriage Curriculum**

**NCA ENGAGE**

**SESSION 17**    **ADOLESCENT GIRL DEVELOPMENT**

**IMPLEMENTATION GUIDANCE**

- This session will cover adolescent sexual and reproductive health.
- It is important that facilitators feel comfortable with the information included in the session and read the instructions ahead of time.
- In contexts where it is safe to mention, facilitators should talk about sexual orientation and gender identity to normalise these.



**Core**

**Optional**

**IRC Girl Shine Early Marriage Curriculum**

**NCA ENGAGE (caregivers of unmarried girls)**

**SESSION 18**    **SUPPORTING ADOLESCENT GIRLS**

**IMPLEMENTATION GUIDANCE**

- This session includes separate content for caregivers of married and unmarried girls. For caregivers of unmarried girls, the session covers sexual and reproductive health (SRH) information and how caregivers can support girls when they begin menstruating.
- The session encourages caregivers to create a supportive space for married girls to express any concerns or questions they have during marriage.

**Core**

**Optional**

**IRC Girl Shine Early Marriage Curriculum**

**NCA ENGAGE**



**SESSION 19** CHANGE BEGINS WITH US

**IMPLEMENTATION GUIDANCE**

- The next three sessions help caregivers put the information and knowledge they have gained from the sessions and from each other into action. This session starts with a reflection exercise with a series of questions for caregivers.
- It's important to keep note of sequencing for these remaining sessions, the girls' session should happen first, followed by female caregivers' and then male caregivers' so that girls' and women's inputs can be shared anonymously with the men's groups.



Core

Optional

IRC Girl Shine Early Marriage Curriculum

NCA ENGAGE

**SESSION 20** SUPPORTING GIRLS IN OUR COMMUNITY

**IMPLEMENTATION GUIDANCE**

- For this session, it is important that facilitators give enough time to capture all of the view that girls expressed to caregivers and keep returning to the points girls raised to ensure that any decision making around actions reflects what girls have expressed to their caregivers.



Core

Optional

IRC Girl Shine Early Marriage Curriculum

NCA ENGAGE

**SESSION 21** LEADING THE WAY TO CHANGE

**IMPLEMENTATION GUIDANCE**

- This is the final core session before forming support groups. Programs will need to decide if they are doing the graduation on the same day or separately and whether they will be doing the post assessment on the same day or separately. If the programme does plan to do either of these things on the same day as graduation, the session will need to be extended.
- Men and women may also want to come together for this session; there are adaptations included, and it is important to identify a space where women feel comfortable.



Core

Optional

IRC Girl Shine Early Marriage Curriculum

NCA ENGAGE

## SESSION 22

## FORMING CAREGIVER SUPPORT GROUPS (FOLLOW UP SESSIONS)

### IMPLEMENTATION GUIDANCE

- This session helps those caregivers, who decided to meet regularly (in mixed or separate groups), to come together and review progress and challenges they face in completing their action plans, while supporting adolescent girls in the community.
- The facilitator guides the participants in forming caregiver support groups, if caregivers want to continue supporting each other.



Core

**Optional**

Only for caregivers of  
unmarried girls.

IRC Girl Shine Early Marriage Curriculum

**NCA ENGAGE**



## Facilitating Sensitive Topics for Female and Male Caregivers

Early marriage is a sensitive topic to discuss, in both communities where it is legal and communities where it is illegal. Challenging deeply-ingrained norms and practices could be perceived as interfering and may create distrust in the community. Rooted in patriarchy, control of adolescent girls' sexuality is a key driver of early marriage, making it an even more difficult topic to discuss. This is why trust-building is so important and why some of the most sensitive content in the curriculum comes later on.

Because early marriage is so widely accepted, it is likely that differences of opinion will come up, and there could be difficult situations or challenging comments that arise from discussions or outreach. As a team, it's important to be prepared for this; for example, the team can use the framing "delaying marriage" instead of "early marriage prevention" and ensure that it is accepted and understood in the community. It is also important to be clear and transparent on the programme's position on early marriage, yet at the same time not to pass judgment on those who are already married or who marry during the programme.

Girls are at the heart of what we do and should not be excluded under any circumstances; we should always be available to offer support. Drawing on international and national legal frameworks (if they exist) is a helpful advocacy and educational tool for raising awareness of early marriage being a violation of rights. When coming up against people who are resistant to information and concepts related to early marriage, facilitators can follow up with a few statements:

**"I appreciate you sharing your opinion with us. Can you tell us why you feel this way? Please do also try to understand that not everyone will share the same opinion."**

**"If you would like to discuss this more, I am happy to sit with you after the session/discussion/meeting to talk about it, or to introduce you to people who have more information they could provide."**

Facilitators should remember not to let any potentially harmful views and comments go unchallenged or explained within sessions. For example, some people may say that it is okay for girls to get married at a younger age than boys.

Facilitators can respond in the following ways:

- ✓ "Thank you for sharing your opinion. What do the rest of you think? Who here has a different opinion?" If another point of view is not offered, then facilitators should make sure to offer one. If possible, facilitators should draw on facts and evidence to make their case.<sup>2</sup>

<sup>2</sup> Adapted from: [https://www.girlsnotbrides.org/wp-content/uploads/2018/08/1.-GNB\\_Trainer\\_Manual\\_FINAL.compressed-1.pdf](https://www.girlsnotbrides.org/wp-content/uploads/2018/08/1.-GNB_Trainer_Manual_FINAL.compressed-1.pdf)

- ✔ Facilitators could say, “All of us want to ensure that the girls in our community are safe, happy, and healthy. We can do this by avoiding the harmful health consequences that come with early marriage.”
- ✔ If early marriage is illegal, facilitators can say, “Does anyone know what the law says about the age of marriage?”

The facilitation guidance included in the **Girl Shine Caregiver Curriculum (Part 3)**<sup>3</sup> are also relevant for the implementation of the early marriage sessions. There is also content included on the types of resistance facilitators may experience from caregivers and how to challenge harmful attitudes, which can be found in **Girl Shine (Part 3)**.<sup>4</sup>

As stated, these sessions have been designed to allow trust to be built between facilitators and among caregivers; so, a lot of the sensitive content is included later in the curriculum, with the aim of reducing the potential resistance that could be faced.

## CLOSING OUT THE EARLY MARRIAGE GROUPS

While you can refer to the chapter on sustainability for more guidance as well as the guidance in *Girl Shine (Part 1)*<sup>5</sup>, there are a few key considerations for the immediate closure of groups.

Caregivers may be wondering what comes next as the sessions near an end. Female caregivers are encouraged to continue meeting, both for solidarity and support between each other; they should also ensure that girls remain at the centre of their actions. Male caregivers are also encouraged to meet; girls and women must remain at the centre of their actions, and they should both provide a supportive environment for women and girls to access their rights and advocate for women and girls’ rights. If caregivers are interested in continuing to meet, there are a few things to consider:



### Have caregivers developed a plan?

The last two sessions help prepare the caregivers for group closure and help them plan what they will focus their time on, based on feedback from girls. Caregivers are encouraged to develop feasible action plans that reflect the changes girls would like to see in the community.

3 Facilitation techniques: <https://rescue.box.com/s/p31j9tbz3mwyfur2amgjjmlh2nx4b8af>

4 Challenging harmful attitudes: <https://rescue.box.com/s/eyqf8jtv69n1frcpl63b9aj6zfs1dltl>

5 Group closures: <https://rescue.box.com/s/mdx2bd3mxzu1jln60z0o2bpj0v2p554x>





### **Does the facilitator think caregivers are ready to move forward without the facilitator's guidance? Are there people in the group with harmful attitudes and beliefs?**

The facilitator can continue to meet with caregivers on the same day and time, until they are ready to move forward without the facilitator's support. The facilitator does not need to be fully involved in the sessions but just there to support if the caregivers need guidance. For example, the facilitator can be there at the start of the session but then leave.

There may be Village Savings and Loans Associations (VSLAs) that caregivers can be signposted to, or there may be other activities taking place in the community they could benefit from.

## **CAREGIVERS' GRADUATION**

Caregivers should have the opportunity to celebrate their participation and completion of the sessions, and to show girls what they have learned and how they intend to support girls moving forward. It would be important to encourage the caregivers to publicly commit during the celebration to supporting girls (for example, this could be done in a form of reading out loud a public commitment statement), thus, demonstrating their willingness and readiness to act.

### **There are a few key considerations:**

- Will the graduation take place during the last session or at a separate date?
- Will anyone else be invited to the graduation? Girls and caregivers from the other group, community members? If yes, have safety risks been identified and managed?
- Will caregivers be expected to prepare anything in advance of the graduation? For example, will they be expected to give a speech?
- Has the team organised certificates for the group in advance?
- Has accessibility been considered, and have accommodations for access been made?
- Have the arrangements been considered for breastfeeding and childcare?

# MALE CAREGIVER SESSIONS





# SESSION 1

## INTRODUCTION TO THE PROGRAMME<sup>6</sup>

### SESSION AIMS

In this session, facilitators will:

- Build trust with caregivers.
- Introduce caregivers to the Girl Shine Caregiver Curriculum.
- Help caregivers reflect on the hopes and dreams they have for their daughters.

### MATERIALS:

- Ball
- Stickers
- Resource 1.1 - Asset cards
- Coloured pens
- Post-it notes
- Tape
- Flip chart paper
- Markers
- Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers)

### PREPARATION:

- Review the guidance in Appendix 1 and 2 in the IRC Caregiver Curriculum Part 3 to help facilitators in case they encounter harmful responses from caregivers.
- Print out Resource 1.1: Asset List and cut into Asset cards.

### DURATION:

This session is 2 to 2.5 hours, as facilitators may need to give a brief introduction to the programme and organisation beyond what is included here.

### TIMING:

Before or in parallel to the start of Adolescent Girls Life Skills Curriculum with adolescent girls.

<sup>6</sup> Adapted from International Rescue Committee, Girl Shine Early Marriage Curriculum for Caregivers: [https://gbvresponders.org/wp-content/uploads/2022/07/Part-3A\\_HighRes\\_English.pdf](https://gbvresponders.org/wp-content/uploads/2022/07/Part-3A_HighRes_English.pdf)

## WELCOME & REVIEW (15 MINUTES)

- DO:** Welcome caregivers to the first session of the Caregiver Curriculum.
- DO:** Introduce yourself, your role and your organisation and thank the group for coming and for their willingness to participate.

 **EXPLAIN:** The reason we have brought you all together is to:

Draw upon our collective experience and knowledge to understand how to support adolescent girls to achieve their hopes and dreams and how to keep them safe, happy, and healthy.

Learn information and skills to help strengthen relationships with our daughters and family in general. We will discuss marriage of girls; how we decide when is the right time for a girl to marry; what we can do to support married girls and explore ideas about the benefits and challenges of delaying marriage. Each week will start with a check in on how everyone is doing and then move on to activities on the subject we're discussing. After the activities we will think about how we can use what we have learnt in our homes and community

- DO:** Get caregivers to talk to their neighbour, introduce themselves, and share how they are feeling about participating in the group. Then ask caregivers to introduce their neighbour to the wider group. It is ok if they forget things, their neighbour can assist them. Alternatively, each caregiver can stand up and introduce himself.


### GROUP AGREEMENTS

- DO:** Get the group to suggest some agreements and add the following if they don't mention them:
  - We agree that the main purpose of these sessions is to learn how we can be a support to our women and girls. While some of the information we hear and the discussions we have might relate to all of our children, our priority here is to talk about adolescent girls.
  - Personal stories shared in the group are not to be shared outside the group.
  - Stories shared about other people should not reveal their identity or be shared outside the group.
  - We respect and listen to all. We won't interrupt or talk over each other.




- ✔ We support and encourage each other.
- ✔ Treat everyone equally.
- ✔ Keep an open mind.
- ✔ Don't judge others for things they share.

## LET'S EXPLORE (20 MINUTES)


 **SAY:** To help us achieve the goal of supporting girls to lead healthy and happy lives and achieve their dreams, we feel it is critical to involve you, as important decision-makers in the lives of girls and who help shape the lives of girls.

### **DO:**

- ✔ Explain to caregivers how many sessions you would like them to be part of. Explain that we need caregivers to commit to participating in as many sessions as possible. This is because each session will address a different topic and each topic has important information that caregivers can benefit from. If we want to support girls to lead healthy and happy lives and to achieve their dreams, it is important to participate in as much of the programme as possible.
- ✔ Confirm their availability - weekly, monthly, etc. Ask them how many hours they would like to meet for each session.
- ✔ Ask caregivers to make a verbal commitment and include it in the group agreements.
- ✔ Explain that the reason the sessions are separate is because our experiences as men and women are different in relation to caregiving, and we want to make sure the sessions are relevant to your experience as women. We might have the opportunity to have a mixed group for the last session, but this will be decided later.
- ✔ Give caregivers a brief overview of the sessions you plan to cover with them (there is no need to explain the sessions that will be done with women, only discuss the sessions you will do with men). Write the session titles out on flip chart paper and put them up on the wall.

 **DO:** Give each caregiver five stickers and ask them to place stickers next to the topics they think will be most interesting. When they have finished, you can ask why they chose or didn't choose particular topics.

- SESSION 1** Introduction to the Programme
- SESSION 2** Celebrating our Family
- SESSION 3** My Experience as a Caregiver
- SESSION 4** The Family Environment
- SESSION 5A** Exploring our Relationships with Adolescent Girls
- SESSION 5B** Exploring our Relationships with Adolescent Boys
- SESSION 6** Power in the Home
- SESSION 7** Communicating with adolescent girls about their aspirations  
(joint caregiver-daughter session)
- SESSION 8** Parenting for Equality
- SESSION 9** Marriage in our Community
- SESSION 10** Dowry/Bride Price
- SESSION 11** Household Decision Making
- SESSION 12** Planning the Family Budget
- SESSION 13** Violence Women and Girls Experience
- SESSION 14** Supporting Girls who Experience Violence
- SESSION 15** Family Honour and Child, Early and Forced Marriage
- SESSION 16** Our Vision for the Family
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- SESSION 21** Leading the Way to Change
- SESSION 22** Forming Caregiver Support Groups

 **NOTE:** *If caregivers have literacy challenges, you can read through all the sessions once, and ask them to note their favourite. Inform that you will read them again and ask caregivers to raise their hands at the topics which they find most interesting.*



- ☑ **DO:** Ask caregivers if they want to share anything with the group about their selection and what they want to gain from the curriculum, anything they are particularly interested in, etc.

## ACTIVITIES (55 MINS)

### 1 SUPPORTING GIRLS FOR THE FUTURE (25 MINUTES)

#### ☑ **DO:**

- ☑ Print out and cut the Assets cards from the Resource 1.1 (or select assets closest to those that are contextually relevant). Assets should focus on Safety, Health & Hygiene skills and be relevant to girls recently married, at risk of marriage, divorced, with a disability etc. to ensure that caregivers have the group of girls in mind who are participating in the programme.
- ☑ On flip chart paper, list the ages 10-19 one age on each card, or draw pictures of girls, starting with a very young one to an older adolescent.

**!** **CONTEXTUALISATION:** If age is not a category used to determine maturity, swap this out with relevant categories such as marital status, disability, employment, etc.


#### ☑ **DO:**

- ☑ One by one, read the assets out to the group and ask them to decide at which age a girl should have received the information or skills that are listed on the card. They should make a decision as a group (or a majority decision) and place the respective asset card accordingly on the flipchart.
- ☑ Once finished, ask caregivers to look at where the assets are placed. If you notice that the cards are listed mainly in later adolescence or after marriage etc. probe as to why caregivers have made the choices they have.
- ☑ If you notice that cards are listed in early adolescence or before marriage, reinforce the point that it is important for girls to receive this information as early as possible to help ensure their safety and well-being.

**?** **ASK:** How do you think this information is linked to supporting girls for the future?


 **EXPLAIN:**

- If girls have access to this type of information, it can help to protect them from harm.
- They can learn very important things that will help them make informed decisions and support their safety.
- The earlier they receive the information, the more helpful it will be.
- Through the adolescent girls' programme, girls will (or are) learning about many things that will be useful to them in their daily life. This includes information about health, how to communicate well with their caregivers, how to stay safe, and how to make good decisions about their future, trust, early marriage challenges and benefits and the value of girls.
- Regardless of marital status, ability or age, all girls should be able to receive the same information.


 **ASK:** How do you define a 'child' and an 'adolescent'? Allow a few volunteers to respond. Follow up by asking if these concepts change if a girl is married?


 **EXPLAIN:**

- Although different places have different cultural and sometimes legal understandings of 'childhood' and 'maturity', there is a global definition for children as anyone under age 18.
- Boys and girls under age 18 have certain rights and giving them access to this information will support them to achieve these rights and support them to have better options in the future when they become adults.

 **ASK:** Does anyone have any questions or is there anything that you are concerned about girls learning?


 **DISTRIBUTE:** Annex 1: Information Sheet for Caregivers.

 **NOTE:** *Be sure to address the concerns caregivers have. If their concern is particularly related to information on adolescent sexual and reproductive health (ASRH), try to understand what their concerns are and what steps would need to be taken to support girls in receiving this information. For example, if it is given by the mother, if it is scientific or if it is not too detailed.*

 **EVALUATE:** Use the evaluation jars to see how the participants liked the activity. Take note on of the number of pebbles.



## 2 UNDERSTANDING SEX & GENDER (20 MINUTES)

 **EXPLAIN:** We are here to learn from each other and to talk about issues related to our own experiences and the experience of adolescent girls. While we may already have a lot of information and knowledge about these topics, we may also be introduced to new information. One thing we will discuss in many sessions is how our experiences are different, depending on whether we are women, men, girls, or boys. So, for us to understand this in a bit more detail, I want us to discuss a story of one family:

 Requires **CONTEXTUALISATION**

 **SAY**

Fatima is married to Salim and is pregnant. Salim and Fatima also have a baby boy who is one year old. Fatima gives their son milk from her breast some days.

Salim goes to work every day and comes home at 7p.m.

Fatima does go to work, two days a week. When she goes to work, a family member looks after the baby.

Fatima cooks dinner for the family, their favourite thing to eat is rice and vegetables.

Salim does cook, especially on the days that Fatima goes to work. Salim prepares dinner, because Fatima cooks dinner on the other days. With a small child at home and with two caregivers working, the household chores are sometimes forgotten. On the weekend, Fatima likes to make sure these chores are done.

Fatima and Salim split the chores between them. This way, it takes less time to do and is a fairer division of the labour.

 **ASK**

Can Salim also get pregnant and breastfeed? Why not? (Because he does not have the organs to carry a baby in his stomach.)


Can Fatima also go to work? (Ask why yes or why no.)


Is the family member male or female? (Either can look after a baby.)

Can Salim also cook? (Ask why yes or why no.)


Who can take care of chores in the house?


Did you notice that there were some things only Fatima could do and Salim couldn't, and there were other things they were both able to do? What were these things?

 **EXPLAIN:** The things that only males and females can do are related to their sex, but the things they can both do are related to their gender.

 **NOTE:** Use the internal and external organs resources from Girl Shine if you need help explaining this content. You can place the diagrams on the wall if helpful or share in handouts.


- “SEX” refers to the physical body and the biological differences commonly found between females and males. Most females are born with female body parts and functions—such as breasts, a vagina, uterus, going through menstruation, etc. Most males are born with male body parts and functions— they have a penis, they ejaculate, they have sperm, etc.
- “Gender” refers to family, social, or community expectations of females and males. Most of the time it has nothing to do with the body parts we have but is related to the roles and behaviours society thinks is appropriate for females and males. For example, women can give birth because of their sex, but the expectation that it is a woman’s role to raise children and clean the house is about gender.<sup>7</sup> And I say expectation because many women and girls will enjoy raising children and doing chores, but if they decide they do not want to do it, there is still the expectation that they will do it and if they don’t they will be judged by society. So, their choice about which roles they want to perform is decided by society.
- There are some people who may be mocked or shamed especially when they don’t behave in ways society expects them to according to their ‘gender’. For example, if a man cries his community might say he is acting like a woman, since the society have decided that being emotional is something only women can be, even though it is very normal for a man to cry. Another example is that girls and women are expected by society to not have body hair and if they do not remove it, society may mock them and tell them they look like a man, even though it is very normal for women and girls to have hair.


 **ASK:** Is this something you have heard about before, or are these new ideas? What do you think about the information presented?

 **EXPLAIN:** Women and men are often told that they should do certain things because of their “gender.” We learn that society expects us to behave differently and to fulfil certain gender roles. These expectations impact us throughout our lives and lead to unequal power between women and men. We can see this by looking at the position’s men have in society and women have and who is in control of decision making. The different value placed on women and men can sometimes also lead to different access to rights. This affects women and girls in particular who are divorced, with a disability and those who are experiencing other challenging situations due to their economic or nationality status. But people should not be treated differently because of these issues and we should all have access to the same rights and opportunities and feel valued in the community.

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<sup>7</sup> [https://www.alignplatform.org/sites/default/files/2018-09/2-GCOC\\_GEN\\_Module\\_FA.pdf](https://www.alignplatform.org/sites/default/files/2018-09/2-GCOC_GEN_Module_FA.pdf)


 **ASK:** Can you think of any examples of expectations based on someone's gender or roles someone is supposed to perform because they are a man or woman?


 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.




### **3 OUR HOPES & DREAMS CIRCLE** (10 MINUTES)


 **DO:** Get caregivers to make a circle.

 **SAY:** We are all here because we care about the safety and happiness of our daughters. I am going to pass the ball to everyone in the circle, and each person will tell the group what they would like their daughter to learn or achieve or what their hopes and dreams are for her.

 **ASK:** How did it feel to share your hopes and dreams for your daughters?

 **NOTE:** *If some of the hopes and dreams caregivers mention were related to traditional gendered roles, for example, finding a good husband to take care of, becoming a good mother, etc., acknowledge the importance of these to caregivers, but also ask them if they can think of things that they want for their daughters that are not based on gender. (Remind them of the first activity.) Review the guidance in Appendix 1 & 2 in the Girl Shine Caregiver Curriculum in case you encounter harmful responses.*



 **EXPLAIN:** Adolescence is a time when a lot of things change in a girl's life, and so it is a very important time. As this is a time of change, girls may feel scared or ashamed about what they are experiencing, but this change is a healthy and normal part of growing up. What happens in her adolescence will influence her life as an adult woman, and we know that we want our daughters to lead happy and healthy lives. We understand that having girls of this age can also be challenging for caregivers, and that female and male caregivers experience the challenges differently. So, we want to be able to support each other to give our daughters the opportunity to transition into adulthood in a healthy and safe way. We may worry more about girls compared to boys, and this can sometimes mean we limit girls in their movement and opportunities as they get older. Some girls may be facing more restrictions than others, for example, girls who are recently married, divorced, girls with disabilities, girls who are new mothers. But we should try to make sure they have the same access to safe spaces, services and opportunities as other girls and boys. We want to explore this more and see how we can provide a supportive environment for girls and give them opportunities to be valued members of our community.



For girls that are recently married, we know that there are many challenges they face, new experiences and also being away from their biological family. They may be expected to take on new roles, develop new relationships and this can be scary and unknown. They need support from their biological family and their new family to navigate this situation.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## ★ KEY MESSAGES




**SAY:** We all have hopes and dreams for our daughters, sometimes girls' hopes and dreams for themselves may be different to the ones we have for them. It's important to talk to our daughters and listen to what they want too and involve them in decisions related to their life.




## CHECK IN (5 MINS)



**ASK** caregivers how they found the session and if there are any changes they would like to make for the next one. (It is important that you act on or incorporate the changes suggested by participants or explain why it's not possible).

 **REMIND** caregivers that they can leave more feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

## TAKEAWAY (5 MINUTES)

 **SAY:** Each week, we will end the sessions with a Takeaway Activity. This is a small task that you will do on your own or with your daughter/daughter in-law. Some activities may involve a female caregiver, particularly if the caregiver is participating in this programme.

For today's Takeaway, discuss with your daughter what she is looking forward to learning in the life skills sessions. When she comes home from the session, ask her what made her happy this week and what activity she enjoyed.

## SESSION 2

# CELEBRATING OUR FAMILY

IRC GIRL SHINE SESSION 2



FOR CAREGIVERS OF MARRIED  
AND UNMARRIED GIRLS

### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Develop positive relationships with daughters/daughters-in-law.
- Caregivers provide a supportive environment for recently married girls.
- Caregivers begin to challenge ideas they hold about diverse girls.



### MATERIALS:

- Comments box
- Papers
- Coloured pens
- Resource 2.1:  
Rafiki's story
- Markers
- 3 Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers); or a box to place all pebbles/post-it notes in
- Pebbles or colourful post-it notes—enough for each participant to have 5-6 (or more depending on family size)



### PREPARATION:

- Illustrations of family members for the Rafiki's story Resource 2.1





## TERMINOLOGY:


- Local definitions for terms such as disability, divorced, older unmarried women (that are respectful and don't reinforce discrimination or stigmatise).
- The concept of "celebrating our family" might make caregivers feel they require money to do this. Explain that celebrating your family can be simply showing appreciation, recognising their achievements, spending family time together, etc.


## DURATION

This session is 2.5 to 3 hours.



## WELCOME & REVIEW (15 MINUTES)




 **DO:** Welcome the caregivers.


 **ASK:** What did your daughters/daughters-in-law share about the ENGAGE sessions they participated in? What did they say they learned or enjoyed? What did they say they found useful?

## LET'S EXPLORE (20 MINUTES)

 **SAY:** Today we are going to talk about and celebrate our families.

 **ASK:**

-  When you think about your 'family' who exactly do you think of? (participants may mention wives, children, parents, aunts, uncles, cousins, sisters, brothers, friends etc. Note whether there is mention of daughters-in-law).
-  What does family mean to you? (i.e. what are some of the ideas we have about what a family is or does, what the role of a family is, etc.)
-  Does the idea of family change over time or remain the same? What changes and what remains the same? (i.e. change when people move away, displacement/crisis, when children grow up roles change, new members join the family such as in-laws or grandchildren).

 **SAY:** Everyone's family is different and people may include different people into their idea of what a family is. One thing we all have in common in this group is that we all have daughters or daughters-in-law and as we think through our ideas of family, we will make sure these girls/young women are included in our discussions and actions.




## ACTIVITIES (95 MINS)

### **1 THE RAFIKI'S STORY<sup>8</sup>:** (35 MINS)


- DO:** Read the following story to the participants. If possible, use illustrations for the different family members (See Resource 2.1):


#### **PART 1:**

-  **SAY:** “In the community called \_\_\_\_\_ (create a community name relevant to your context), there is a family called the ‘Rafiki’s’. They are a large family so there is always so much happening in the house. Mariam and Sayed are the parents of 5 children and Mariam’s mother – Amma, also lives with them as well as their daughter in-law. They have family visiting regularly, including uncles, aunts, cousins and siblings. There is never a quiet moment, but the Rafiki’s wouldn’t want to change this.

-  **ASK:** Does this sound like your family or families you know? What are the similarities/differences?

#### **PART 2:**

-  **SAY:** Their children vary in age and personality. There is Yasmine who is 11 years old, she loves school and is so smart and active. Asma is 14 years old and is a bit quiet and irritable, but her parents imagine she will grow out of it like her other siblings did. There is Adam 18 years old, he works a few hours a week to support his family and he also attends a vocational training college. Adam has a visual impairment which means he requires some additional support, but both his work and training college have improved their spaces to be more accessible to him and his specific needs and this has led to Adam being the best at college and the workplace.


-  **ASK:** Do you think it is common for places to be so accommodating of people with disabilities? What does this story tell us about the value in making adaptations to better accommodate people with disabilities? (By making adaptations, people with disabilities can thrive and benefit like people without disabilities). For example in ENGAGE activities and at the safe space we can adapt our activities so girls with limited mobility can participate, we can encourage girls with disabilities to attend the safe space with their female support person, we can have visuals to help girls with disabilities understand the information we are presenting, we can build in extra time to allow for understanding information or carrying out activities and most importantly we should consult with girls with disabilities to understand how to make adaptations that make the activities and safe space accessible to them.


<sup>8</sup> Inspired by IRC’s Safe @ Home Curriculum







### PART 3:


 **SAY:** Selina is 19 years old and is divorced. She married at 16 and this led to a difficult marriage and a strained relationship with her in-laws. She is back home now and trying to understand what to do next. As with any families, there are difficult moments and there are wonderful moments. One of the difficult moments the Rafiki's had was deciding to marry off Selina in the first place. Due to the overcrowding in their house and other issues they faced, they thought marrying Selina would be the best thing for her, but after seeing Selina's experience, they have decided to wait longer before Asma is married.

 **ASK:** Is it common for girls who are married young to experience difficulties? What did the family learn about marrying Selina at a young age? (That it was better to wait until she was older and more mature).


### PART 4:

 **SAY:** And finally, there is Osman, he is 22 and recently got married to Dina who is 21. Dina completed her education and was ready for marriage. She had a lot of information on what marriage would be like and decided to wait to get married because of the consequences of marrying at a young age (e.g. health consequences, not being prepared emotionally or physically, etc.). She married when she felt ready and mature enough for marriage and she was lucky to have parents that supported her. She knew where she could receive information on sexual and reproductive health and where she could access information on parenting if she was to become a mother. A happy moment for the family was when Osman married Dina. They love Dina a lot and feel she is very mature and knowledgeable, probably because she is a little bit older than when the other girls in the Rafiki family were married. When Dina joined the family, they felt they gained a daughter, not just a daughter in-law. Dina helps Yasmine with her homework, she is someone that Asma trusts and who Asma can talk to if she has any questions about changes in her body. She makes Adam laugh a lot and Dina is also a friend to Selina. Dina knows that it is difficult for Selina, as girls like her are judged in the community even though Selina is not to blame. So Dina tries to be as supportive and helpful as possible."

 **ASK:** How do you think the Rafiki's feel about their relationship with Dina? Why do you think Dina is able to be such a supportive part of the family? Because she is mature, completed her education and made an informed decision about marriage.


 **SAY:**

- This story showed us that families are different but also similar to ones we know. There are many struggles that families have, but one thing this family taught us is that supporting, understanding and appreciating each other is a way for families to get through even in the most difficult times together.
- This story showed us that getting married at an older age can lead to a healthier marriage environment.

 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## 2 THE POSITIVE THINGS WE BRING TO MY FAMILY (40 MINS)

 **SAY:** Now we've heard about the Rafiki's, we are going to think about our own families.


 **DO:**

- ✔ Ask each participant to map out everyone in their family (no need to be prescriptive about who they include, but adolescent girls related to the programme should be included). They can draw them, write their names or just use symbols or dots to differentiate the different people\*. If not possible, they can close their eyes and visualise this.



*\*To ensure everyone is included, use the method that is accessible to everyone.*

- ✔ Once they have finished mapping these people out, ask them to think about, write down or draw what the positive things are (strength, support, happiness) that each person you've identified gives to you.
- ✔ Next, they should think about, write down or draw the positive things (strength, support, happiness) that they give to each of these people in their family.
- ✔ Finally, they should think about how the strengths they and others bring impact the family as a whole.
- ✔ When they have finished, ask if anyone in the group wants to share. Ask specifically for participants to share about their daughters (including daughters who are married).
- ✔ After they feed back to the group, ask participants what they thought the purpose of the activity was.

 **EXPLAIN:** This activity has helped us to think about the strengths of our family. We looked at what individual members of the family bring to the family as a whole. It also helped us to see what we contribute to individual members of our family and the family as a whole. When things are difficult, we can use this activity to remind us of how special and important our family is to us and even when it is not easy sometimes, we have each other as a source of support.



### CLOSING ACTIVITY: CELEBRATING MY FAMILY (10 MINS)

#### DO:

- ✔ Ask everyone to stand in a circle. Or everyone sit if some are unable to stand.
- ✔ To finish the session, explain to participants that you will do a short activity that will sum up all the positive aspects they mentioned in the last activity.



#### SAY:

- We are going to go around the group and each of us will complete the following sentence (encourage them to be playful if they are comfortable, saying it loud, proud, clapping, etc.) “I celebrate/appreciate my family because...”

#### DO:

- ✔ Give them a few minutes to think about what they want to share with the group and then go around each person.
- ✔ If they need some encouragement, the facilitator can start.



**NOTE:** *Some men may be in difficult family situations and may not be comfortable engaging in the process of celebrating their family. They can choose specific people in their family they want to celebrate, such as their children.*



#### EVALUATE:

Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.





## ★ KEY MESSAGES

- Recognising and developing positive relationships in our family will lead to a happier and more supportive environment.
- Adolescent girls, especially those recently married, need support both from their in-laws and their parents to help them with the transition into the new role. It is helpful for caregivers to be a supportive person to these girls in particular.
- Girls who are not married need encouragement and guidance to make healthy choices for their lives.
- Sometimes the community may stigmatise specific groups of people, including those with a disability, or girls who are divorced, have children outside of a formal recognised relationship for example, outside marriage and 'spinsters'/women who have never married. But we can try to make sure that these girls in particular feel supported in the home and not further isolated or shunned.
- Everyone has the right to be treated equally and with dignity and this applies to girls, boys, people with disabilities, divorced girls, women, men (you can insert other diverse or marginalised groups relevant to your context).



## CHECK IN (5 MINS)



**SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.



**REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.



## TAKEAWAY (5 MINUTES)



**SAY:** Try to be aware of a moment that you appreciate with your family generally but also more specifically with your daughters (including those who are married/daughters-in-law, for the purpose of the group) in the next week. Mark the moment in a way that makes sense to you, either for yourself or by sharing with the rest of your family. We can share back our experiences in the next session.



## SESSION 3

# MY EXPERIENCE AS A CAREGIVE

IRC GIRL SHINE SESSION 3



FOR CAREGIVERS OF MARRIED  
AND UNMARRIED GIRLS

### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Reflect on their experience of caregiving, especially in relation to girls and how this has been shaped by internal and external factors.
- Start (or continue) valuing girls as much as boys and won't only associate a girl's value with childbearing and being a good wife.



### MATERIALS:

- Ball
- Paper
- Peanuts
- 1 large box
- Coloured pens
- Flip chart paper
- Post-it notes
- Markers
- Evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers)



### PREPARATION:

- This session may be sensitive and bring up some past experiences for men. Be sure to remind them of the “Group Agreements” (Session 1) and check to see whether they want to have additional group agreements for this session.
- Be prepared with information about services that men can access if they need further support.
- This session may create lots of discussion, and it may not be possible to cover all the content. That's okay. If caregivers want to use the time for discussion on a particular topic, you can cover the rest of the content in another session or let caregivers decide if they want to move on to the rest of the content or continue with a particular discussion.



## TERMINOLOGY:

Refer to local definitions for gender discrimination, gender roles, gender stereotypes

## DURATION:

2 hours.


## TIMING:


Before the start of parallel to the start of Girl Shine Life Skills Curriculum with adolescent girls







## WELCOME & REVIEW (15 MINUTES)

 **ASK:** Who would like to share any moments they appreciated with their daughters/married daughters from last week's takeaway?

 **SAY:** Today we are going to talk more about our own experiences as caregivers and how this may be different from men's experience.

## LET'S EXPLORE (20 MINUTES)

 **ASK:** Can anyone think of any ways in which our experience of raising and caring for children and household responsibilities as men is different to that of women's? For example, are there certain tasks that men are responsible for and other tasks women are responsible for?

 **EXPLAIN:** Within the family, women, girls, boys, and men may have different responsibilities. Some examples of situations are listed below.

 **CONTEXTUALISATION** (This should be based on the family structure of the caregivers you are working with.)

**A**

There is a caregiver who looks after the children at home, while the other caregiver goes to work.

**B**

Both caregivers work and share the caregiving responsibilities.

**C**

One caregiver is expected to do the caregiving responsibilities and earn an income, while the other caregiver is just responsible for earning an income.

**D**

There is one caregiver present, and children (especially adolescent girls) are expected to take on additional responsibilities.

**E**

One caregiver is responsible for caregiving, earn extra income and support in the provision of all family needs including food, shelter and clothes, while other caregiver has no such responsibility.




 **ASK:**


- ✓ Do any of these situations sound familiar to you? Which ones?
- ✓ Are there any situations described that you don't agree with or where the responsibilities could be different?

 **NOTE:** *If caregivers don't mention c, d, or e, probe further.*

 **ASK:**

- ? If both caregivers are working, who do you think should be responsible for caregiving? Is this different from who actually does it in real life situations? Why?
- ? If there is only one caregiver present and children need to take on additional responsibilities, how should this be decided? Are girls expected to take on more responsibilities than boys?

 **NOTE:** *Men might say that it is the responsibility of women and girls to do the things related to caregiving, and that it wouldn't be appropriate or acceptable for men to do it. They might also say that women do not want men to support with these things, as women don't think men can do these tasks. Try to identify men in the room who disagree with this and ensure they are given space to give their opinion.*

 **EXPLAIN:** Sometimes society can place different expectations or limitations on the roles that women, girls, boys, and men play inside and outside of the home.

- These rules set limitations on a person and on how they can behave, act, or what they can achieve and prevent them from reaching their full potential. For example, it may not be considered 'normal' for a man to express his emotions, or a woman to be the main provider for her family.
- We can refer to the limitations these rules put on men and women as 'boxes' that they confine us to.
- There are times, especially in difficult situations, when we open up the gender boxes and we pressure men to stick to their box and be the main providers for the family. In some situations, men might find it difficult to find work. Instead, they can support their families in other ways, taking on responsibilities like taking care of the children or cooking or supporting children with their school work. At the same time, men and women can share the decisions on how to spend the money and how to divide the expenses and the tasks in their families, so that both are part of the family decision-making.
- It is important to open up the gender boxes and to be aware of these limitations, because they limit men, women, and societies as a whole.



**ASK:**

- ① Does this sound familiar to anyone?
- ① Does anyone have experience dealing with this situation?

**ACTIVITIES (60 MINS)**

**1 ACTIVITY 1: EXPECTATIONS OF A WOMAN AND OF A MAN IN OUR SOCIETY<sup>9</sup>**  
**(40 MINUTES)**

**SAY:** We are going to do an activity that will help us understand in more detail the expectations society has of women and men and how this can influence us as caregivers.

**ASK:** Who can remind us of the difference between sex and gender (that we discussed in the first session)?

**EXPLAIN:** Sex refers to the physical body and the biological differences between females and males. Gender refers to the social status, opportunities, and restrictions that girls, women, boys, and men face. As we have already discussed, men may be seen as being in charge of the house and earning income, and women are seen as primary caregivers. Boys might be considered more active and loud, while girls might be considered quiet and obedient. But we know that some girls are not quiet, and some boys are quiet. Some women are the head of the household, some men take care of the children. But these expectations can affect the lives of women, girls, boys, and men on a daily basis, including the relationships among them and the family environment, and can be unhelpful or even harmful.

**DO:**

- ① Place a large box in front of the group where everyone can see it, with an image of a man on it. Ask participants to sit around the box; place a pile of peanuts next to the box.
- ① Tell the men that you want to know what they have been taught about being a man and a boy in their community. Each of the peanuts in the centre symbolises these expectations, so when they want to share their opinions, they should take a peanut, explain what it means and place it in the box.

9 IRC Lebanon (2016) *Male Engagement Toolkit*.





**!** **NOTE:** *As the facilitator, you should also write down the expectation on a post-it note and place these in the box with the peanut.*

**✓** **DO:** To help participants think about their ideas more concretely, you can use the following questions:

- ?** What kind of toys do little boys play with? What about girls?
- ?** What do people say about boys who cry or who show any kind of emotion apart from anger? What about girls?
- ?** How are men supposed to act around women? What about women?
- ?** How are men supposed to act around other men?
- ?** Who can men talk to if they feel sad or worried?

**✓** **DO:** After everyone has had a chance to place an idea in the box, review some of them.

**?** **ASK:** How did you learn to do these things? Who taught you when you were younger?

**✓** **DO:** Facilitate a discussion around the following questions:

**?** **ASK:** Are the ideas about what it means to be a man that are listed in this box helpful or harmful to men and boys?

**!** **NOTE:** *Emphasise that men and boys may enjoy or take pride in some of the characteristics of the box (being a provider, having great responsibility, etc.) and be limited and harmed by others (having to be strong, unable to express emotions, etc.).*

**?** **ASK:**

- ?** What happens to men and boys who step outside of the box?
- ?** What actions can happen (for example, being teased, beaten, bullied)?
- ?** What are they called by others?



**NOTE:** Use examples that the group has generated to demonstrate what this means – for example, men who cry, men who stay at home to take care of their children, etc. Write responses on post-it notes and stick them outside of the box.

**ASK:** What do the ideas both inside and outside of the box teach people about what it means to be a male?

**NOTE:** The box teaches us that there is a right and a wrong way to be a man or a boy. The names and violent behaviours listed outside of the box are punishments for breaking these rules. They are ways of policing behaviour and making sure that men “act like real men.” These ways of acting may directly harm men and boys, women and girls.


**ASK:** What are the advantages and disadvantages of staying inside the box?

**NOTE:** The consequences for women of stepping out of the box are generally much more severe than for men, but men are affected negatively as well by gender roles.

**EXPLAIN:**


- The statements we placed in the box are examples of the rules that put limits on boys and men with regard to how they can behave and act.
- While we may value these rules, we also should think about questioning the ones that we feel could be harmful or limiting to us and members of our family.
- For example, it might not be considered “normal” for a man to express his emotions, or for a woman to be the main provider for her family. There are times, especially when we are facing difficult situations, where men cannot find work and need support in providing for their families. At these times, it is important that we open up the gender boxes and that we do not pressure men to stick to their box, i.e. be the main providers for the family. Instead, they can support their families in other ways (taking on roles which used to be reserved for women, like taking care of the children, cooking, or supporting children with their school work, etc. These are also things that benefit men because they are able to spend quality time with children.
- Sometimes, because we grew up with these rules, we expect our sons and daughters to have the same rules we did – rules that say “this is the place of a girl or a boy in society”. We may also treat the women in our lives in a way that doesn’t give them opportunities to participate in decision-making.
- As men, we can try to empower all of the members of our family to achieve their full potential, especially the female members of our family, who traditionally may not have been given the opportunity to think of opportunities outside of the gender box.





 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.





## 2 EXPLORING FATHERHOOD (20 MINUTES)

 **SAY:** A male caregiver is one of the most important people in an adolescent girl's life. Caregivers can love, teach, and raise their children in very positive ways. A caregiver offers priceless love for their daughter. Most caregivers know this, and want to be responsible, engaged and loving caregivers to their daughters, especially as they grow up and navigate the challenging period of adolescence. This love is equally important for girls who are already married, they still need the love and support of their father, especially in the early stages of marriage. Sometimes male caregivers get busy with other activities, or do not know how to act in certain situations. Have you seen examples of responsible, engaged, and loving caregivers to learn from (e.g. yourself, your own caregivers, family, friends, neighbours)? We wanted to take some time to talk together and learn from each other how to be supportive of our daughters so they can be healthy, safe, and fulfil their dreams.


 **ASK:** What are some of the qualities that you admire in a caregiver?


 **NOTE:** *If very traditional ideas are shared about fatherhood being only about providing economically for the family, or protecting and disciplining them, then ask follow-up questions:*

-  *Are there other ways to show you care about your family?*
-  *Is fatherhood different now than it was in the past?*

 **ASK:** How can and do male caregivers express their love and support for their daughters?


(For example, share decision-making in the house, spend quality time with girls and listen to them, encourage them to think about their dreams and aspirations.)

 **DO:** Get participants to make a circle, passing the ball to each participant, and ask the men to share one hope or dream they have for their daughters.

 **NOTE:** *If they mention hopes and dreams that limit girls, ask them if they would like to think about other hopes or dreams in addition to the ones they have already mentioned.*





 **ASK:** How can we support our daughters to achieve their dreams?



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## ★ KEY MESSAGES

Male caregivers have a big role to play in the lives of adolescent girls. The way we interact with girls at this age helps to shape who they become as adults and can make a big impact on the opportunities they receive, on confidence and health. When caregivers continue to show this love towards their married daughters, it can help them to settle into their new environment knowing that they still have the continuous love and support from their caregiver.



## CHECK IN (5 MINS)



**SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.



**REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.



## TAKEAWAY (5 MINUTES)

Discuss with your daughter the hopes you have for her and ask what her hopes are for herself. Then share a story with your daughter about what it was like for you growing up and what was important to you at that age.

## SESSION 4

# THE FAMILY ENVIRONMENT

IRC GIRL SHINE SESSION 6



FOR CAREGIVERS OF MARRIED  
AND UNMARRIED GIRLS

### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Recognise the importance of a healthy family environment.
- Learn tips and techniques to help them contribute towards a healthy family environment.



### MATERIALS:

Flip chart paper

Markers

Coloured pencils/pens

A4 paper

Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers)



### FACILITATOR NOTE:

- This session may lead to disclosures of GBV committed. Facilitators should be prepared in advance with how they will deal with this. Check in with your supervisor on the best interest of the child, in case anything arises that may need to be followed up on and read through the guidance provided in the introduction of the Girl Shine Caregivers Curriculum.
- Some men may identify their abusive behaviour directly and ask for help to deal with their violence. It is important that facilitators know that IRC and NCA does not provide interventions that are designed to help men deal with the violence they perpetrate. For violence disclosed, the facilitator can refer the person to a caseworker. Be prepared with up-to-date contact information on available GBV services (You should have this from your service mapping).
- Be sure to remind caregivers of the group agreements and check to see whether they want to have additional group agreements for this session.



## TERMINOLOGY:

- Refer to local definitions for terms such as stress, stunting, modelling

## DURATION:


2 hours.







## WELCOME & REVIEW (15 MINUTES)

### ASK:


-  Did you discuss with your daughter/ married daughter the hopes you have for her and ask what her hopes are for herself? Does anybody want to share how this went?

 **SAY:** Today we are going to talk about power, in particular power in the home and how this relates to our relationships with women and children (and in particular, adolescent girls).

## LET'S EXPLORE (20 MINUTES)

 **SAY:** Today we are going to talk in more detail about the family environment. By this we mean the relationships and experiences we have within our family structure. Today we will go into more detail about how a healthy and safe family environment is essential for our own well-being and that of our girls and boys.

 **ASK:** When we imagine a family environment, what are the things we think of?

 **EXPLAIN:** The family environment can include a number of things:

**PHYSICAL ENVIRONMENT** – for example, a house or a specific physical space;

**EMOTIONAL ENVIRONMENT** – for example, stressful, tense, happy, relaxed, safe space, open communication;

**LEARNING ENVIRONMENT** – for example, stimulating/stunting, modelling good/bad behaviour, encouraging/ discouraging communication and ideas.



**ASK:**

- ② What makes a family environment unsafe, tense, or stressful? (When we use our power over others to be physically or verbally violent towards women, girls, and other children, fighting, yelling, arguing, harsh punishments, and other forms of violence used to control someone's behaviour, etc.)
- ② What can happen if the family environment is not safe and is a tense and stressful place?
- ② What do we think is the impact on women?

**NOTE:** *Make sure caregivers identify the impact on girls and boys separately.*



**EXPLAIN:** Children who are exposed to a stressful home environment and violence in the home experience added emotional stress, and that can impact the development of their brains and decrease the prospects for a happy, healthy adulthood. It can also lead to behaviour problems, sleep problems, emotional distress, fear of being alone, immature behaviour, and problems with language development. Violence and abuse at home can also increase the possibility of experiencing violence in relationships or marriages, and it may also increase the chances of violence being used against their own children in the future.

**ASK:** Were you aware of the consequences of being in a stressful home for children?



**EXPLAIN:** As they grow, children who are exposed to a stressful home environment and violence may continue to show signs of problems. Children and young adolescents may have more trouble with school work and show poor concentration and focus. As they grow, they may suffer from depression, suicidal tendencies, and bed-wetting. Others feel socially isolated, unable to make friends easily, and may also show signs of aggressive behaviour<sup>10</sup>.

**ASK:** Were you aware of the consequences on adolescents?



**SAY:** There may be some things we cannot control, such as the setting or structure in which we live, but there are things we can do to make those spaces nurturing, safe, and supportive to our family.



**EXPLAIN:** Women who are exposed to a stressful home environment, especially violence, can suffer from many illnesses. They may feel depressed or anxious and may also develop physical symptoms, such as regular severe pain in their body, problems with eating, issues related to their stomach, or inability to sleep. This may make it difficult for them to be happy, participate in family or community activities, or do their daily activities (for example, caring for the children, working, etc.).

10 UNICEF (2006) Behind Closed Doors - The Impact of Domestic Violence on Children



**ASK:**

- ① Were you aware of these consequences on women?
- ② How do you think this impacts girls who are married? Is the situation the same or different for them compared to unmarried girls? How?
- ③ What about girls who are divorced? Is the situation the same or different for them compared to unmarried/married girls? How?
- ④ What about girls or boys with disabilities? Is the situation the same or different for them compared to girls without disabilities? How?



**SAY:** Girls who have a disability, are married or divorced, have additional needs that should be considered. For example, married girls may be expected to take on adult responsibilities before they are ready, girls with disabilities may require additional support from a carer and divorced girls may experience stigma and therefore isolation in the community.



**ASK:** Does anyone have any examples of how they make their family environment nurturing, supportive, and safe?



**DO:** Probe for examples related to girls who are married, girls with disabilities, etc.



**EXPLAIN:** It is important to think about what the impact is on women, girls and children, when men choose to use their power over them and choose to be violent. This significantly impacts the family environment, with a harmful effect on all family members.



## ACTIVITIES (1 HOUR 5 MINS)



### 1 HEALTHY RELATIONSHIPS (25 MINUTES)



**SAY:** I want us individually to think about what a “healthy relationship” looks like.



**ASK:** What do we understand by the term “healthy relationships”? (They are relationships based on respect, trust, and honesty. They are relationships that makes us feel good and happy and where we have shared power with our partner.)



- ✓ **DO:** Distribute pens and paper and ask participants to draw a picture that represents a healthy relationship. It can be between a caregiver/daughter, husband/wife, boyfriend/girlfriend, fiancé or other forms of intimate partnerships, and it doesn't need to be reflective of the men themselves or their current situation.

### 📌 **ALTERNATIVELY:**

- ✓ **DO:** Split participants into pairs and allocate the following roles: caregiver/daughter, husband/wife, daughter/in-laws or other forms of family relationships. Invite the participants to create a role-play, representing healthy relationships between these two people. After a few minutes, ask them to present their role plays, paying attention to language and gestures.

After a few minutes...

- 🗨️ **ASK:** Now looking at your pictures/role-plays. What does the pictures/role-plays tell you about the things that make a healthy, safe relationship between two people?

- ✓ **DO:** Write down caregivers' answers on flip chart paper and add the following, if not mentioned:

- ✓ Talking to each other in kind ways without shouting or calling names.
- ✓ Women having equal power and decision-making around raising children, educating children, how to spend the family's money, and other issues that affect the family.
- ✓ Listening to each other and showing empathy.
- ✓ Being able to express feelings to each other.
- ✓ Respecting each other as people and supporting each other's goals, hopes, and dreams.

- 🗨️ **ASK:**

- ❓ Do the things we mentioned reflect our actual experience within our family?
- ❓ Do women have equal decision-making power within the family? Why/why not?

- ⚠️ **NOTE:** *Some men may say that women control everything in the household and do not let men interfere. Probe further to understand if they are referring to managing the household chores, or whether women have more choice and voice in financial matters and whether they are free to make it known when they need more support from men, etc.*





*For some issues, men may say that it is better for women to make decisions (for example, marriage of daughters). Probe as to whether men should equally have more say on issues related to this, particularly if they disagree with the decision.*



**EXPLAIN:** Being in a healthy relationship requires thinking about your partner as valuable and deserving of respect. It also means you must make choices, all the time, to demonstrate those beliefs. It means sharing power with your partner. This also applies to how you interact with the rest of your family members.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## 2 STEPS TOWARDS A HEALTHY FAMILY ENVIRONMENT (40 MINUTES)



**DO:** Read the following story to the caregivers, then split them into groups and give each group some questions to think about. They will feed back their reflections to the group.

### STORY

Amira and Khalil have three children. Amira has been struggling with managing the household responsibilities and working at the same time. Khalil has been having a very difficult time at work. One day, Khalil comes back from work, and dinner is not prepared. He starts shouting at Amira and tells her to hurry up! Amira shouts at Khalil and tells him that she is trying her best. Khalil gets angry and hits Amira. Their youngest daughter is standing in the kitchen and watching what happens; she begins to cry.



**SAY:** I want you to take a few minutes to think about what happened. (Repeat the story if necessary.) And then in your groups, answer the following questions:

### GROUP 1

What emotions was Amira experiencing? What emotions was Khalil experiencing? How did Amira and Khalil's daughter feel?



## GROUP 2

How does Khalil feel after he hit Amira? How did it feel seeing his daughter crying? How did he feel about himself?

✓ **DO:** Bring the group back together and ask each group to share what they discussed and their answers to the questions. Give participants the opportunity to reflect on the discussion and give their feedback.

⚠ **NOTE:** *It is important to identify those contributions from participants that demonstrate positive attitudes towards women and girls to help counter any harmful social and gender norms.*

💬 **ASK:** How can Khalil express his feelings to Amira in a way that doesn't cause harm to her or their children?

💬 For caregivers of married girls, **ASK:**

- ❓ Imagine Amira comes and tells her father what happened. What could her father do to support Amira in this situation?

⚠ **NOTE:** *Facilitators should ask the men to identify that the violence was wrong and suggest alternative ways to express the frustration.*

**EXPLAIN<sup>11</sup>:** Khalil's violence toward his wife was not about losing control or being angry. Rather, he made the choice to take out his emotions and demonstrate his power toward his wife. Khalil also knows that there will most likely be no consequences for this choice. The anger and violence is **SELECTIVE** towards his wife. The gender box teaches men not to be emotional, as that is reserved for women. Men are taught that anger is one of few emotions that they can express and still be respected. Therefore, men often do not know how to express their emotions in healthy ways, and so, for example, their pain (or other emotions) can often get mis-expressed and taken out on women through a presentation of anger.

✓ **DO:** Ask the participants to find a comfortable place to sit and to close their eyes.

⚠ **NOTE:** *This should be conducted like a reflection exercise, so give men enough time between questions to really think about their examples.*

<sup>11</sup> Adapted from IRC, Engaging Men in Accountable Practice (EMAP) <http://gbvresponders.org/prevention/emap-tools-resources/>



**SAY:** First we will start by focusing on our breathing, let's take a deep breath in and then release. Let's do this a few times until we are feeling comfortable. I will ask a series of questions and I want you to take your time to think about your answers and how you were thinking or feeling at the time. You do not have to share your answers with anyone, only if you wish to at the end.



**SAY:** I want you to think about a recent argument you had with your wife/girlfriend.

### QUESTIONS:

- ① What happened?
- ① What were they thinking at the time?
- ① How were they feeling during the argument (physical changes to the body, certain emotions)?
- ① Do you think the feeling you were feeling was the one that you expressed or were you masking this with another?



**SAY:** Let's focus on our breathing again and take a deep breath in and then out. When you are ready, you can open your eyes.



**DO:** Once finished, ask if there are any volunteers that want to share their thoughts, feelings, and body sensations that they experienced with the group.



**ASK:** What are some of the ways we can deal with situations like these when they happen?



**DO:** Get participants to brainstorm some ideas and clarify with the following, if not mentioned:



**EXPLAIN**<sup>12</sup>: When dealing with a similar situation experienced by Amira and Khalil, we should consider the following:

- **BE EMPATHIC:**

Put yourself in the other person's shoes and think about how they will feel about what you are telling them. How would you feel if the roles were reversed? Give others time to ask questions and explain themselves.

- **THINK ABOUT YOUR BODY LANGUAGE:**

Give eye contact and try to sit or stand in a relaxed way. Do not use confrontational language or aggressive body language.

<sup>12</sup> Adapted from Skills You Need <https://www.skillsyouneed.com>



- **LISTEN:**

When we are stressed, we tend to listen less well. Try to relax and listen carefully to the views, opinions, and feelings of the other person/people.

- **STAY CALM AND FOCUSED:**

Communication becomes easier when we are calm. Take some deep breaths and try to maintain an air of calm. Others are more likely to remain calm if you do. If you need to, take a break from the conversation and come back to it later when you are calm.

- **USE “I STATEMENTS”:**

“I statements” may allow couples to work through their disagreements in a way that allows them to express their opinions and feelings to each other without assigning blame and placing further strain on the relationship. Some examples of “I statements” include:

 <p>I'M FEELING ANNOYED RIGHT NOW.</p>	 <p>I'VE HAD A BAD DAY.</p>
 <p>I FEEL DISRESPECTED WHEN SOMEONE RAISES THEIR VOICE AT ME.</p>	 <p>I FEEL VERY SAD WHEN I HEAR RUDE WORDS BECAUSE THEY HURT MY FEELINGS.</p>

**ASK:** What if your wife or girlfriend says “I don’t want to talk about this now, I want to talk about it when you have had time to think it over”?

**DO:** Ask participants to go back into their groups. Based on the tips and techniques shared with them, ask them to practice being Amira and her husband. Ask some volunteers to share their practice with the group.





**EXPLAIN:** In the case of Amira and Khalil, he was expressing his frustration towards her and using “power over” her through violence. The solution is not to hide this aggression from the children in order to create a healthy family environment, but not to commit violence to begin with. Men, like Khalil, need to find alternative ways of dealing with the emotions that may be expressed as anger and directed towards women and girls. This aggression creates an unsafe environment in the home, for female members of the family in particular, but also boys. To create a healthy, safe, and nurturing family environment, men and women need to find ways to deal with their problems in a way that doesn’t cause harm. Supporting each other and having open discussions about how to support each other is a good way to improve any family environment.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## ★ KEY MESSAGES



**SAY:** Working on communication with our daughters and sons is a good way to establish healthy relationships and a healthy environment for our family. We can also support our daughters who are married and may not be within our immediate family home feel supported by strengthening communication with them too. You can ask women, girls and boys in your life what you can all do together to create a good environment for everyone.



## CHECK IN (5 MINS)



**SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.



**REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.



## TAKEAWAY (5 MINUTES)



**SAY:** Notice the differences in the way you treat girls and boys at home. Observe how you are treated within your family compared to your spouse, or observe other families doing this. Also try to observe differences between how your married and unmarried daughters are treated.

# SESSION 5A

## EXPLORING OUR RELATIONSHIPS WITH ADOLESCENT GIRLS<sup>13</sup>

IRC GIRL SHINE SESSION 7



FOR CAREGIVERS OF MARRIED  
AND UNMARRIED GIRLS

### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Explore the concept of empathy and practice techniques to increase empathy towards their daughters.
- Get aware of and supportive of girls accessing their rights.
- Continue to build positive relationships with girls.



### MATERIALS:

- Coloured pens
- Markers
- Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers)
- Flip chart paper
- A4 paper



### PREPARATION:

On separate flipcharts write out:

- Communication Tips
- Steps of Empathetic Communication (1-4 bold text only)
- Stories of Mariam and Leila

<sup>13</sup> International Rescue Committee, Girl Shine Caregiver Curriculum, <https://gbvaor.net/sites/default/files/2019-07/Girl%20Shine%20Caregiver%20Curriculum%20IRC%202018.pdf> p. 53-57.



## TERMINOLOGY:

- Refer to local definitions for terms such as empathy, empathic communication

## DURATION:


2 hours.


## TIMING:

Before the start, or in parallel to, the adolescent girls' participation in the 'Our Relationships' Part 1 & 2 sessions.




## WELCOME & REVIEW (15 MINUTES)

 **ASK:** Did you notice any differences in how you communicate with girls compared to boys in your family and any differences in how they are treated? What did you notice?

 **SAY:** Last session we discussed what it means to have a healthy family environment, and one of the things we discussed was the emotional environment. One of the key factors we discussed with regard to creating a healthy family environment was good communication. Today we are going to talk in more detail about how we communicate with adolescent girls and how we can strengthen our relationships with them during this time of transition for girls.

## LET'S EXPLORE (20 MINUTES)

 **ASK:** What are some of the challenges or issues caregivers face with adolescent girls they care for? (For example, challenging behaviour, not wanting to spend time with family members, etc.)

 **SAY:**



### CAREGIVERS OF UNMARRIED GIRLS:

- Sometimes the issues you have with girls may be due to things beyond your control, and may also not be the girls' fault either.
- Living in difficult situations, caregivers face many pressures and stress, which may affect the way they treat their children. It is also important to remember the impact this difficult situation is having on them.



### CAREGIVERS OF MARRIED/DIVORCED GIRLS

- Sometimes the issues you have with girls may be due to things beyond your control, and may also not be the girls' fault either.
- Living in difficult situations, caregivers face many pressures and stress which may affect the way they treat their children. It is also important to remember the impact this difficult situation is also having on them.






### CAREGIVERS OF UNMARRIED GIRLS:

- It is important to listen, be supportive and communicate with girls as they are growing. This helps build a healthy and nurturing family environment.
- Relationship-building takes some time, and it is normal to experience difficulties starting conversations that are different from our usual patterns or routine, but we can do so with continuous and persistent efforts.



### CAREGIVERS OF MARRIED/DIVORCED GIRLS

- Married girls may not see their caregivers often and it may be difficult for fathers to know how their daughters are feeling or what they are experiencing. Even if, as a father, you are no longer living in the same household as your daughter, it is still important to keep up this communication and listening, as it can be mutually beneficial.
- For fathers-in-law, they may still be learning about their daughter in-law and going through adjustments that happen when a new person joins the family.
- It is important to listen and communicate with girls, including married girls, because they are still growing and need support. This helps build a healthy and nurturing family environment.
- Relationship-building takes some time, and it is normal to experience difficulties starting conversations that are different from our usual patterns or routine, but we can do so with continuous and persistent efforts.

 **ASK:** Who is responsible for developing a healthy relationship with girls? (Both the male and female caregivers and fathers-in-law.)

 **NOTE:** For caregivers who say it is the girl's role, ask them why.

 **ASK:** Why is it important to build the relationship between you and your daughter/in-law?



### CAREGIVERS OF UNMARRIED GIRLS:

- Especially during times of uncertainty, crisis or displacement, it is important to try as much as possible to continue building relationships with all your children.
- Your relationship with adolescent girls in particular may change. You may expect them to take on more responsibility. Due to the changes they experience during puberty, other people may also treat them differently. New environments, like during displacement, can also mean that they have more limited freedom than before and fewer opportunities than their male siblings. Alternatively, they might find themselves with more freedom and caregivers may be worried about how they are spending their time.
- And while this is a stressful time for the entire family, and building relationships may not seem like a priority, it is essential if you want to ensure they are healthy, happy, and safe.
- Doing so will help your daughters be more open to discussing their concerns, needs, and worries with you. Trying to put yourself in their shoes opens space for dialogue and will alert you to any potential risks or issues they may be facing. This will help you to provide support to them if needed.



### CAREGIVERS OF MARRIED/DIVORCED GIRLS

- Especially during times of uncertainty, crisis or displacement, it is important to try as much as possible to continue building relationships with all your children, including married girls and daughters-in-law.
- Your relationship with your married daughters in particular may change as you may not see them as often, but this doesn't mean they don't need you. If anything, they need you more as they will be experiencing many new things.
- A girl's new family may expect girls to take on more responsibility that may be new to the girl and she didn't have to do before.
- Married girls may have more limited freedom than before they were married and fewer opportunities as they are occupied with managing the home.
- In times of uncertainty, crisis and displacement, girls might get married at an even younger age than they would have done before displacement.



### CAREGIVERS OF UNMARRIED GIRLS:

- During these situations, sometimes caregivers might think it is best for a girl to be married and think this might be the best option for her future. There are other options that can be explored before going down the route of marriage.
- Communicating with girls and exploring their wants and needs for the future could help prevent issues they may face if married at a young age.



### CAREGIVERS OF MARRIED/DIVORCED GIRLS

- Girls are still growing and they may struggle to take on adult responsibilities and this could lead to tension in their new home.
- Even if girls are married, they are still young and should be encouraged and supported to access the same opportunities as their unmarried counterparts. Caregivers can have an important role in championing this for married girls.
- Communicating with girls and exploring their wants and needs could help prevent issues they may face during the marriage.



## ACTIVITIES (1 HOUR 5 MINS)



### 1 COMMUNICATING WITH GIRLS (25 MINUTES)

**DO:** Read the following scenarios to the group. After each scenario, ask volunteers to come forward to act out the scenario and how they would respond in each situation.

**NOTE:** *If caregivers suggest harmful ways of dealing with the situation, for example, punishing the girl by hitting, yelling, etc., ask them to consider the harm that can be done to girls, families and communities when we treat girls harshly. You can also ask other caregivers if they have alternative suggestions about how to handle the situation. They can step in to show their approach through the role-play.*

**CONTEXTUALISATION:** *Not all scenarios are relevant to all contexts. Please choose the ones that are most relevant to yours. You do not need to do all scenarios.*





### CAREGIVERS OF UNMARRIED GIRLS:

#### SCENARIO 1

Betty is going through puberty and is experiencing many changes. Betty has many questions about puberty, menstruation and pregnancy. This is not normally something that is discussed openly in the family and especially not with male caregivers.

**ASK:** How can we ensure that Betty gets the information she needs?

**NOTE:** *It is important to mention that it is Betty's right to have information about her body. Betty's male caregiver can be supportive of Betty receiving this information from her mother, a health facility or a women and girl safe space (WGSS), where girls can receive accurate information.*



### CAREGIVERS OF MARRIED/DIVORCED GIRLS

#### SCENARIO 1

Betty is recently married and wants to continue going to school. She wants information about family planning so she can delay getting pregnant. She asks her caregivers what to do. This is not something that is normally discussed openly with the family and especially not with male caregivers.

**ASK:** How can we ensure Betty gets the information she needs?

**NOTE:** *It is important to mention that it is Betty's right to have information about her body. Betty's male caregiver can be supportive of Betty receiving this information from her mother, a health facility or a WGSS, where girls can receive accurate information.*





## CAREGIVERS OF UNMARRIED GIRLS:

### SCENARIO 2

Asha has been feeling very sad lately and Dana and Rahul, her caregivers, are worried about her. One day, Dana overheard a conversation between Asha and a friend of hers about a boy that had upset Asha. Dana told Rahul what she heard and shared her concern that Asha may be having a relationship with this boy and might be having some problems and asks for his advice on how to handle the situation.

**ASK:** What can Rahul suggest?

**NOTE:** Try to encourage caregivers to have a conversation with girls that is non-judgmental so that girls don't feel they have to keep secrets from their female and male caregivers and that if the girl is experiencing any risks, she can turn to her female and male caregivers without fear of judgment or rejection. This applies to the current scenario, but also more broadly in case it is not appropriate to talk about boyfriends. If it is uncommon for male caregivers to handle these conversations directly with girls, they can be supportive through the female caregivers.



## CAREGIVERS OF MARRIED/DIVORCED GIRLS

### SCENARIO 2

Asha has been feeling very sad lately and Dana and Rahul (her parents) notice this when she comes to visit them from her husband's home. One day, when Asha came to visit with her husband, her father, Rahul overheard an argument between them and it was very bad. Rahul is concerned that the relationship is not going well but is unsure what he can do.

**ASK:** How could Rahul handle this situation?

**NOTE:** Try to encourage caregivers to have a conversation with the girl to see how she is feeling. The father should try not to take sides and try to talk to the girl in a way that is non-judgmental. This will help girls speak to their caregivers about what is happening from the girl's perspective. Often, we are quick to blame girls and women in these situations without thinking about the role that men play and the responsibility they have.



### CAREGIVERS OF UNMARRIED GIRLS:

#### SCENARIO 3

Randa is growing up and her caregivers have noticed that her behaviour is changing. Randa begins to challenge and question her caregivers much more than she did before. One day, her father asks her to fetch him something. Instead of doing what her father says, like she normally does, she asks her father why he never asks her brothers to fetch things for him. Randa says she has a lot of homework since going into a higher class and she wants her brothers to take more responsibility around the house.

**ASK:** How would you handle this situation?

**NOTE:** *It's important to mention that Randa has the right to go to school and also to have free time. It is beneficial for everyone if chores are spread fairly and equally so they don't fall to one person.*



### CAREGIVERS OF MARRIED/DIVORCED GIRLS

#### SCENARIO 3

Randa got married recently and is struggling with all the responsibilities that have been given to her in her new home. She struggles to cope and this has led to some problems. She doesn't talk to anyone in the house, she is withdrawn and seems sad all the time. One day when she was visiting her family, her father asked her why she is behaving so badly and Randa got very mad and started to cry and told her father to leave her alone.

**ASK:** What would you do if you were Randa's father?

**NOTE:** *Her father can try to talk to Randa about what is bothering her and see if they can find a way to make things easier for her. It is better to open the conversation in a way that is not blaming.*





### CAREGIVERS OF UNMARRIED GIRLS:

#### SCENARIO 4

Ruth has been going out late at night and even though her parents tell her they don't want her to go, Ruth is still going and ignoring her parent's wishes. People in the neighbourhood are talking about Ruth and her friends, saying they have spotted them at discos. Ruth's father is worried about what happens at these discos and is frustrated that people are talking about Ruth.

**ASK:** How can her father respond?

**NOTE:** *This question may raise strategies which involve marrying Ruth off. Try to get caregivers to think about talking to Ruth, understand and have a conversation with Ruth to see together if the discos are safe/unsafe for Ruth to attend and how they can set boundaries that both can agree on).*



### CAREGIVERS OF MARRIED/DIVORCED GIRLS



**SAY:** Here are some additional tips that you can use to improve communication with your daughters.



**DO:** Use the flipchart with the Tips for Communicating with Girls, or if possible, print out the Tips for the participants (using Resource 5.1) and give as a handout.



## COMMUNICATION TIPS:

Encourage girls to express their opinions. Even if you don't agree with them, make them feel that their opinion is being considered.

Explore ways to help girls express themselves, especially girls who may have a disability and are unable to communicate their opinions verbally.

Try to put yourselves in their shoes and try to understand what they are feeling and what is on their mind. Remember how you felt when you were that age.

Show a genuine interest in their thoughts and concerns. They are at a sensitive stage and some find it hard to express themselves.

Give them your time and attention. Even if your own life is very busy with lots of changes happening, it is important to try to make time for your daughter/in-law, especially during this sensitive stage in her life.

Don't impose your opinions. Instead, ask girls what they think should be done in a specific situation.

Allow girls to be sad. Don't expect them to always be tough or always happy and smiling. Encourage healthy expression of their emotions that reflects what they are truly feeling.

If you're concerned about girls going to certain places and doing certain things, instead of saying 'no', try to provide reasons why you think this or what it is you're worried about so that you can come to an understanding.


Don't judge girls harshly, as this can close down communication and opportunities to become closer to the girl. Use "I statements," for example, "I feel sad because you broke my trust," instead of saying, "You are bad for lying to me."

Encourage girls to form solutions on their own, by asking questions and encouraging them to think through the possible positive and negative consequences of any situation. It is also important to do this with girls with disabilities, supporting them to find ways to share their ideas and solutions with you.

Encourage girls and allow them opportunities to be helpful. If you want them to assist with chores in the house, make sure they realise how helpful it is to you, as they will be more likely to want to support in this way. Use of praise makes everyone both the giver and the receiver feel good!







 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.




## 2 EFFECTIVE COMMUNICATION TAKES TIME (40 MINUTES)

 **SAY:** We are going to talk about how to respect and understand others' thoughts, feelings, and views. Some people use the word "empathy" to describe this respect and care.

 **NOTE:** *It is not necessary to use the word empathy, as long as its main concept and rationale is communicated. You could choose, for example, to use the phrase "respect and understanding others' thoughts, views, and feelings."*

 **ASK:** Does anyone know what we mean by empathy?

 **EXPLAIN:** When I think of "empathy," I think of working to understand the situation from the perspective of another, seeing with the eyes of another, hearing with the ears of another, and feeling with the heart of another. Empathy is the ability of one person to walk in the shoes of another person and feel what that is like. Often times, when we are facing difficulties ourselves, it is hard to consider someone else's feelings and act with care, but empathy is an important skill that can help us to improve our relationships with girls.

 **SAY:** Empathy, simply, is the ability to understand and act with care towards our daughters.

## BLAME VS. EMPATHY SCENARIOS:

Require **CONTEXTUALISATION**:



### CAREGIVERS OF UNMARRIED GIRLS:

**SAY:** I want to read you a story about Mariam and Hassan:

Mariam is 11 years old and lately she has been coming back from school in a very negative mindset and her behaviour is also becoming negative. She yells at her siblings and refuses to talk to her mother, Leila and father, Hassan. One day after school, she comes home and throws her things on the floor. Her father asks her what's wrong. Mariam tells her father that she doesn't want to go to school anymore! She says that some of the girls in class have begun to tease her now that she is much bigger than them and looks more like a woman than a girl. They tell her s they don't want to play with her anymore. This has made Mariam feel really upset and isolated.

**ASK:** How do you think Mariam is feeling?




### CAREGIVERS OF MARRIED/DIVORCED GIRLS

**SAY:** I want to read you a story about Mariam and Hassan:

Mariam recently got married and is visiting her mother, Leila, her father, Hassan, and her siblings. It is the first time she has been home since getting married. When Hassan asks Mariam how married life is going, Mariam responds to tell Hassan that it is very difficult sometimes and that the other week her husband shouted at her. This has made Mariam feel really upset and isolated and she doesn't feel like going back there.

**ASK:** How do you think Mariam is feeling?

 **SAY:** Now I am going to read some of the potential responses from Hassan. After each response, I would like you to move to the front of the room if you think that Hassan was blaming Mariam, and to the back of the room if you think Hassan was being understanding/empathetic to Mariam's situation and her feelings. You can stand in the middle if you're really unsure.

 **NOTE:** *If participants are struggling with mobility issues, you can change the activity so everyone raises their hands, or shouts out.*



### CAREGIVERS OF UNMARRIED GIRLS:

Hassan exclaimed, "Don't be so silly! These things happen all the time and you are being too sensitive. Focus on your studies and just ignore them!"

*(Pause to give caregivers time to move to the front or back of the room.)*

**SAY:** Hassan's blaming her.

Hassan said in a stern voice, "You must have done something to provoke these girls. I can't understand why anyone would do this to you. Why do these things always happen to you?"

*(Pause for five seconds.)*

**SAY:** Hassan's blaming her.

Hassan- said in a concerned voice, "I can see/ understand that you are upset. I am so sorry that this happened to you; this is not your fault. School is very important, so what can we do to try to solve this problem?"

*(Pause for five seconds.)*

**SAY:** Hassan's showing empathy.



### CAREGIVERS OF MARRIED/DIVORCED GIRLS

Hassan exclaimed, "Don't be so silly! These things happen all the time in marriage and you are being too sensitive. Focus on your marriage, making your husband happy and don't allow yourself to be bothered by silly things"

*(Pause to give caregivers time to move to the front or back of the room.)*

**SAY:** Hassan's blaming her.

Hassan said in a stern voice, "You must have done something to provoke your husband or failed him as a wife somehow. I can't understand why he would shout at you. Why do these things always happen to you?"

*(Pause for five seconds.)*

**SAY:** Hassan's blaming her.

Hassan said in a concerned voice, "I can see/ understand that you are upset. I am so sorry that this happened to you; this is not your fault. What can we do to try to solve this problem?"

*(Pause for five seconds.)*

**SAY:** Hassan's showing empathy.





**ASK:**

- ① Which of the responses given by Hassan did you prefer? Why? Which responses would you like to hear if you were Mariam?
- ② Why is empathy necessary in order to be a caregiver of an adolescent girl?

**DO:** Have caregivers discuss; add to their list if any of the following is missing:



**CAREGIVERS OF UNMARRIED GIRLS:**

- Being empathetic helps ensure your daughters get their needs met and they feel safe.
- Caregivers can have empathy for each other and themselves, and this teaches children to care for themselves and others.
- Children are great imitators of our behaviour, so when we respond to them with respect and empathy, they learn to treat others with respect and empathy.
- When we respond empathetically to our daughters, we are communicating that they are important and they matter. We are supporting their healthy social and emotional development.
- Being empathetic allows our daughters to openly share and discuss their problems and the risks they are facing, without the fear of being blamed.




**CAREGIVERS OF MARRIED/DIVORCED GIRLS**

- Being empathetic helps ensure your daughters/in-law get their needs met and they feel safe.
- Caregivers can have empathy for each other and themselves, and this teaches the family, including daughters-in-law, to care for themselves and others.
- When we respond empathetically to our daughters/in-laws, we are communicating that they are important and they matter, they are part of the family no matter if they live with us or are living with our in-laws. We still have a responsibility to support their healthy social and emotional development.
- Being empathetic allows our daughters/in-laws to openly share and discuss their problems and the risks they are facing, without the fear of being blamed.
- Girls need to have someone they can trust to talk to about the challenges they may experience as a married girl.





## STEPS OF EMPATHETIC COMMUNICATION:

 **SAY:** I'm going to share with you a simple technique to help you improve your empathy, to understand your daughters' feelings better, and be able to be responsive to them. This technique has four Steps (refer to flipchart with Steps and stick it on a wall):



### STEP 1 IDENTIFY THE FEELING

Try to identify or label what someone is feeling. When caregivers honour a feeling, they first identify it or label it. For example, "Mariam, you look like you are worried right now - are you?"

### STEP 2 DETERMINE THE REASON

Understand why they are feeling that way. "Would you like to tell me why you are worried?" Mariam can tell you, or she may choose not to right now. You can say to Mariam, "Feel free to come and talk to me when you are ready."


### STEP 3 HONOUR THE FEELING


Honour the girl's feelings. Mariam might have had a disagreement with a friend or been rejected by her peers at school. Don't dismiss that reason. Acknowledge and respect the "why." If you make your daughter think that her feelings are not important, she might not talk to you anymore about the things bothering her. "I understand that this makes you feel sad/upset/tired."


### STEP 4 TAKE ACTION

Deal with those feelings with your daughter. You can brainstorm with her what, if anything, needs to be done. Sometimes the situation may require the caregiver and the girl to come up with possible actions that may help remedy the situation. Sometimes the situation doesn't need an action other than just comforting your daughter/in-law or sharing in her joy. "Let's sit down together and discuss how to address this problem."







 **SAY:** Now we are going to practice the four Steps of empathetic communication.


 **DO:** Ask caregivers, in pairs, to practice the Steps of empathetic communication, using the example of Mariam and Hassan. Refer caregivers to the flipchart with Mariam's story on it, so they can recall the specifics.

 **NOTE:** *They can change the story and replace it with other problems they may encounter. They can also switch roles, so each caregiver has the opportunity to be Mariam and Hassan.*


 **ASK:**

-  Were these new skills for you, or have you used these before?
-  Do you feel this is something you can practically use in your interactions with your daughters?
-  If not, what alternatives do you suggest?

 **NOTE:** *Let them know that this may not come to them naturally, since it may be new and we may be used to different ways of dealing with these situations. However, since they have a vision to support girls and help them to achieve their goals, the use of this technique will lead them towards their vision.*

 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## ★ KEY MESSAGES

 **SAY:** It is important to listen to and communicate with girls, including married girls, because they are still growing and need the support of their family. Relationship building takes time, and it is normal to experience difficulties starting conversations that are different from our usual patterns or routine, but we can do so with continuous and persistent efforts. This will lead to healthy, supportive and nurturing relationships.



## CHECK IN (5 MINS)



**SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.



**REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.



## TAKEAWAY (5 MINUTES)



**DO:** Explain to caregivers this week's home assignment is to practice the four Steps of empathetic communication with their daughters. They should provide feedback as to which ones they used and whether or not they were effective in the next session.







# SESSION 5B

## EXPLORING OUR RELATIONSHIPS WITH ADOLESCENT BOYS

NCA SESSION



FOR CAREGIVERS WHO ALSO HAVE  
MALE ADOLESCENT-AGED CHILDREN

### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Learn communication techniques that can contribute towards healthier relationships with their sons.
- Explore the concept of empathy and learn techniques to increase empathy towards their sons.



### MATERIALS:

- Coloured pens
- Markers
- Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers)
- Flip chart paper
- A4 paper



### PREPARATION:

- Print out Resource 5b.1: Tips for Communicating with Adolescent Boys, to be shared with all the participants
- Print out Group Work Scenarios to practice steps for empathetic communication (Resource 5b.2)
- On separate flipcharts write out Steps of Empathetic Communication



## FACILITATOR NOTE:

- In case if there are caregivers who participated in the previous session 5a: “Exploring our Relationships with Adolescent Girls”, adjust the communication, reminding participants on the concepts already discussed, such as “empathy”. This will be important in order for the participants not to feel that the session is repetitive, but rather build on what they have learned already in the previous session.

### DURATION:

2.5 hours

### TIMING:


To be delivered around the same time as adolescent boys’ session on Session 3: Effective Communication (only applicable if the participating caregivers also have male adolescents participating in adolescent boys’ programme).




## WELCOME & REVIEW (10 MINUTES)


### **ASK:**

- ① What was one piece of information that stood out for you from the last session?
- ① Did you carry out the task from last session's Takeaway? What was the outcome?
- ① How are you feeling about being part of the group? Are there any new concerns that have come up for you since our last meeting? What kinds of responses have you been getting from others about your involvement in the group?

 **DO:** Remind participants that they can approach you separately after the meeting to discuss any issues.

 **SAY:** A few sessions ago, we discussed what it means to have a healthy family environment, and one of the things we discussed was the emotional environment. One of the key factors we discussed with regards to creating a healthy family environment was good communication. We have discussed how to communicate effectively with girls. Today we are going to talk in more detail about how we communicate with adolescent boys and how we can strengthen our relationships with them during this challenging time of transition.

## LET'S EXPLORE (10 MINUTES)

 **ASK:** What are some of the challenges or issues caregivers face with adolescent boys they care for?

 **EXPLAIN,** if not mentioned by the participants:

- Sometimes the issues you have with boys may be due to things beyond your control and may also not always be the boys' fault.
- Living in difficult situations, caregivers face many pressures and stress which may affect the way they treat their children. It is important to remember the impact this difficult situation is also having on them.
- It is important to listen and communicate with boys as they are growing. This helps build a healthy and nurturing family environment.
- Relationship-building takes time, and it is normal to experience difficulties starting conversations that are different from our usual patterns or routine, but we can do so with continuous and persistent efforts.



**ASK:** Who is responsible for developing a healthy relationship with boys?

**NOTE:** *If the group does not say both male and female caregivers are responsible, ask them why. Remind them of the gender roles and the gender box discussed previously, and how this can limit us. If there is anyone who believes that it is both caregivers' responsibility, ask them to explain why – thus, providing a different perspective.*

**ASK:** Why is it important to build the relationship between you and your son?

**EXPLAIN:**

- Especially during times of uncertainty or displacement, it is important to try as much as possible to continue building relationships with all your children.
- Your relationship with adolescent boys in particular may change. You may expect them to take on more responsibility. Due to the changes they experience during puberty, other people may also treat them differently. New environments, like during displacement, can also mean that they face new challenges and are expected to become adults more quickly, such as working to provide income for the family. Because of the way that boys learn from an early age how they are supposed to act and behave, they may be less likely to communicate openly about their feelings or if they are having problems.
- While this is a stressful time for the entire family, and building relationships may not seem like a priority, it is essential if you want to ensure they are healthy, happy and safe.
- Doing so will help your sons be more open to discussing their concerns, needs, and worries with you. Trying to put yourself in their shoes opens space for dialogue and will alert you to any potential risks or issues they may be facing. This will help you to provide support to them if needed.



## ACTIVITIES (1 HOUR 20 MINS)

### 1 COMMUNICATING WITH BOYS (40 MINUTES)

**ASK:**

- How much time do you currently spend talking to your children about their lives or things that are important to them? Is this different for your female and male children? (Let them reflect on the answer; they can share if they want to.)





- ? How easy is it to talk to boys about sensitive topics related to health, relationships with their friends and/or girls, or how they are feeling? Do boys feel comfortable approaching their female and male caregivers if something is bothering them?
- ? Are there any specific ways for boys to let you know when they need to talk about something privately, whether it is related to relationships/dating or something else?
- ? Can you think of any strategies that might make boys feel comfortable approaching their caregivers if they have something sensitive they want to discuss? Is there a difference in strategies to approach male and female children?



**SAY:** We will now reflect on the ways our fathers communicated and interacted with us and the influence the father had on you as a child growing up. Although you might have had both positive and negative experiences in your childhood, in this activity think about how you can learn from the positive aspects of your fathers in raising their own children.




**NOTE:** *If participants do not feel comfortable, or are unable to recall instances of positive parenting with their own fathers, ask them to think of an extended family member (such as an uncle, or grandfather) or a positive male role model in their own lives (such as a teacher, coach, older friend, sibling, etc.)*



**DO:** Ask everyone to close their eyes and think about the positive influences their fathers or another man who was important to them during their childhood (example: an uncle, grandfather, older brother, etc.) had on them. Tell the group to spend a few minutes focusing on a positive moment or memory that they shared with their father (male figure). What emotions does this moment recall for them? Ask participants to write their reflections down on paper or draw a picture. After two minutes, ask the group to open their eyes. Tell them to turn to the person sitting next to them and share their reflections on the relationship they have with their father, or main male figure, if they feel comfortable enough to do so. Give them 5 minutes to share.



**DO:** Once everyone has finished sharing, read the statement below out loud  (**NOTE:** *you can put the statement on a flipchart making it visible to the participants:*

*“One thing that my father (or male parental figure) did that I want to repeat with my own son is...”*



**SAY:** Please think how you would complete this statement. Simply reflect on this, or you can write these reflections down on paper. Reflect for couple of minutes and then share your thoughts with the person sitting next to you.



- ✓ **DO:** Invite participants to share those reflections with the larger group.
- ✓ **DO:** Hand out the 'Tips for communicating with boys' to the participants (Resource 5b). Invite participants to read each statement out loud.

 **ASK:**

- ? Are there any tips that you would recommend adding?
- ? Is there anything you would suggest to remove from the list?



## TIPS FOR COMMUNICATING WITH ADOLESCENT BOYS

### **GIVE THEM YOUR TIME AND ATTENTION.**

Even if your own life is chaotic, it is important to try to make time for your son, especially during this sensitive stage in his life. Learn about your son's interests. Let HIM teach YOU. Express genuine curiosity – "That seems really cool. I'd love to learn more." Create rituals for one-on-one time with your son. Try to make this time fun with no alternate agenda. This works best when you are able to provide undivided attention once or twice a week at a consistent time that you can commit to. Welcome ideas from your son around what you can do together.

### **ENCOURAGE THEM TO EXPRESS THEIR OPINIONS AND FEELINGS.**

Boys do want to connect – you just might have to be the one to initiate. Model communicating about your feelings – this creates an emotional vocabulary for your children. It also makes talk about feelings a more of a normal part of life and not anything "weird" or unusual. This will also allow to tackle issues of toxic masculinity, supporting boys to avoid unhealthy aggressive male behaviours and harmful practices.

### **SHOW A GENUINE INTEREST IN THEIR THOUGHTS AND CONCERNS.**

They are at a sensitive stage and some find it hard to express themselves. Boys are often socialised to be competitive and they sometimes don't have the tools to express feelings or ask for emotional support. If you get brushed off, don't give up on connection. Even if they won't talk, it's important that they get the message that you care about them and what's going on in their lives. Let them know that everyone feels vulnerable sometimes and it's OK to talk about our feelings.

### **EVEN IF YOU DO NOT AGREE WITH THEM, MAKE THEM FEEL THAT THEIR OPINION IS BEING CONSIDERED.**

When disagreements inevitably arise – take a minute to think about how you can express your opinion without putting theirs down. Aim for having a conversation instead of argument, modelling an approach where people can have respectful disagreements. This teaches your son that the way to navigate the complex diversity of our world is not through rigidity.



### **PROVIDE NON-BIAS SUPPORT TO DISCUSS SEXUAL IDENTITY AND SEXUAL ORIENTATION.**

It may be uncomfortable or uncommon to talk about sexual education related topics, but it is important for adolescents to know about their bodies and the changes they are experiencing. Having this information helps adolescents to make decisions about their body, gives them more control over their bodies, helps them to be more informed about their rights and choices. It can help to alert them to when they need to seek help or services (for example, if they feel there is something not right with their health). This information can be really valuable coming from a caregiver, someone the boy trusts. There are also others who can provide boys with accurate information, such as at a health facility.

### **ALLOW THEM TO BE SAD. DO NOT EXPECT THEM TO BE ALWAYS TOUGH.**

Create environments to encourage healthy expression of their emotions. As boys get older, they often become less comfortable engaging in important conversations that require direct eye contact. For example, suggesting to go for a walk could serve as a good opportunity for working around this. You can also watch a movie or read a story together, discussing then the feelings, characters or behaviours of the main heroes. Talking while you are actively doing something else that doesn't require a lot of thought allows adolescent boys to step into and out of the conversation. This allows them to negotiate vulnerability and distance within the conversation. Keeping moving will also help to keep your son alert and engaged.

### **DO NOT JUDGE THEM HARSHLY, AS THIS CAN CLOSE DOWN COMMUNICATION.**

Be aware of how you talk about the people in your son's life. Try not to make assumptions about his friends without taking the time to learn about why these relationships are important to him. If you're judgmental and critical in the way that you talk about others, he may fear the same treatment when it comes to talking about himself. This is especially important to set the stage for talking about sex, drugs, and alcohol. By showing genuine curiosity and interest in his relationships BEFORE you express concern, you build trust and allow for more open and honest communication.

### **DO NOT IMPOSE YOUR OPINIONS.**

Instead, ask them what they think should be done in a specific situation. Encourage them to form solutions on their own, by asking questions and encouraging them to think through the possible positive and negative consequences of any situation. If something that you're doing with your son hasn't been working for a long time – stop doing it. Ask yourself why you have this expectation and then look for another way to teach this lesson, maintain expectations, or ask questions. Invite your son in on this process and give him an opportunity to practice a valuable life skill, solving a problem collaboratively. You may want to ditch “How was school today?” if the answer is always just, “fine.” Try asking for one high and one low from their school day. Or try asking them why they always say, “fine.”

### **ENCOURAGE AND ALLOW THEM OPPORTUNITIES TO BE HELPFUL.**

If you want them to assist with chores in the house, make sure they realise how helpful it is to you, as they will be more likely to want to support in this way.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## 2 EFFECTIVE COMMUNICATION TAKES TIME (40 MINUTES)

**SAY:** As we were exploring our relationships with adolescent girls in the previous session we have started to talk about how to respect and understand others' thoughts, feelings, and views. We used the word "empathy" to describe this respect, care and understanding for others. We will continue this conversation looking at empathy as our ability to understand and act with care towards our sons.

### BLAME VS. EMPATHY SCENARIOS:

#### **Require CONTEXTUALISATION:**

**SAY:** Let's discuss couple of scenarios. I want to read you a story about Hamid and Leila:

Hamid is 16 years old and lately he has been coming back from school in a very bad mood. He yells at his siblings and refuses to talk to his father, Wisam. One day after school, he comes home and throws his things on the floor. His father asks him what's wrong. Hamid tells his father that he doesn't want to go to school anymore! He says that some of the boys in class have begun to tease him now because he does not have a girlfriend yet. They tell him that all the other boys his age are having sex. This has made Hamid feel really upset and isolated.

**ASK:** How do you think Hamid is feeling?


**SAY:** Now I am going to read some of the potential responses from Wisam. After each response, I would like you to move to the front of the room if you think that Wisam is blaming Hamid, or to the back of the room if you think Wisam is being understanding/empathetic to Hamid's situation and his feelings. After each response, reinforce if this behaviour is empathetic or not.

Wisam exclaimed, "Don't be so silly! These things happen all the time and you are being too sensitive. Focus on your studies and just ignore them!"

*(Pause to give caregivers time to move to the front or back of the room.)*






 **SAY:** Wisam's blaming him.


Wisam said in a stern voice, "You must have done something to provoke these boys. I can't understand why anyone would do this to you. Why do these things always happen to you?"

*(Pause for five seconds.)*

 **SAY:** Wisam's blaming him.


Wisam said in a concerned voice, "I can see/understand that you are upset. I am so sorry that this happened to you; this is not your fault. School is very important, so what can we do to try to solve this problem?"

*(Pause for five seconds.)*

 **SAY:** Wisam's showing empathy.


 **ASK:**

- ① Which of the responses given by Wisam did you prefer? Why?
- ① Which responses would you like to hear if you were Hamid?
- ① Why is empathy necessary in order to be a caregiver of an adolescent boy?

 **DO:** Have caregivers discuss; add to their list if any of the following is missing:

- ✔ Being empathetic helps ensure your sons get their needs met and they feel safe.
- ✔ Caregivers can have empathy for each other and themselves, and this teaches children to care for themselves and others. Children are great imitators of our behaviour, so when we respond to them with respect and empathy, they learn to treat others with respect and empathy.
- ✔ When we respond empathetically to our sons, we are communicating that they are important and they matter. We are supporting their healthy social and emotional development.
- ✔ Being empathetic allows our sons to openly share and discuss their problems and the risks they are facing, without the fear of being blamed.



 **SAY:** As we were exploring our relationships with girls, we have familiarised ourselves with a simple technique to help improve our empathy. The four steps of this technique are applicable to communicating with our sons too and will help to understand your son's feelings better, and be able to be responsive to them.

**DO:** Remind the four steps of the technique.

**STEP 1**  
**IDENTIFY THE FEELING**

Try to identify or label what someone is feeling. When caregivers honour a feeling, they first identify it or label it. For example, "Hamid, you look like you are afraid right now - are you?"

**STEP 2**  
**DETERMINE THE REASON**

Understand why they are feeling that way. "Would you like to tell me why you are scared?" Hamid can tell you, or he may choose not to right now. You can say to Hamid, "Feel free to come and talk to me when you are ready."


**STEP 3**  
**HONOUR THE FEELING**


Honour the child's feelings. Hamid might have had a disagreement with a friend or been rejected by his peers at school. Do not dismiss that reason. Acknowledge and respect the "why." If you make your son think that his feelings are not important, he might not talk to you anymore about the things bothering him. "I understand that this makes you feel sad/upset/tired."

**STEP 4**  
**TAKE ACTION**

Deal with those feelings with your son. You can brainstorm with him what, if anything, needs to be done. Sometimes the situation may require the caregiver and the boy to come up with possible actions that may help remedy the situation. Sometimes the situation does not need an action other than just comforting your son or sharing in his joy. "Let's sit down together and discuss how to address this problem."



 **SAY:** Now we are going to practice the four Steps of empathetic communication.

 **DO:** Divide caregivers into 6 groups to allow two groups to work on each of the Scenarios (use Resource 5b.2). Give Scenario 1 to groups 1 and 2; Scenario 2 to groups 3 and 4 and Scenario 3 to groups 5 and 6. Using their group's scenario ask participants to come with the caregiver's response and the way for the caregiver to communicate with her boy. Remind them to consider four Steps of empathetic communication in the process.

 **Require CONTEXTUALISATION**

### **SCENARIO 1**

Ahmed is going through puberty and is experiencing many changes. One of the things his father Haidar noticed is that Ahmed is talking less to his family and is becoming distant. Ahmed often gets angry at his siblings or doesn't talk to his caregivers. Haidar is becoming increasingly annoyed with Ahmed's behaviour and doesn't know how to manage him but is also worried that something might be wrong.

**Group Assignment:** How could Haidar handle this situation? What should be Haidar's empathetic communication with Ahmed?

### **SCENARIO 2:**

Haitham has been acting sad lately and Toufiq, his male caregiver, is worried about him. One day, Toufiq overheard a conversation between Haitham and a friend of his about a girl that had upset Haitham. Toufiq is concerned that Haitham may be having a relationship with this girl and might be having some problems.

**Group Assignment:** How could Toufiq handle this situation? What should be Toufiq's empathetic communication with Haitham?

### **SCENARIO 3:**

Waleed is growing up and his caregivers have noticed that his behaviour is changing. Waleed begins to challenge and question his caregivers much more than he did before. One day, his father, Sam, finds out that Waleed has been hanging out with some older boys after school, harassing girls as they walk by.


**Group Assignment:** How could Sam handle this situation? What should be Sam's empathetic communication with Waleed?




**DO:** Ask one group to share. Then invite the other group, working on the same Scenario, to add or share their group's version. Discuss the similarities and differences in the approaches with the wider group. Invite other groups to present their group work too.

 **ASK:**

- Were these new skills for you, or have you used these before?
- Do you feel this is something you can practically use in your interactions with your sons? If not, what alternatives do you suggest?

 **NOTE:** *Let them know that this may not come to them naturally, since it may be new and they may be used to different ways of dealing with these situations. However, since they have a vision to support boys (and girls) and help them to achieve their goals, the use of this technique will lead them towards their vision.*

 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

### CHECK IN (5 MINS)

**DO:** Use the closing activity caregivers chose from the previous session. Check in to see if they would like to continue using the same format, or whether someone would like to volunteer a closing activity for the next session.

### TAKEAWAY (5 MINUTES)

**DO:** Explain to caregivers this week's home assignment is to practice the four Steps of empathetic communication with their sons. They should provide feedback as to which ones they used and whether or not they were effective in the next session.



# SESSION 6

## POWER IN THE HOME

IRC GIRL SHINE SESSION 8



FOR CAREGIVERS OF MARRIED  
AND UNMARRIED GIRLS

### SESSION AIMS

By the end of the session, caregivers will:

- Explore the idea of power in the home.
- Have the opportunity to analyse their own use of power and recognise the benefits of sharing power with women and girls to reduce inequality, discrimination and violence against women and girls.



### MATERIALS:

Flip charts

Markers

Opaque evaluation jars (or cardboard boxes) and pebbles (or crunched up papers)

Four bags containing the following:



#### BAG 1:

- Scissors
- Ruler
- Paper clips
- Pencils
- Two 10 cm squares of red paper
- Two 10 cm squares of white paper



#### BAG 2:

- Scissors
- Glue
- 2 White pieces of paper
- 2 Blue pieces of paper
- 2 Pink pieces of paper



#### BAG 3:

- 2 Markers,
- 2 Green papers
- 2 White papers
- 2 Pink papers



#### BAG 4:

- 5 Sheets of paper:
- 1 Pink
  - 1 Green
  - 1 Blue
  - 1 Red
  - 1 Purple



## FACILITATOR NOTE:

- This session may lead to men disclosing past or current use of violence against women and girls and speaking about these incidents or patterns of abuse. Facilitators should be prepared in advance for how they will deal with this. Check in with your supervisor on the best interest of the child, in case anything arises that may need to be followed up on, and read through Resource 8.1.
- Some men may identify their abusive behaviour directly and ask for help to deal with their violence. It is important that facilitators know that IRC and NCA does not provide interventions that are designed to help men deal with the violence they perpetrate. For violence disclosed, the facilitator can refer the person to a caseworker. Be prepared with up-to-date contact information on available GBV services (You should have this from your service mapping).
- Be sure to remind caregivers of the “Group Agreements,” and check to see whether they want to have additional group agreements for this session.



## PREPARATION:

- Prepare the 4 bags with relevant materials ahead of the session.



## TERMINOLOGY:

- Refer to local definitions for power, status, inequality, race, gender, social class, ethnicity, poverty.



## DURATION:

2 hours.



## TIMING:

Before the start, or in parallel to, the adolescent girls' participation in the 'Our Relationships' Part 1 & 2 sessions.



## WELCOME & REVIEW (15 MINUTES)

**ASK:** Did you practice the communication techniques with your adolescents? How did it go?

### Probing questions:

Which ones did you use?

Which ones were most helpful/unhelpful?

Did you use any that we didn't talk about in the session? What were they?

Did you get any feedback from your adolescent about the technique you used? Did they notice you trying something new?

**SAY:** Today we are going to talk about power. In particular, we will talk about power in the home and how this relates to our relationships with women and children (especially adolescent girls).

## LET'S EXPLORE (20 MINUTES)

**ASK:** What do you think we mean by power?

**EXPLAIN:** Power is the ability to control and access resources, opportunities, privileges, and decision-making processes. This does not mean that power is always negative. We all have some kind of power in the community, but we all choose whether to use this power for good or for bad.

### FORMS OF POWER ARE:



#### “POWER OVER”

when our words or actions make it difficult, frightening, or even dangerous for others to use their own power.



#### “POWER WITHIN”

Our own power that comes from us recognising our uniqueness and the contribution we can make when we are free to reach our potential.



#### “POWER WITH”

when we join others without bias or discrimination to positively improve our own and others' lives.



 **ASK:**

- ② Who do you think has power in our community?
- ② Can you think of times when you felt powerful or not powerful? (Sharing is voluntary.)
- ② Who do you think has power inside the home? Is it women, girls, boys, or men? Or a combination?



**SAY:** As a community we generally tend to assign women and girls a lower status than men and boys—and this results in women and girls being treated differently than men and boys and having different day-to-day lives than men and boys. This normally happens because these ideas and behaviours have existed for a very long time and have been considered as normal and because this way of behaving has been supported by those with ‘power over’ others – for example, dominant, powerful people. We can work together to undo this system that oppresses men and women alike. It is important for us, as men, to understand how we can use our power to bring about positive change to create a more equal, fairer society, which benefits men, women, girls and boys, and for us, as a group of men, to consider how we can set a positive example to the future generation so that men and masculinity is not associated with violence and hurting others.

 **ASK:**

- ② How does power influence the choices that we have as men, or that women, girls, or boys have?
- ② What happens when power is abused?
- ② What are some forms of power abuse or power inequality you see in your environment?



In the event that exploitation or abuse is disclosed as being perpetrated by an NGO/ UN/humanitarian agency, this should be documented separately and reported to your supervisor immediately. You could approach the individual(s) after the session to let them know that you need to share this information with your supervisor, but will consult with them before you take any steps.





## ACTIVITIES (1 HOUR 5 MINS)

### 1 FORMS OF POWER<sup>14</sup> (25 MINUTES)

#### ✓ DO:

- ✓ Divide the men into four groups and give each group one bag (as outlined in the materials section).
- ✓ Give each group an envelope with the tasks below. Ask them not to open the envelope until everyone starts.
- ✓ Each group should complete all of the following tasks:



Make an 8x8 cm square of white paper.



Make a 10x5 cm rectangle of red paper.



Make a 10x10 cm flag, in any three colours.



Make a 4-link paper chain, each link in a different colour.



**SAY:** Each group has different materials, but must complete the same tasks. The first group to complete all the tasks above is the winner. Only one group can win. Groups may “bargain” with other groups for the use of materials and tools to complete the tasks.





**NOTE:** *If after 10 minutes none of the groups finished all the tasks, end the activity – the winner is the group that completed most of the tasks.*

#### DISCUSSION QUESTIONS:






- ? How did you feel during this exercise?
- ? Were you aware that not everyone had the same advantages when it came to completing the tasks? How did that make you feel?
- ? How did the winners feel as they were completing the tasks? Were they aware of any advantages they had over others? (For example, they were more powerful, tasks were easier for them, etc.)
- ? How does this activity relate to experiences in our community? Our world today? Which groups have more advantage, and are thus more likely to “win”?





 **EXPLAIN:** As you saw in the activity, some groups had an advantage over others, by having more resources. In our world, many groups have this type of advantage. This is what we call privilege. Privilege is a special right, advantage, or immunity granted or available only to a particular person or group of people. Privilege gives access to and control over resources, and this gives power. When power is misused, it leads to inequality and is a form of ‘power over’ someone. It could be based on age, race, gender, social class, ethnicity, etc.

 **ASK:** Can you think of some examples of how privilege may lead to power inequality and disadvantage others?

 **DO:** Write down the men’s answers on a flip chart. *ADD the following if participants don’t mention:*

-  Gender inequality
-  Vulnerability of some groups due to discrimination or difference from dominant power group. (For example, tribal differences, caste, religious minorities)
-  Poverty
-  Breakdown in social structures (such as during displacement)
-  Lack of legal protection

 **EXPLAIN:** Those who have more power are able to hurt and exploit others if they misuse their power. Those who have the least power – who are very often women and girls – are most likely to be exploited and abused. Traditionally, men and boys have more power than women and girls. However, men who usually have more power, can choose whether they want to use their power “over” women and girls or “with” women and girls. By utilising our power with women and girls, we can work on dismantling the power imbalances and minimising forms of “power over,” thus creating harmonious families and communities. The more power people have in society, the more they are responsible for reducing the exploitation of power.

 **NOTE:** *If any of the men in the group mention that they do not feel powerful because they are in a vulnerable situation (as refugees, as unemployed, in poverty, displaced, etc.), explain that sometimes we might not feel powerful as individuals, but men still belong to a more powerful group in society. Power comes from a number of sources. For example, in this case, the men might feel less powerful than other groups because of their economic situation. However, their sex, as males, entitles them to be part of a more powerful group in society, which gives them more privileges and opportunities than those offered to women. At the same time, some women might have more power than some men if for example their economic, education or citizenship status is advantageous but when you compare men and women who have similar status, the men still hold more power than those women do.*



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## 2 ANALYSING MY POWER IN THE HOME<sup>15</sup> (15 MINUTES)

### ✓ DO:

- ✓ Let the group know that you are now going to read some statements aloud. For these statements, caregivers should just silently acknowledge whether their response is “Always,” “Sometimes,” or “Never.”
- ✓ Tell the men that this is a personal exercise of self-reflection and that answers will not be recorded, collected, or shared with others, so to please answer silently and honestly.
- ✓ Make sure to pause after each statement to give the group time to reflect.
- ✓ Ask the group to keep in mind the conversation that you just had about power.

### ! Requires CONTEXTUALISATION:

✓ DO: Adapt the statements below based on the context. Then choose some of the phrases below to read aloud, giving a moment for men to reflect after each.

### EXAMPLES OF STATEMENTS:

When I talk to my wife, I raise my voice.

My opinion is the most important within my family.

I feel that I can have several sexual partners without telling my partner.

I decide what is best for my family without input from other family members.

I beat my children when they don't listen.

I control all the financial decisions in the house.

I like to have the final decision in all matters at home.

I feel I do not need to listen to the opinion of my wife or children because I know what's best.

<sup>15</sup> IRC, Engaging Men through Accountable Practice (EMAP) <http://gbvresponders.org/prevention/emap-tools-resources/>



**ASK:**

- ? What was it like for you to complete this reflection?
- ? What did your answers tell you about how you use your power in the home?
- ? Do you use more “power with” or “power over”? In what situations?
- ? How does your use of power affect the discussions and decision-making you have with your wife and female and male children?

**NOTE:** *Think about these groups separately to highlight any differences.*

**ASK:**

- ? When we think about power with, does this only apply to women or does it apply to our female children too?
- ? How and where can we involve girls in decision-making, too?

**NOTE:** *Describing acts of violence that happen outside our own homes is typically much easier than commenting on or sharing about violence within the home. Talking about violence we have committed is even harder. If caregivers share violence that they have committed, they will often seek to justify their actions or blame others. It is important to pay special attention to responses that minimise, justify, or blame the victim for violence that may arise. Refer to the guidance on Common Resistance Responses in Girls Shine Caregiver Curriculum Appendix 1, and on Resource 8.1.*

**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



### 3 HOW TO MAKE CHANGE (30 MINUTES)


**ASK:** Can you think of positive examples of men who share power with their family?

**EXPLAIN:** A healthy family requires inputs, opinions and ideas from all members of the family. Sometimes with the pressures we face, we might forget to do this or feel we don’t have the time to. But if we want to have more equal, healthy and fair relationships, we need to listen to what girls and women need from us and make changes. We also need to focus on HOW we make those changes. We know that the gender box, we discussed earlier, teaches men to be dominant and be in charge, so we need to know that we may act in those ways, even when we are trying to do something different.





### Requires CONTEXTUALISATION:

-  **DO:** Read the following scenarios of ways men may try to make changes in their home. After each scenario, ask the questions below.

#### **SCENARIO 1**

You have been thinking about all of the work your wife is expected to do around the house. You decide that she should no longer do the dishes and that your daughters will do them (not your sons) instead, and your wife can do the laundry, which you think she will like better.




#### **SCENARIO 2**


You decide you want to talk to your family about what you are learning in the group. When you come home, you tell everyone to stop what they are doing so you can talk to them. You tell them about the Man Box and the Woman Box and after you have finished talking, you allow them to get back to their activities.

#### **SCENARIO 3**


You ask your wife if it would be ok for you both to discuss some of the ways that you think you would like to support your daughter together, so that you can have a better relationship with her. You ask her if she would like to talk about this and check to see when would be good for her to have this discussion.

#### **ASK:**

-  Was the behaviour of the man in each scenario displaying “power over” or “power with” the women and girls?
-  Who was making the decisions in the situation?
-  How could this have been different? How can men work with women and girls in their lives— together to decide what would be most helpful to women and girls?


 **NOTE:** Make sure to explain to men that it is expected that they will have challenges at first in learning how to talk to women in ways that are respectful and equal. This is because of how they have been taught to think about men vs. women. Emphasise that it is very important that men are honest about the challenges they are having so they can overcome them.



 **EXPLAIN:** Here are some steps we can take when talking to women about power in the home:

- **STEP ONE:**

Explain that you want to discuss how you can help to make things fairer and more equal in your home. “I have realised that you do many more household tasks and I would like to help out.”

 **NOTE:** *Helping out could, for example, include supporting directly or assigning tasks to other members of the family, so it doesn't fall to girls.*

- **STEP TWO:**

Ask if she is willing to discuss this with you. If so, when would be a good time to talk?

- **STEP THREE:**


At the agreed upon time, explain that you want to make things fairer and more equal in your home. Ask her and listen to what she thinks about this and what she feels would be helpful. “In my group we are learning about how much more women and girls have to do each day in the home. It is not fair. I would like to help out, so things are more equal. What do you think about that? What might be helpful to you?”


- **STEP FOUR:**

If she is comfortable with you making certain changes? Work together to select two to three behaviours that you can do differently.

- **STEP FIVE:**

Respect what your wife wants. If she is not comfortable with you making changes, seek to understand why and respect her feelings. Do not make decisions for her or insist that change happens in any particular way.

 **DO:** After reviewing the steps, ask for a volunteer to role-play the discussion. Let caregivers know that they should practice talking with women and girls in a way that models these characteristics. Practice the discussion with a few different male volunteers, using the three scenarios at the beginning of this activity.

 **NOTE:** *For each situation, the facilitator should demonstrate different reactions that women may have to this discussion, including mistrust, resistance to change, confusion, etc. The focus of the role-play is to help men reflect on HOW THEY are communicating with the women and girls in their life. The emphasis is NOT on improving women and girls' communication skills in this instance. After each role-play, ask men for their responses and facilitate a short discussion using the following questions as a guide:*

- ① *How did the man talk to the woman in this situation?*
- ② *Look for voice, tone, listening skills, body language etc.*
- ③ *How did the woman respond?*
- ④ *Look for voice, tone, listening skills, body language etc.*
- ⑤ *Did they make decisions together about what was going to happen, or did the man decide?*
- ⑥ *What are the things that you think, as a man, you can refine or change, in order to have a healthier, fair or equal discussion with your wife or daughter?*



**NOTE:** Explore their responses and connect any defensiveness or resistance back to the gender box to help make the connection between what is being said and the restrictions fixed gender norms and expectations put on men. Remind them that we are trying out a new positive way forward. Pay attention to whether the men are deciding what they are and aren't prepared to do and therefore, the extent to which they are still deciding the conditions of their help.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## ★ KEY MESSAGES



**SAY:** Everyone has some form of power in society, even if some people hold more power than others. As men, we can use our power with women and girls to try to change the power imbalance that exists in society. This helps to create harmonious families and communities and improves the situation for everyone as stress/tension and violence is reduced.



## CHECK IN (5 MINS)



**SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.



**REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.



## TAKEAWAY (5 MINUTES)

### DO:

- ✔ Think about and then decide to take on a role that you wouldn't normally do (for example, cook dinner, put the kids to bed, grocery shop).
- ✔ Reflect on what you thought it was like (harder than you thought, easier, more time-consuming than expected).
- ✔ Also think about how you felt when doing it (embarrassed, helpful, proud, angry, etc.).

### **NOTE TO FACILITATORS, FOR THE NEXT SESSION:**

*Ensure to mobilise adolescent girls and boys for the caregiver-adolescent joint session..*





⚠ This session is planned to be a joint session between caregivers and their adolescent girls and boys.

# SESSION 7

## COMMUNICATING WITH ADOLESCENT GIRLS ABOUT THEIR ASPIRATIONS<sup>16</sup>

NCA SESSION



FOR CAREGIVERS OF MARRIED  
AND UNMARRIED GIRLS

### 🎯 SESSION AIMS

By the end of the session, caregiver will:

- Understand more about each other's likes and dislikes, interests, dreams and aspirations and create an environment that supports open dialogue with their adolescent children.
- Support alternatives to marriage for their female adolescent children.



### MATERIALS:

- Coloured pens
- Markers
- Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers)
- Flip chart paper
- A4 paper



### PREPARATION:

- Print out interview questions for participating adolescents and caregivers to use for Activity 1 (refer to Resource 7.1 and 7.2).
- Alternatively, the questions for each round can be written on separate flipcharts.



### DURATION:

2 hours.




### TIMING:


After adolescent girls' session 3: Effective Communication.


<sup>16</sup> Adapted from CARE USA. "Facilitator's Manual for Intergroup Dialogue: CARE's Tipping Point Phase 2." Cooperative for Assistance and Relief Everywhere, Inc., 2019, [https://caringpoint.org/wp-content/uploads/2020/03/FM\\_Intergroup\\_Dialogue\\_Manual\\_with-citation.pdf](https://caringpoint.org/wp-content/uploads/2020/03/FM_Intergroup_Dialogue_Manual_with-citation.pdf), p. 15-18.



## WELCOME & REVIEW (10 MINUTES)

 **ASK:** Did you think about or decide to take on a role that you wouldn't normally do (for example, cook dinner, put the kids to bed, grocery shop). How did it go?


 **DO:** Remind participants that they can approach you separately after the meeting to discuss any issues.

 **SAY:** A few sessions ago, we discussed what it means to have a healthy family environment, and one of the things we discussed was the emotional environment. One of the key factors we discussed with regards to creating a healthy family environment was good communication. Today we are going to practice communicating with adolescent girls and boys in order to create a supportive family environment through open dialogue.




## ACTIVITIES (1 HOUR 40 MINS)

### **1 HOW WELL DO WE KNOW EACH OTHER? (30 MINUTES)**

 **SAY:** We are going to play an interview game. It is important that in this game, we respect each other's answers and listen when the other person talks. We should feel safe to express ourselves freely without being afraid of judgement. If anyone is feeling uncomfortable with the activity, they can step out. Caregivers and their children should form groups, sitting across from each other. The first round of questions will be asked by the for their caregivers to answer. Then the same or similar question will be asked by caregivers to their children. For each round a new question will be asked, first by adolescents to the caregivers, and then by caregivers to adolescents.

 **NOTE:** *If less time is available, the facilitator can select 5 questions from the list below.*

 **DO:** Distribute printed questions for each round to adolescents and the caregivers (Resource 7.1 and 7.2). Alternatively, write down the questions on separate flipcharts and display for all participants to see.





### ROUND 1

#### Adolescents ask their caregivers:

- ② Who is your best friend?
- ② Who is your role model or most influential person in your life outside of the family?

#### Caregivers ask their adolescent children:

- ② Who is your best friend?
- ② Who is your role model or most influential person in your life outside of the family?

### ROUND 2

#### Adolescents ask their caregivers:

- ② What was your favourite subject at school when you were a child?
- ② Your least favourite?

*If caregiver did not attend school, change the question to:*

- ② *What was your hobby when you were a child?*

#### Caregivers ask their adolescent children:

- ② What is your favourite subject at school?
- ② What is your least favourite?

*If the child is not enrolled in school, change the question to:*

- ② *What is your hobby or favourite thing to do for fun?*

### ROUND 3

#### Adolescents ask their caregivers:

- ② What is something that makes you really happy or an accomplishment you are really proud of?
- ② What is your greatest fear?
- ② What is something that makes you really angry or annoyed?

#### Caregivers ask their adolescent children:

- ② What is something that makes you really happy or an accomplishment you are really proud of?
- ② What is your greatest fear?
- ② What is something that makes you really angry or annoyed?





#### ROUND 4

##### **Adolescents ask their caregivers:**

- ? What is your biggest complaint about our family?
- ? What could make it better?

##### **Caregivers ask their adolescent children:**

- ? What is your biggest complaint about our family?
- ? What could make it better?

#### ROUND 5

##### **Adolescents ask their caregivers:**

- ? What is your favourite thing about being a male?
- ? What is something that you do not like about being a male?

##### **Caregivers ask their adolescent children:**

- ? What is your favourite thing about being a male?
- ? What is something that you do not like about being a male?

#### ROUND 6

##### **Adolescents ask their caregivers:**

- ? What is one way that you are different from your parents?
- ? What is one way that you are the same?

##### **Caregivers ask their adolescent children:**

- ? What is one way that you are the same as us?
- ? What is one way that you want to be different from us? (e.g. getting married at a later age or moving to a different city).

#### ROUND 7

##### **Adolescents ask their caregivers:**

- ? How old were you when you got married?
- ? How old were you when you had your first child?

##### **Caregivers ask their adolescent children:**

- ? How old do you want to be when you get married?
- ? How old do you want to be when you have children?



 **ASK:**

- ① How do you feel after interviewing each other?
- ① Do you feel like you understood each other better, learned new things about each other?
- ① Do you think you can practice communicating more at home?

 **NOTE:** Make sure to hear the reflections and opinions both from the caregivers and adolescents.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## 2 REFLECTION AND ASPIRATIONS SHARING (1 HOUR 10 MINUTES)

 **DO:** Tell all the participants to close their eyes.






**SAY:** Let us all go in the past... Imagine you are in the past of your parents. Each mother and father should remember their life as a teenager and the adolescents should imagine themselves in the shoes of their teen parents with closed eyes. Think of the time you/ your parents were 13-15 years old.

- ① What was your/their life like? What did you do?
- ① Who were around you? Your parents, friends, brothers and sisters, schoolteachers, any others?
- ① What did you do at home? What did you do outside home, in school, in the village? What did you enjoy doing?
- ① Did you discuss what you enjoyed doing with anyone, if yes, with whom?
- ① What were your dreams for the future? Did you tell anybody about your dreams? Did anybody listen to your dreams? Did anybody support your dreams? Did anybody support your dreams? Was there any difference in the support you received to achieve your dreams and the support your brothers received to achieve their dreams, why was it like this?

 **NOTE:** Allocate around 20-30 minutes for the participants to reflect.





- ✓ **DO:** Ask the participants to open their eyes. Ask them how did they feel reflecting? Ask if anyone wants to share about what they saw and felt? Invite a few of the parents to share their own reflections. Ask the adolescents, if they were aware about their parents dreams and aspirations from adolescence? How did they get to know about this? Ask them if any of them have similar dreams as their parents? Ask them to share what connection they felt when they heard about their parent's dreams?
  
-  **EXPLAIN:** Some of us in the past could share our hopes and aspirations with others; some of us did not feel like we had anyone supportive to share with. Some of us could achieve our aspirations with the help of others; some of us could not. Often, we could not achieve these dreams because different barriers, sometimes because we were a girl and so some social barriers kept us from achieving our aspirations and sometimes due to other barriers such as financial difficulties.
  
- ✓ **DO:** Invite for a few caregivers to volunteer to share the challenges or barriers they faced as adolescents trying to achieve their aspirations.
  
-  **SAY:** Now let's discuss with the adolescents, what can we, as parents, do to be supportive to their hopes and aspirations.
  
- ✓ **DO:** Ask the adolescents to team up with their parents and discuss about what dream they have for themselves. If time permits, give them some paper and markers and 20 minutes to make a poster together of the adolescents' goal or aspiration. They can draw or even write about it and use the opportunity to open a dialogue between the adolescents and their caregiver about their goals. Place all the posters on a wall / or ground. Ask the parents and adolescents to have a look at all the posters.
  
-  **NOTE:** *If there is less time, just ask them to discuss about what their dreams are, and have they ever discussed these dreams amongst themselves.*
  
- ✓ **DO:** Ask for a couple of volunteers to explain their poster/ or share about the dream discussed.
  
- ✓ **DO:** Ask the parents and the adolescents to go re-join in their small family group. Ask them to discuss what can they collectively and individually do to support the adolescents to live their dreams and aspirations. What could be done on a day-to-day basis and what can be done on a longer-term basis.



 **ASK:**


- ① What resources will be needed? Do you have those resources?
- ① Are the resources equally available to girls as they are to boys specially when there is a constraint?
- ① Who/ what will keep the adolescents encouraged to focus and pursue their dreams?

 **NOTE:** *The issue of economic barriers may arise during this discussion as some adolescent girls may have aspirations that require financial resources to fund, for example going to university may not be attainable for families, especially if they are facing economic difficulties to displacement, etc. Make sure to guide caregivers and adolescents to discuss non-economic resources. For example, if a child studies hard they may be able to attain a scholarship.*

 **DO:** Invite some of the pairs to share their plans.

## ★ KEY MESSAGES

- It is good to have goals and dreams.
- It is needed to share your dreams and goals with your loved ones. It is useful to make it everyone's aspiration.
- It is important that caregivers support the dreams of their children – both girls and boys, even if they are different from their own wishes for their children and help them to remove hurdles as they come.
- This is especially important for girls, as they often have to follow dreams that are not their own but are the wishes of their family or the norms of the community.

 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.





## CHECK IN (5 MINS)

Use the closing activity caregivers chose from the previous session. Check in to see if they would like to continue using the same format, or whether someone would like to volunteer a closing activity for the next session.

## TAKEAWAY (5 MINUTES)

- DO:** Explain to caregivers this week's home assignment is to practice communicating more at home and to discuss further about how to support their children to achieve their dreams. They should provide feedback in the next session about how the discussions went.

# SESSION 8

## PARENTING FOR EQUALITY

IRC GIRL SHINE SESSION 9



FOR CAREGIVERS OF MARRIED  
AND UNMARRIED GIRLS

### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Explore further the idea of gender roles and how they relate to adolescent girls.
- Learn about how they can contribute to upholding the rights of girls.



### MATERIALS:

- Coloured pens
- Flip chart paper
- Small box/bag for rights cut-outs
- Tape/string
- Markers
- Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers)



### PREPARATION:

- Print out two copies of Resource 8.1: Activity Clock.
- Cut-out rights Resource 8.2: Children's Rights and put in a small bag/box.



## TERMINOLOGY:

- Refer to local definitions for terms such as equality, gender.

## DURATION:


2 hours.

## TIMING:



Before the start, or in parallel to, the adolescent girls' participation in the 'Our Relationships' Part 1 and Part 2 sessions.




## WELCOME & REVIEW (20 MINUTES)

 **ASK:** Did you further practice your communication skills at home? Can anyone share any examples? Did you have discussions with your children on how you can support them to achieve their dreams?






 **ASK:**

-  What stood out for you from the last session?
-  Did you practice communicating at home and discussing how to support your children to achieve their dreams? How did the discussions go?

 **SAY:** Today we are going to talk about parenting techniques and what this looks like in our community.

## LET'S EXPLORE (15 MINUTES)

 **ASK:**

-  In your home, what are the rules or expectations for how children are supposed to behave? (Ask volunteers to share some examples.)
-  Are there differences in the rules and expectations for girls and boys? (Ask volunteers to share some examples.)
-  Are there differences in the rules and expectations for daughters and daughters-in-law?
-  Do you have expectations of how women are supposed to behave? (Ask volunteers to share some examples.)
-  Are there expectations on how you should behave? (Ask volunteers to share some examples.)

 **NOTE:**

- If caregivers only have female children, ask them how they treat them differently based on age.*
- If men say that there are expectations of how women should behave, but not for themselves, probe further and relate it back to the power session and ask them whether they can do more to share “power with” women in this situation.*

 **ASK:** Why do we have different rules or expectations for girls and boys, especially during adolescence?





### **EXPLAIN:**

- Adolescence is a critical period in which the way we treat girls and boys significantly changes from how we treated them when they were younger children.
- When they reach the age of puberty, many things change for them, especially for girls. Caregivers and society sometimes have different expectations of girls than of boys. They might expect girls to leave school, get married, and focus on having a family.
- Because of these expectations, girls are not given the same opportunities as boys. They may be made to stay at home, not allowed to play with friends anymore, and even removed from school, as it is not seen as important to educate them.
- Long before they reach this age, we start to prepare girls and boys for their “gender roles.” For example, girls may be given more household tasks than boys, or boys are expected to go out to work. The rules and expectations we place on girls and boys are, in many cases, based on what we previously discussed – the gender box. For example, boys are told not to cry, not to fear, not to be forgiving, and instead to be assertive and strong. Girls on the other hand are asked not to be demanding, but to be forgiving, accommodating, and nurturing.
- This can influence the way we treat girls, and the opportunities, expectations, and rules we place on girls and boys.

### **ASK:**

- ① Reflecting back on the things we have learned so far about the gender box and the different experiences of girls and boys, can anyone think of differences in the way they themselves were treated compared to their female family members, when growing up?
- ① Do we think that when we stick for fixed rules about what girls should do and what boys should do, we get the best success for them, for our families and society?



## ACTIVITIES (1 HOUR 25 MINS)

### **1** GIRLS' & BOYS' EXPERIENCE OF THE FAMILY ENVIRONMENT (25 MINUTES)

- DO:** Place tape or string down the length of the room.



#### ADAPTATION

If participants have difficulty walking, you can adapt the activity to have them raise two hands for 'agree', one for 'disagree' and no hands for 'not sure' or it can take place as a discussion with everyone sharing their opinion verbally.



**SAY:** I will read a number of statements, and you will decide whether you agree or disagree with them. Those who agree will stand at one end of the line and those who disagree will stand on the other end of the line. Those who are not sure can stand somewhere along the line, according to how much they agree or disagree with statement.



**NOTE:** For caregivers who demonstrate negative attitudes and beliefs about the roles of girls, women, boys, and men, do not engage in a one-to-one confrontation with the participants on their opinion towards a specific statement, but use the opportunity to discuss this in the plenary.



### CAREGIVERS OF UNMARRIED GIRLS

- Girls are just as smart as boys.
- Girls, not boys, are responsible for taking care of younger siblings.
- Girls should do as their brothers tell them (no matter if they are younger or older).
- Girls and boys should equally support their family with household responsibilities.
- It is the responsibility of women, not men, to take care of the children.
- It is not the role of men to support their children emotionally.
- Boys should have more freedom than girls.
- Girls are responsible for the honour of the family.
- Girls and boys should be treated equally.
- Boys are less emotional than girls.
- It is more important for boys to go to school than girls when families have limited money for school fees.
- Girls should be given the same amount of free time as boys to play and study.
- A girl's role is to stay in the home.
- Girls and boys deserve equal opportunities.
- Women should be able to have equal decision-making opportunities as men.
- Boys are more naturally confident and dominant than girls.
- Boys can date and have girlfriends, but girls are not allowed.



### CAREGIVERS OF MARRIED GIRLS/ DIVORCED GIRLS

- Girls, not boys, are responsible for taking care of younger siblings and younger in-laws.
- Daughters-in-law should do as their husbands or in-laws tell them.
- Daughters-in-law and their husbands should both support their family with household responsibilities equally.
- Girls should have an equal say as their husbands when it comes to family planning and using contraception.
- Girls can't/shouldn't be budget holders at home as the husband can manage this better.
- It is the responsibility of women, not men, to take care of the children.
- It is not the role of men to support their children emotionally.
- Boys should have more freedom than girls.
- Girls are responsible for the honour of the family.
- Daughters-in-law should be treated equally to everyone else in the family.
- Boys are less emotional than girls.
- It is more important for boys to go to school than girls when families have limited money for school fees.
- Daughters-in-law should be given the same amount of free time as other family members.
- A daughter in-law's role is to stay in the home.



### CAREGIVERS OF UNMARRIED GIRLS



### CAREGIVERS OF MARRIED GIRLS/ DIVORCED GIRLS

- Girls and boys deserve equal opportunities.
- Women should be able to have equal decision-making opportunities as men.
- Boys are more naturally confident and dominant than girls.
- Boys can date and have girlfriends, but girls are not allowed.

#### ASK:

- ① What difference did you notice about how we perceive or treat girls/daughters-in-law and boys?
- ② How do you think this impacts and influences girls/daughters-in-law and boys?
- ③ What did you notice about how we perceive the role of men and women in the lives of our children?

#### EXPLAIN:

- Girls usually have fewer opportunities and are expected to take on more responsibilities in the home (for example, leaving them less time for studying or other opportunities).
- Because girls are expected to be nurturing and not demanding, they are sometimes not allowed to express what is important to them. This can have negative consequences to their mental and emotional wellbeing.
- Sometimes caregivers express their frustrations more towards girls than boys because girls are expected to be forgiving and accepting. They may also sometimes express this more towards daughters-in-law than daughters.
- They may also expect girls to take on more responsibilities and help more within the home due to the belief that this is the role of a girl.
- This could also be due to the amount of responsibilities we expect women to take on, and women may in turn direct this towards girls, as they hold “power over” girls this may be particularly the case for daughters-in-law.
- The expectations we put on girls can mean that we might limit their potential and hinder them from developing their skills and competencies.





**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## 2 GENDER ROLES IN MY HOME (40 MINUTES)<sup>17</sup>

**DO:** Break into two groups and give each group an Activity Clock (resource 8.1). Assign them the following task:



### Group 1

What do girls/daughters-in-law do during the different hours of the day listed on the clock?



### Group 2

What do boys/girls' husbands do during the different hours of the day listed on the clock?



### Group 3

What do women do during the different hours of the day listed on the clock?



### Group 4

What do men do during the different hours of the day listed on the clock?

### **NOTE:**

- They may not agree exactly on all points, but ask them to decide on the most common things.
- Men might not be very familiar with the tasks that women, girls, and boys are doing in the home. Probe further to ask them, "Who does the laundry, how do you think this gets done, who collects the water, who buys the vegetables?," etc.

**DO:** After 10 minutes, bring the groups back together and ask them to share their timelines.

### **ASK:**

- ? What do you notice about these timelines?
- ? Who has the longer list of tasks to do each day? Why?
- ? How are tasks assigned to girls and boys or daughters-in-law and their husbands?
- ? Are they consulted? What choice do they have in accepting these tasks or not? Should girls/daughters-in-law be consulted on the tasks that are assigned to them?

<sup>17</sup> Adapted from IRC, Engaging Men through Accountable Practice <http://gbvresponders.org/prevention/emap-tools-resources/>



**NOTE:** Clarify any differences between girls and boys, daughters-in-law and their husbands.



#### EXPLAIN:

- Girls and women often do not have a choice about the activities and tasks that they are expected to do each day, and they tend to take on more tasks than boys and men.
- This means girls have less time than boys to focus on homework, develop life skills, and simply to have time to be children. Daughters-in-law have less time to engage in training or skills building, or time for themselves to do the things they like.
- Ensuring girls/daughters-in-law have the opportunity to develop life skills is essential. As girls may not have as much free time as their male siblings, they may not have the opportunity to learn skills, important to their development. These skills including making healthy decisions, solving problems, taking care of themselves, and protecting themselves from harm. For married girls this also extends to their family. Without these life skills, girls will find it more difficult to deal with the pressure that comes in adulthood, in marriage and may not have the skills and capabilities to take care of themselves or those around them.
- While it is expected for children and daughters-in-law to help in the home, especially in difficult times, these chores can be more equally distributed among girls and boys. That way, girls will also have some of the free time that usually only boys are able to have.



#### ASK:

- ① How can boys/girls' husbands benefit from taking on more responsibility in the home?

#### ADD if not mentioned:

- ① They will learn essential skills related to taking care of themselves and their family. They will also learn to support their sisters/wives and treat them as equals. They will help them think about the well-being of others, which will help them build healthy and happy relationships when they become adults.
- ① How can we make sure that household responsibilities can be distributed more equally?
- ① Is there anything we can do to support the family more? Are there any tasks or roles we can take on that could be supportive?

**NOTE:** Men might say that this is not something they get involved with, that this is the responsibility of women to manage. Get them to think of ways that can show women and girls that they are taking more of an interest in the responsibilities that women and girls have and how they can offer support.



**SAY:** Boys/brothers can be a great support to their sisters in task sharing and this can strengthen family bonds and also help boys to learn more skills too.

**DO:** Ask caregivers, in pairs, to discuss how they can introduce this idea of shared decision-making into the family.

## INTRODUCING DECISION MAKING INTO THE FAMILY



**EXPLAIN:** Here are some tips on introducing shared household responsibilities in your family:

### STEP 1:

Discuss the issue with female decision-makers in the house.



**NOTE:** Ask caregivers to recall the communication techniques discussed during the session on a healthy family environment.

*For example, “I wanted to ask if you feel you have enough support from me to manage the many responsibilities you have.”*

- *Listen with full attention (eye contact, open body language, not distracted).*
- *Explain why you want to have this discussion. (For example, “I want to ask how you think we as a family can support you more because I noticed you have a lot of things to do”.*
- *Reflect back what you think your partner/wife is saying (for example, “You are saying you would like more help, especially in the evenings because you are very tired from the long day you’ve had”).*
- *Ask them how they would like to address this (for example, “So what would you suggest we do to give you more support?”).*


### STEP 2:

Ask girls/daughters-in-law what tasks they would like more support with. Make sure you listen to their opinions and ideas and address the ones that are realistic; or ask women to have these conversations with girls/daughters-in-law, if girls would be more comfortable with that. (Use techniques already discussed.)



### STEP 3:

Ask boys/girls' husbands to think about the future they want for their sisters/wives. Do they want them to succeed in school/employment and be successful in their lives? Then explain to boys that this means girls need equal time for school, homework, and activities. For married girls this may involve spending more time with family and friends who can be a great support during this new transition for girls.

 **NOTE:** *Remind caregivers of using “I statements” and other communication techniques that can help them with this process.*

### STEP 4:


Give girls and boys encouragement and praise when they are supporting each other. It makes them feel valued.

For example:

- I am so proud of the way you are doing your homework so carefully!
- Thank you for helping me at the market today!
- You did such a great job helping your sister/brother today!
- You did such a great job helping me prepare dinner today!

### STEP 5

Check in with girls and boys regularly to see how the new distribution of chores is working.

 **DO:** Split men into three groups; each group will practice a role-play based on the below scenarios.

 **NOTE:** *Encourage them to incorporate the suggestions and tips discussed.*





### SCENARIO 1

You are having a discussion with your wife about how you and the family can be more supportive of her.

### SCENARIO 2

You are asking your daughter /daughter in-law what kind of support she needs to give her more time to focus on other things that are important to her.

### SCENARIO 3

You are talking to your son (male family members) about taking on more responsibility in the house and supporting your daughter(s).

**ASK:** How did you find this activity? Do you think you can practice some of these things at home with your family?

**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## 3 EQUAL OPPORTUNITIES FOR GIRLS & BOYS (20 MINUTES)

**ASK:** What do we mean when we talk about “our rights”?

**EXPLAIN:** Our rights are what every girl, woman, boy, and man deserves, no matter who they are or where they live, so that all can live in a world that is fair and just. We are protected by many of these rights through laws or agreements that our own countries or the countries hosting us have signed on to.

**ASK:**

- ① Can anyone think of any rights that we have as men?
- ② What about the rights that women have?

**NOTE:** *Emphasise the right of women to be treated equally to men without discrimination, and to be free from violence.*



**!** POSSIBLE ANSWERS TO ADD— *Requires* CONTEXTUALISATION:

- Right for women to be treated equally to men and without discrimination and to live free from violence
- Right to work
- Right to free education
- Right to live with freedom and safety
- Right to say and think what we want

**?** **ASK:** Does anyone know what the rights of girls and boys are? (Write down their answers on a flip chart.)

**🗨️** **EXPLAIN:** Girls and boys, like us, are protected by a number of rights, and as their caregivers, it is our responsibility to make sure their rights are protected. We are going to hear about some of the rights girls and boys have.

**✓** **DO:** Place the cut-out rights in a small bag/box (Resource 8.2). Ask each caregiver to pull one out of the box/bag and ask her if she wants to read it out or if she would like to ask the facilitator to read it out.


**?** Once finished, **ASK:**

- ?** What do we think about the rights I mentioned?
- ?** Do we think that we give these rights equally to girls and boys?
- ?** Do we think these rights apply equally to boys and girls? (Probe: What about education?)
- ?** What can we do to ensure girls also have access to these rights?

**🗨️** **SAY:** It is important to remember that these rights apply to adolescent girls, including married girls, divorced girls and girls with disabilities as much as they apply to boys. When making decisions on a girl's role in the family or determining her future, it is important we are considering the rights that she has. It is the responsibility of a caregiver to ensure girls are accessing their rights.

**⚠️** **NOTE:** *Men might say that some of these rights contradict their values and beliefs. It is important to get them to think about why these rights are important. Ask people with different opinions to speak up in order to provide a different perspective. Emphasise the importance of giving opportunities to girls, and also the importance of looking at what is in the best interest of the child.*



 **SAY:** We also have a role to play in making sure we are not stopping someone from securing their rights. We can start by supporting each other and women we know. Some of the things we can do are:

- Respecting the ideas of women and girls even if their ideas are different from mine.
- Treating women and girls equally, regardless of whether they are married, unmarried, have a disability are divorced or widowed.
- Welcome women, girls, boys and men who are from a different culture or background.
- Share information with women, girls, boys and men on where they can learn about their rights.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## ★ KEY MESSAGES



**SAY:** Rights are things every girl, boy, women and man should have or be able to do and everyone has the same rights. As caregivers, we have a responsibility to support girls and boys to secure their rights and also make sure we are not stopping other people to secure their rights. One place we can start is by supporting each women and girl that we care for.



## CHECK IN (5 MINS)



**SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.



**REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.



## TAKEAWAY (5 MINUTES)



**SAY:** Try to introduce shared decision making into the family with regard to household responsibilities using the steps discussed.

## SESSION 9

# MARRIAGE IN OUR COMMUNITY

IRC GIRL SHINE SESSION 10



FOR CAREGIVERS OF UNMARRIED GIRLS

### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Understand the root causes of early marriage.
- Understand the consequences of early marriage.
- Identify alternative coping mechanisms to early marriage.



### MATERIALS:

- |   |   |   |                                      |
|---|---|---|--------------------------------------|
| <input type="checkbox"/> Art box  | <input type="checkbox"/> Comments box   | <input type="checkbox"/> Flip chart paper | <input type="checkbox"/> Tape/string |
| <input type="checkbox"/> Markers  | <input type="checkbox"/> A4 paper   | <input type="checkbox"/> Coloured pens    | <input type="checkbox"/> Projector   |
| <input type="checkbox"/> Laptop and speakers if showing the Girl Effect video | <input type="checkbox"/> Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers) |   |                                      |



### PREPARATION:

- Make sure the video is prepared in advance and ready to show to participants. There is an option to change language on the subtitles, so make sure this is practiced ahead of the session.





## FACILITATOR NOTE

- In countries where it is illegal to marry under the age of 18, some caregivers may hide marriages of girls. Conversely, caregivers may report marriages to the authorities if the girl herself makes the decision to marry; this may happen in contexts where girls are in a “love” marriage that the caregivers disapprove of. Both scenarios can be problematic if it means that girls are not receiving the support they need. It is important as a facilitator to focus on highlighting the risks of marrying girls young and how caregivers can continue to support girls if they are married. It is important as a facilitator not to pass judgement on caregivers of girls who are already married to allow for an honest conversation about the situation so they can better support girls.
- Additionally if considering reporting a case of early marriage to authorities in settings where it is illegal, it is important to refer the case to a caseworker who should take a survivor-centered approach, asking the girl what the best course of action is for her, draw on the principle of ‘do no harm’ and assess the risks to the girl, i.e. is the girl at imminent risk that would require mandatory reporting, would reporting the case create further risks to the girl, for example is she at risk of being arrested or detained if the age of consent to sex is over 18?
- In contexts where marriage is legal under 18, some caregivers may be reluctant to admit their daughters are married under 18 because they’re often afraid of the reaction of society, NGOs and humanitarian workers. It is therefore important to not pass judgments as this might place barriers between girls, facilitators and their access to services.

### DURATION:


2 hours.


### TIMING:

After the Female Caregivers’ Session 9



## WELCOME & REVIEW (10 MINUTES)


 **ASK:** Were you able to introduce shared decision making into the family with regards to household responsibilities using the steps discussed. How did it go? If not, did you talk to girls to raise their awareness about some of the rights we discussed?


 **SAY:** Today we are going to discuss marriage and what it means and looks like in our community.


## LET'S EXPLORE (20 MINUTES)


 **ASK:** What does marriage look like in our community?


### PROBING QUESTIONS:

- ② At what age do women get married? What about men?  **NOTE** (in some contexts this question may be sensitive due to legal frameworks, be sensitive how it is asked in contexts where this is the case)
- ② What is the best age for women and men to marry? How is this different or the same as the 'best' age to marry?
- ② Are the legal and religious frameworks always followed?
- ② What is the traditional marriage or union process?
- ② Who makes decisions about who to marry and when to marry?
- ② What are some of the reasons why a girl or woman might get married? What about for boys and men?
- ② What are some of the reasons why a girl or woman might not get married? What about for boys and men?
- ② Is the situation the same now as it was before displacement? How is it different or the same?



 **ASK:** What does marriage look like for women and girls with disabilities? What about for men? (use probing questions from above)


 **ASK:** How are women who are divorced treated in the community? What about women who are widowed? What about men?

 **SAY:** Marriage is something that many people choose to do. It is when two people come together to start a life and sometimes a family together. Marriage can take many forms, sometimes two people can fall in love and decide to get married. Sometimes it may involve other family members who help women or men to find a potential wife or husband and may involve some economic or family benefits. Sometimes it may be a friend that connects two people together as they think they will be a good match. The important thing to remember is who has power to choose to say yes and to choose who to marry, if the power is equal, marriage can be a very positive experience but if the power is unbalanced, marriage can be unhealthy/harmful (to a girl's health; to safety and emotional wellbeing).

 **ASK:** Who can think of examples of when power may not be equal?

*If not mentioned by the group, and if appropriate ADD these examples:*


- When the parents force or influence a girl to get married to someone
- When the girl is a child (under 18) and the man is an adult
- When the age difference between the woman and the man is very large
- When the power of the community and society makes girls and parents believe that girls should be married at a younger age


 **SAY:** Today we will discuss the wonderful things that come with marriage and also the unhealthy aspects that can come if the process of marriage is not equal for girls and women.




## ACTIVITIES (1 HOUR 25 MINS)

### 1 THE CONCEPT MARRIAGE (20 MINUTES)



 **SAY:** Marriage is something that is part of our culture and community. We have many ways of valuing and celebrating marriage in our community.


 **NOTE:** *This doesn't necessarily mean a wedding ceremony, as in many situations, especially for refugee girls, marriage is marked without a ceremony.*


 **DO:** Split the group into 2-3 and ask them to discuss and draw a scene that highlights the positive aspects of marriage. This can be from a celebration or ritual they do, to marking the beginning of a union, to becoming part of a community (to mark a marriage), to valuing a partnership over time, extending the family, etc. (ongoing positive aspects during a marriage). There may be different ways they celebrate, value it and rituals they do. There may be things they did previously before displacement but they no longer do now.

Once finished, ask the participants to come and share back with the wider group.

 **ASK:**

-  What are some of the positive things that come with marriage?
-  What are some of the challenges that come with marriage?

 **EXPLAIN:** There are positive aspects of marriage and there are also challenges. Sometimes however, the challenges can be increased, when the power in the marriage is not equal, like in the examples we discussed earlier. So, we are going to dig deeper into some of these examples and will discuss early marriage.


 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.





## 2 WHY EARLY MARRIAGE HAPPENS (35 MINS)





It is possible that not everyone is aware of the legal framework in countries they are citizens of or are hosted in. If marriage is illegal under 18, highlight to the group, so they have this information. And if the age of marriage is different in the country they are hosted in compared to the country they may return to (e.g. Syria and Lebanon), it is important they have this information as well as information related to how to navigate that process.

 **ASK:** Does anyone know what we mean by the term ‘early or child marriage’? Have you heard it before?

 **SAY:** ‘Early or child marriage’ is a term that is used to describe marriage that happens to girls and boys when they are under the age of 18. According to many international agreements (like we discussed in a previous session) marriage that occurs before the age of 18 can be harmful to girls, even if the national legal or religious frameworks allow it.

 **ASK:** What do you think about this information?

 **SAY:** Some of us were either married under the age of 18 or know someone who was, it is something that is very common. It is also possible that we married young and had no complications, so are not sure why this might be a problem. But over time, we have more information and scientific evidence that highlights to us that marriage at a young age can be harmful and also difficult for girls.

 **DO:** Tell the following story to the group and stop at the specified points to ask questions to the group about what is happening.

### PART 1:

Zeina is 15 years old and her parents want her to get married. They are worried that she is getting older, she spends a lot of time out of the house (for study) and some of her friends are not a good influence. They are afraid she will be influenced by her friends and they are worried about her reputation.



**ASK:** How do you think Zeina is feeling?

Some suggestions include:

- She is too young to get married.
- She is jumping from childhood to adulthood too fast.
- She doesn't feel ready for this commitment.
- She is scared about what will happen to her.
- She wants to keep studying.
- She feels like she has no future.
- She feels really sad.

**ASK:** What is driving Zeina's parents decision to marry her?



**EXPLAIN,** if not mentioned by the participants:

- As we discussed in previous sessions, there are different expectations placed on girls and women in society compared to boys and men. This includes keeping girls in the 'Woman Box'<sup>18</sup> and controlling how she behaves, who she should spend time with and the things she is allowed to do.
- These expectations are everywhere and are heavily influenced by what the community thinks. Zeina's caregivers may be worried about her starting a relationship or bringing dishonour to the family because this would affect the status of the family in the community. Again, this is related to the unequal expectations placed on girls compared to boys.

## **PART 2:**

Zeina's parents are also struggling financially and since moving to this current location they have not been able to work. The house is small and the children are many. They think Zeina is getting too old to share with her siblings, especially now she is menstruating. Marriage will help them to manage the finances better and also give Zeina a better life.

**ASK:** What are the other reasons contributing to the decision to marry Zeina?

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<sup>18</sup> We discussed in previous sessions that the man and woman box was about society's expectations of who women and girls or boys and men should be, how they should act, how they should feel and what they should say. They are taught to us from the moment we are born, by many different people, the community and through experiences.



**EXPLAIN**, if not mentioned in participants' answers:

- In many places, girls may not be as valued as boys in the same way. Where boys are expected to take care of their parents when they get older and go out to work to provide an income, the same expectations are not placed on girls. Girls are maybe not as valued as boys and seen to be an economic burden.
- When situations like displacement happen, many families might decide to marry their daughters as a way to relieve the financial burden and to give girls what they think is a better chance at life.
- There are many examples of girls who earn an income for their family or take care of parents in their old age, but because of the 'Woman Box' they are often not considered to be able to do those things.

### **PART 3:**

Zeina's parents approach her about the idea of marriage. Zeina is confused, she is happy attending school. But she has seen some of her friends get married and have wedding celebrations and she thinks it could be nice. She also likes the idea of having her own room and not having to share with her siblings if she marries. And she is worried that if she doesn't marry soon, she might not get a good husband.



**ASK:** What are Zeina's reasons for wanting to get married?

**EXPLAIN**, if not mentioned in participants' answers:

- Zeina is influenced by the community expectations and peer pressure. Her reason for wanting to get married is because society has told girls like Zeina that if they don't marry young, they might not marry at all.
- They have told Zeina that when a 'good catch' comes along you should marry him immediately because you don't know if another will come along. Also because of the difficult situation at home, Zeina thinks married life will be an escape from hardship.
- While it may seem like Zeina is making a choice to marry, she is influenced by the environment she lives in.

## PART 4:

Zeina does get married and married life isn't exactly how she imagined. She was made to leave school and while she does have her own room, she also has to take on so many tasks she didn't have before. There are new pressures she is experiencing that are placed on her from her new family, such as having children or being a 'good wife'. Zeina doesn't have time to see her friends or family. She also doesn't feel she has the power to ask for the things she wants or needs.

### ASK:

- ② Is Zeina's experience normal? What is the emotional or physical impact on her?
- ② How could her situation have been different?

### EXPLAIN, if not mentioned in participants' answers:

- What Zeina experienced happens to many girls. And some of us would have experienced the same situation.
- Girls in the same situation as Zeina can feel isolated, unhappy and overwhelmed with marriage. They can also experience risks to their health that can be very severe.

### ASK: What are some of the consequences of Zeina marrying young?

### DO: Take some ideas from the group and ADD anything that's missing.

 **NOTE:** *If you are able to, you can show participants the Girl Effect Video. Translation is available in a number of languages, including French and Arabic. <https://www.youtube.com/watch?v=1e8xgF0JtVg>*

### EXPLAIN:

Girls who marry young are often pulled out of school and miss important years of their education. Because of this, they will have limited knowledge, skills, and experience to negotiate adult marital roles.

Girls married at young ages tend to have larger age differences with their husbands than those who marry later. This can be traumatic for young girls. Often, they have very little information about "adult relationships."





Girls who marry at a young age are more likely to experience violence in their marriage. The larger the age difference, the more likely they are to experience violence. Girls who marry young are more likely to describe their first sexual experience as forced.

Childbearing is frequently expected after marriage, with first births being the riskiest for adolescent mothers. Pregnancy at this time is very dangerous, and doctors recommend that girls finish puberty and adolescence before attempting to have children.

Pregnant adolescents face a significantly higher risk of dying in or after childbirth.

Adolescent mothers are less likely to receive health services due to delays in seeking care, barriers to reaching a facility, and challenges in obtaining specialised care.

Physically younger girls (below 18) are not as developed as adults. Parts of their body are still growing, and they need to be fully grown to be able to deliver a healthy baby.

For instance, girls who become pregnant at an early age often have difficult deliveries because their pelvis is too small. This could lead to needing an operation to deliver the baby.

Young girls are at greater risk of dangerous fits during pregnancy, exhaustion, infection, injury, and death.

Young girls are also at high risk of delivering babies too early -- before the baby is ready to come out.

#### **ASK:**


- ① What do you think about the information presented? Is any of the information new to you, or did you already have this information?
- ① Do you think this information could help someone make an informed decision about early marriage? Why/why not?
- ① Is this a conversation that is easy for caregivers to discuss with each other? Why/why not?
- ① What can caregivers do if it is the girls themselves that are requesting to get married?
- ① If you have daughters that are already married, what are some of the things you think they need support with to ensure a safe and healthy married life?




**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



### 3 STRATEGIES TO DELAY MARRIAGE (30 MINS)

 **EXPLAIN:** We respect that marriage is an important part of the community and that it is something many people will do. But we also think that given the harms associated with marrying at a young age, there are things we can do to delay marriage of young girls until they are older. This will help girls to have a better chance of a healthy marriage and life. To be able to support girls to delay marriage until they are a little older, it takes the decision of caregivers, but also influencing the community, particularly men and boys who have a lot of decision-making power when it comes to deciding when and who to marry.


 **SAY:** I am going to give each group a scenario and in your group you will come up with strategies on how the family can consider delaying the marriage of their daughter until they are older. When deciding on strategies there are two key things you need to do:

1

Think about who you can include in your strategy, e.g. the girl, caregiver, community decision makers and/or the potential husband (and his family).

2

Think about what impact delaying marriage will have on the girl and her family, if there are some negative impacts, what can be done to resolve this?

 **DO:** Split participants into 3 groups and give each group a scenario. If unable to read, you can read the scenarios to the group.

#### SCENARIOS

 **Requires CONTEXTUALISATION**

#### SCENARIO 1:

Yusra & Kamal have three children and Kamal is currently out of work. Yusra earns some money by tailoring, but it is not enough to support their children. They have been struggling with finances lately and had to remove their eldest daughter from school. Kamal thinks that maybe it is better that their daughter gets married. This will reduce the financial burden on them. Kamal loves his daughter very much and thinks this is what is best for her. Their daughter is 14 years old. Kamal wants your advice.



**NOTE:** They could ask Kamal to think about the pros and cons of the decision to get his daughter married. They could encourage Kamal to think about alternative strategies before marrying his daughter and ask him to think about where he might be able to get additional support to keep his daughter in school.

### SCENARIO 2:

Leila is spending time with a boy after school. One day her father sees her and tells her that she has to marry the boy now as she cannot just be spending time with boys without being in a union/marriage. Leila doesn't want to get married to this boy, they are just friends and nothing more. Should Leila's marriage be prevented? How can this be done?

**NOTE:** In this case, Leila does not want to marry the boy. Whatever strategy the group decides on, it should not involve delaying the marriage to this particular boy but preventing the marriage altogether. Encourage caregivers to think about how they can support her and raise her awareness about healthy relationships.

### SCENARIO 3:

Adam's family is growing and recently his cousin also moved into the house with his family. Adam's children are all sharing one small room. His eldest, Nancy, is 16 and is too old to be sharing with her younger siblings. Adam thinks the best solution is to get Nancy married. This way she will have her own space and the house will not be as overcrowded. Should Nancy's marriage be delayed? How can this be done?

**NOTE:** They should think about the pros and cons of the decision to get Nancy married (e.g. health risks to Nancy, school drop-out, isolated, etc.) They should think about alternative strategies that can help to delay the marriage.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## ★ KEY MESSAGES

There are many harms associated with girls marrying at a young age, so marrying girls at a later age will help them to have a better chance of a healthy marriage. To be able to support girls to delay marriage until they are a little older, it takes the decision of caregivers, but also influencing the community, particularly men and boys, who have a lot of decision-making power when it comes to deciding when and who to marry.



## CHECK IN (5 MINS)



**SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.



**REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further



## TAKEAWAY (5 MINUTES)



**SAY:** Have a conversation with your daughter or someone else in your family you feel comfortable talking to about the issue of early marriage and some of the information we discussed today. See what their ideas are, if they are different or the same as what we discussed.



## SESSION 9

# MARRIAGE IN OUR COMMUNITY

IRC GIRL SHINE SESSION 10



FOR CAREGIVERS OF MARRIED GIRLS

### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Understand the impact of early marriage on adolescent girls.
- Understand how to support married girls.



### MATERIALS:

- Art box
- Comments box
- Flip chart paper
- Tape/string
- Markers
- A4 paper
- Coloured pens
- Projector
- Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers)
- Laptop and speakers if showing the girl effect video



### PREPARATION:

- Make sure the video is prepared in advance and ready to show to participants. There is an option to change language on the subtitles, so make sure this is practiced ahead of the session.



## FACILITATOR NOTE:

- In countries where it is illegal to marry under the age of 18, some caregivers may hide marriages of girls. Conversely, caregivers may report marriages to the authorities if the girl herself makes the decision to marry; this may happen in contexts where girls are in a “love” marriage that the caregivers disapprove of. Both scenarios can be problematic if it means that girls are not receiving the support they need. It is important as a facilitator to focus on highlighting the risks of marrying girls young and how caregivers can continue to support girls if they are married. It is important as a facilitator not to pass judgement on caregivers of girls who are already married to allow for an honest conversation about the situation so they can better support girls.
- Additionally if considering reporting a case of early marriage to authorities in settings where it is illegal, it is important to refer the case to a caseworker who should take a survivor-centered approach, asking the girl what the best course of action is for her, draw on the principle of ‘do no harm’ and assess the risks to the girl i.e. is the girl at imminent risk that would require mandatory reporting, would reporting the case create further risks to the girl, for example is she at risk of being arrested or detained if the age of consent to sex is over 18?
- In contexts where marriage is legal under 18, some caregivers may be reluctant to admit their daughters are married under 18 because they’re often afraid of the reaction of society, NGOs and humanitarian workers. It is therefore important to not pass judgments as this might place barriers between girls, facilitators and their access to services.

## DURATION:


2 hours.


## TIMING:

After the Female Caregivers’ Session 9




## WELCOME & REVIEW (10 MINUTES)










 **ASK:** Were you able to introduce shared decision making into the family with regard to household responsibilities using the steps discussed. How did it go? If not, did you talk to girls to raise their awareness about some of the rights we discussed?


 **SAY:** Today we are going to discuss marriage and what it means and looks like in our community.


## LET'S EXPLORE (20 MINUTES)

 **ASK:** What does marriage look like in our community?

### **PROBING QUESTIONS:**

-  At what age do women get married? What about men?  **NOTE** *(in some contexts this question may be sensitive due to legal frameworks, be sensitive how it is asked in contexts where this is the case)*
-  What is the best age for women and men to marry?
-  Are the legal and religious frameworks always followed?
-  What is the traditional marriage or union process?
-  Who makes decisions about who to marry and when to marry?
-  What are some of the reasons why a girl or woman might get married?
-  What are some of the reasons why a girl or woman might not get married?
-  Is the situation the same now as it was before displacement? How is it different or the same?

 **ASK:** What does marriage look like for women and girls with disabilities? What about men? (use probing questions from above)

 **ASK:** How are women who are divorced treated in the community? What about women who are widowed? What is your opinion on how they are treated?



**SAY:** Marriage is something that many people choose to do. It is when two people come together to start a life and sometimes a family together. Marriage can take many forms, sometimes two people can fall in love and decide to get married. Sometimes it may involve other family members who help women or men to find a potential wife or husband and may involve some economic or family benefits. Sometimes it may be a friend that connects two people together as they think they will be a good match. The important thing to remember is who has power to choose to say yes and to choose who to marry, if the power is equal, marriage can be a very positive experience but if the power is unbalanced, marriage can be unhealthy/harmful (to a girl's health, safety and emotional wellbeing).

**ASK:** Who can think of examples of when power may not be equal?

*If not mentioned by the group, and if appropriate ADD these examples:*

- ✓ When the parents force or influence a girl to get married to someone
- ✓ When the girl is a child (under 18) and the man is an adult
- ✓ When the age difference between the woman and the man is very large
- ✓ When the power of the community and society makes girls and parents believe that girls should be married at a younger age

**SAY:** Today we will discuss the wonderful things that come with marriage and also how we can support married and divorced girls that we know and love.

## ACTIVITIES (1 HOUR 25 MINS)



### 1 THE CONCEPT OF MARRIAGE (20 MINUTES)

**SAY:** Marriage is something that is part of our culture and community. We have many ways of celebrating this moment.

**NOTE:** *This doesn't necessarily mean a wedding ceremony, as in many situations, especially for refugee girls, marriage is marked without a ceremony.*





- ✓ **DO:** Split the group into 2-3 and ask them to discuss and draw a scene that highlights the marriage celebration or how a marriage is valued. There may be different ways they celebrate, value it and rituals they do. There may be things they did previously before displacement, but they no longer do now.

Once finished, ask the participants to come and share back with the wider group.

 **ASK:**

- ? What are some of the positive things that come with marriage?
- ? What are some of the challenges that come with marriage?



**EXPLAIN:** There are positive aspects of marriage and there are also challenges. Sometimes however, the challenges can be increased when the power in the marriage is not equal like in the examples we discussed earlier. So, we are going to dig deeper into some of these examples and talk about how we can strengthen our support to married and divorced girls.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## 2 THE IMPACT OF EARLY MARRIAGE (35 MINS)

- ? **ASK:** Does anyone know what we mean by the term ‘early or child marriage’? Have you heard it before?



It is possible that not everyone is aware of the legal framework in countries they are citizens of or are hosted in. If marriage is illegal under 18, highlight to the group, so they have this information. And if the age of marriage is different in the country they are hosted in compared to the country they may return to (e.g. Syria and Lebanon), it is important they have this information as well as information related to how to navigate that process. .



**SAY:** ‘Early or child marriage’ is a term that is used to describe marriage that happens to girls and boys when they are under the age of 18. According to many international agreements (like we discussed in a previous session) marriage that occurs before the age of 18 can be harmful to the health of girls, even if the national legal or religious frameworks allow it.

**ASK:** What do you think about this information?

**SAY:** We are here because we all have daughters or girls in our care who were married at a young age, it is something that is very common. It is also possible that we married young wives and there were no complications so are not sure why this might be a problem. But over time, we have more information and scientific evidence that highlights to us that marriage at a young age can be harmful and also difficult for girls. But there are some things that we can do to support girls who are already married to ensure that they have a better experience and are not at risk of harm. But first we need to understand what the issue is.

**DO:** Tell the following story to the group and stop at the specified points to ask questions to the group about what is happening.

### **Required CONTEXTUALISATION**

#### **PART 1:**

Zeina is 15 years old and her parents want her to get married. They are worried that she is getting older, she spends a lot of time out of the house (for study) and some of her friends are not a good influence. They are afraid she will be influenced by her friends and they are worried about her reputation.

**ASK:** How do you think Zeina is feeling?

Some suggestions include:

- She is too young to get married.
- She is jumping from childhood to adulthood too fast.
- She doesn't feel ready for this commitment.
- She is scared about what will happen to her.
- She wants to keep studying.
- She feels like she has no future.
- She feels really sad.



**ASK:** What is driving Zeina's parents decision to marry her?



**EXPLAIN,** if not mentioned by the participants:

- As we discussed in previous sessions, there are different expectations placed on girls and women in society compared to boys and men. This includes keeping girls in the 'Woman Box'<sup>19</sup> and controlling how she behaves, who she should spend time with and the things she is allowed to do.
- These expectations are everywhere and are heavily influenced by what the community thinks. Zeina's caregivers may be worried about her starting a relationship or bringing dishonour to the family because this would affect the status of the family in the community. Again, this is related to the unequal expectations placed on girls compared to boys.

## **PART 2:**

Zeina's parents are also struggling financially and since moving to this current location they have not been able to work. The house is small and the children are many. They think Zeina is getting too old to share with her siblings, especially now she is menstruating. Marriage will help them to manage the finances better and also give Zeina a better life.



**ASK:** What are the other reasons contributing to the decision to marry Zeina?

**EXPLAIN,** if not mentioned in participants' answers:

- In many places, girls may not be as valued as boys in the same way. Where boys are expected to take care of their parents when they get older and go out to work to provide an income, the same expectations are not placed on girls. Girls are maybe not as valued as boys and seen to be an economic burden.
- When situations like displacement happen, many families might decide to marry their daughters as a way to relieve the financial burden and to give girls what they think is a better chance at life.
- There are many examples of girls who earn an income for their family or take care of parents in their old age, but because of the 'Woman Box' they are often not considered to be able to do those things.

<sup>19</sup> We discussed in previous sessions that the man and woman box was about society's expectations of who women and girls or boys and men should be, how they should act, how they should feel and what they should say. They are taught to us from the moment we are born, by many different people, the community and through experiences.



### PART 3:

Zeina's parents approach her about the idea of marriage. Zeina is confused, she is happy attending school. But she has seen some of her friends get married and have wedding celebrations and she thinks it could be nice. She also likes the idea of having her own room and not having to share with her siblings if she marries. And she is worried that if she doesn't marry soon, she might not get a good husband.

 **ASK:** What are Zeina's reasons for wanting to get married?

 **EXPLAIN,** if not mentioned in participants' answers:

- Zeina is influenced by the community expectations and peer pressure. Her reason for wanting to get married is because society has told girls like Zeina that if they don't marry young, they might not marry at all.
- They have told Zeina that when a 'good catch' comes along you should marry him immediately because you don't know if another will come along. Also because of the difficult situation at home, Zeina thinks married life will be an escape from hardship.
- While it may seem like Zeina is making a choice to marry, she is influenced by the environment she lives in.

### PART 4:

Zeina does get married and married life isn't exactly how she imagined. She was made to leave school and while she does have her own room, she also has to take on so many tasks she didn't have before. There are new pressures she is experiencing that are placed on her from her new family, such as having children or being a 'good wife'. Zeina doesn't have time to see her friends or family. She also doesn't feel she has the power to ask for the things she wants or needs.

 **ASK:**

- ① Is Zeina's experience normal? What is the emotional or physical impact on her?
- ① How could her situation have been different?

 **EXPLAIN,** if not mentioned in participants' answers:

- What Zeina experienced happens to many girls. And some of us would have experienced the same situation.
- Girls in the same situation as Zeina can feel isolated, unhappy and overwhelmed with marriage. They can also experience risks to their health that can be very severe.








## PART 5:

Zeina's husband and in-laws are not understanding of Zeina's situation and what she is experiencing. Eventually they tell Zeina's family that they want Zeina to return back to her family home as she is not doing the things they expect of her.

### ASK:

-  Is it common for girls to get divorced when they marry at an early age?
-  How are these girls treated?

 **NOTE:** *There are many expectations placed on women when they marry (like we discussed in the man and woman box). When they do not fit into this 'box', communities and society can be unaccepting of girls and this can result in these girls being stigmatised through divorce or in other ways (for example, gossip in the community). As adolescent girls are still growing and learning it is understandable that they are not able to manage the pressures that come with adult responsibilities.*

 **ASK:** What are some of the consequences of Zeina marrying young?

 **DO:** Take some ideas from the group and ADD anything that's missing.

 **NOTE:** *If you are able to, you can show participants the Girl Effect Video. Translation is available in a number of languages, including French and Arabic. <https://www.youtube.com/watch?v=1e8xgFOJtVg>*

### EXPLAIN:

Girls who marry young are often pulled out of school and miss important years of their education. Because of this, they will have limited knowledge, skills, and experience to negotiate adult marital roles.

Girls married at young ages tend to have larger age differences with their husbands than those who marry later. This can be traumatic for young girls. Often, they have very little information about "adult relationships."



Girls who marry at a young age are more likely to experience violence in their marriage. The larger the age difference the more likely they are to experience violence. Girls who marry young are more likely to describe their first sexual experience as forced.

Childbearing is frequently expected after marriage, with first births being the riskiest for adolescent mothers. Pregnancy at this time is very dangerous, and doctors recommend that girls finish puberty and adolescence before attempting to have children.

Pregnant adolescents face a significantly higher risk of dying in or after childbirth.

Adolescent mothers are less likely to receive health services due to delays in seeking care, barriers to reaching a facility, and challenges in obtaining specialised care.

Physically younger girls (below 18) are not as developed as adults. Parts of their body are still growing, and they need to be fully grown to be able to deliver a healthy baby.

For instance, girls who become pregnant at an early age often have difficult deliveries because their pelvis is too small. This could lead to needing an operation to deliver the baby.

Young girls are at greater risk of dangerous fits during pregnancy, exhaustion, infection, injury, and death.

Young girls are also at high risk of delivering babies too early -- before the baby is ready to come out.


When we spoke to divorced girls through our projects, they told us that marrying at an early age was a main reason for divorce. They also felt stigmatised and blamed for the marriage breakdown and faced many restrictions. But with the right support, girls who were divorced also went on to pursue their interests, gained opportunities and were able to remove themselves from a violent situation.

When we spoke to married girls in the project, they told us that one of the key consequences of early marriage was experiencing violence. They also said that early marriage led to negative relationships with their husbands and health risks were very high.


#### ASK:


- ① What do you think about the information presented? Is any of the information new to you, or did you already have this information?
- ① Is this a conversation that is easy for caregivers to discuss with each other? Why/why not?
- ① If you have daughters that are already married, what are some of the things you think they need support with to ensure a safe and healthy married life?



 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.


### 3 SUPPORTING MARRIED AND DIVORCED GIRLS (30 MINS)

 **SAY:** We have learned about some of the risks married and divorced girls face. But there is something we can do! We are going to think of ways in which we can support married and divorced girls in our lives and also in the wider community.

 **DO:** Split participants into 2 groups, one focusing on married girls and the other on divorced girls. Ask them in their groups to discuss ways in which they can support these girls even if they are not in their care.


 **EXPLAIN,** if not mentioned in participants' answers:

- If possible, check on married and divorced girls' material needs (specifically food, money, sanitary pads, clothes, school materials). In-laws might not be able to provide adequate support, so always check with the girl. If you are an in-law, you can also check on girls' material needs.
- Check in and support girls' emotional needs, specifically if you're an in-law, giving them time to see friends and family. And if you're a caregiver, making time to visit and spend time with girls.
- If possible, check on married and divorced girls educational or vocational needs (perhaps she wants to go back to school, learn new skills, attend a course or generate some income to become independent).
- If possible, check on married and divorced girls' health needs. Girls may need access to medicine, health care, family planning services, antenatal care, etc. Encourage girls to wait until after 18 to have children. Even if they had a child already, each birth is different and they should delay pregnancy until their body is fully develop to prevent health risks such as death of mother or baby.


 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.




## ★ KEY MESSAGES


 **SAY:** While there are many challenges associated with girls marrying young, as caregivers there are many things we can do to help support girls in this situation. Some of the things include checking in on their material, emotional and health needs; delaying pregnancy until after 18 is key to ensure their health and the health of their baby. As caregivers, we may not have the resources to take care of all of these needs, but one thing we do have control over is supporting girls' emotional needs in particular.

## CHECK IN (5 MINS)

 **SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.

 **REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.

## TAKEAWAY (5 MINUTES)

 **SAY:** Have a conversation with your daughter or if more appropriate through your wife/partner to understand what the needs are of married girls and to see how you can support them. Even if you are unable to provide material help, there are other things you can do in terms of their emotional needs or supporting them to access health care.





# SESSION 10

## DOWRY/BRIDE PRICE<sup>20</sup>

NCA SESSION

 FOR CAREGIVERS OF UNMARRIED GIRLS

### SESSION AIMS

By the end of the session, caregivers will:

- Discuss the reasons behind dowry/bride price and the negative consequences on girls, family and society.
- Make commitments to challenge the dowry/bride price norms that encourage child marriage.

### FACILITATOR NOTE:

- Bride price is a payment by the groom or his family to the bride or her family. Dowry is the wealth transferred from the bride, or her family to the groom or his family.

### PREPARATION:

For the group work discussion:

- Print out 3-4 copies of each story
- Write down the discussion questions for a group activity on a flipchart

### TERMINOLOGY:

- Refer to local definitions for terms such as dowry and bride price.


### DURATION:


2 hours.


<sup>20</sup> Adapted from CARE USA. "Facilitator's Manual for Intergroup Dialogue: CARE's Tipping Point Phase 2." Cooperative for Assistance and Relief Everywhere, Inc., 2019, [https://caretippingpoint.org/wp-content/uploads/2020/03/FM\\_Intergroup\\_Dialogue\\_Manual\\_with-citation.pdf](https://caretippingpoint.org/wp-content/uploads/2020/03/FM_Intergroup_Dialogue_Manual_with-citation.pdf), p 27- 29.



## WELCOME & REVIEW (10 MINUTES)


 **ASK:** Have you had a conversation with your daughter/in-laws, particularly about the needs they have? How did that go? What was the outcome?

 **SAY:** Remind participants that they can approach you separately after the meeting to discuss any issues.

 **SAY:** In the last session, we discussed why child marriage happens in our community. Some of the reasons that child marriage happens are because of cultural traditions, such as dowry or bride price. Additionally, poverty, including changing economic circumstances of families due to displacement, conflict, or natural disaster, can contribute to child marriage and can influence the way that cultural traditions are practiced in the community. Today we are going to talk in more detail about the practice of dowry/bride price in the community, and what we might do to change this practice.



## LET'S EXPLORE (5 MINUTES)

 **EXPLAIN:** Poverty is often one of the drivers behind child marriage. In addition to poverty, specific transaction costs of child marriage also drive child marriage. Recent research shows that the costs of child marriage have increased substantially. The potential financial gain (for example through bride price) or cost (through dowry) effect the age that families want to marry girls. Especially in situations of conflict, displacement and disaster, financial concerns of families can be worsened, leading to an increase in child marriage as a coping strategy to economic shocks.



## ACTIVITIES (1 HOUR 30 MINS)

**DO:** Split the participants into 4 groups. Give them 10 minutes to read the story or read it aloud to the groups, if required (choose the relevant story for dowry or bride price). Ask the participants to talk within the group and share their thoughts based on the below questions.

 **NOTE:** *If possible, write down the questions on a flipchart and display in a place visible for the participants.*





## Requires CONTEXTUALISATION

### **RIDHA'S STORY (DOWRY)**

When Ridha was 16 years old, her family had been displaced for 3 years, living in a camp outside of their home region. Both her parents had lost their jobs. Ridha's family decided that she should get married, because things were tight with money, they were worried that if they waited longer and she was more educated, the dowry might be too expensive and they would not be able to afford it and Ridha would never have the chance to marry because she would be too old. Ridha's uncle offered to help pay the dowry.

Ridha's husband was 10 years older than her. Ridha's husband's family made her do all the household chores from the moment she woke up, which was usually at dawn before the other family members awoke. She was only allowed to sleep after everyone had gone to bed at night. She was rarely given enough to eat; she was told that it was a punishment for not bringing any more dowry. She was unable to talk to her husband since he was much older than her. Previously, when she had requested him, she had been refused money for expenses; this added to her apprehension about talking to him about the situation at home. She was also very uncomfortable about her husband having sex with her whenever he wanted to. He rarely seemed to care about what she thought or wanted. Though Radha also wanted to resume her studies, nobody felt that was necessary.

### **AMINA'S STORY (BRIDE PRICE)**

When Amina was 16 years old, her family had been displaced for 3 years, living in a camp outside of their home region. Both her parents had lost their jobs. Amina had 3 brothers. Her parents decided that her brothers should continue with their education, but they could not afford for Amina to attend school. Instead, Amina would get married. The income from her bride price would help the family to pay for the costs of educating her brothers, and with Amina out of the house, it would be one less mouth to feed.

Amina went to live with her husband, who was 10 years older than her. Because he paid a good price for Amina, he treated her like she was a possession. He often beat Amina if she was disobedient. Amina complained to her parents about this treatment, but her parents felt that they must keep silent as Amina's husband had paid a good bride price, and they could not afford to lose the money.

### **QUESTIONS**

- ② Is how dowry/bride price practiced in the community today similar to the story you heard?
- ② What do you think are some of the consequences of dowry/bride price on a girl, her family and the community based on the story you read?
- ② Who benefits when the dowry is paid? Is it fair? Do you feel it is fair?
- ② What do you think the impact of dowry/bride price is on the age a family wants to marry a girl?
- ② Is the practice of dowry/bride price different now than it was when you were growing up? Has it been affected at all by the conflict/displacement/emergency?



**NOTE:** *In some communities, with an increase in age or education the price of dowry/bride price may increase. Therefore, families who have little income may choose to marry their female children early, especially in cultures where girls are seen as a financial burden as well as the bearers of the family's honour. Research has shown that sometimes crises can lead to an increase in poverty, pushing families to marry their daughters to ease the financial burden on the household. On the other hand, crises that lead to economic challenges in the household may also cause families to be unable to pay for dowry/bride price, which could delay marriage. Some research also shows that dowry/bride price leads to an increase in violence against girls/women because a payment has been made for the girl/woman and with this financial transaction comes an expectation for her to be obedient and conform to the role that is expected of her.*

**DO:** Bring the groups back together. Ask the participants if there was a positive story where dowry/bride price was not taken or given. What inspired the families not to give or take dowry/bride price? How did the community react to this? What do you think about such an example?

**DO:** Ask participants to think about the stories that they know from their community that involve dowry/bride price.

**ASK:**

- ① What would you do if someone demanded dowry/bride price for your son/daughter?
- ① Is there any way to refuse? How?
- ① What would happen if a family decided not to pay dowry or bride price? What would be the reaction of the community? What would be the consequences on the family?
- ① How can you convince members in the community to stop the practice of dowry/bride price? What arguments can you use?

**ASK:**

- ① What if instead of just one family refusing to pay dowry/bride price, the whole village decided not to pay? What would happen then? Do you think this would be possible/necessary?
- ① What changes could happen if there is no dowry/bride price required? (both positive and negative)
- ① If we could take away the negative aspects of the dowry/bride price, what could be done to get there? What could you personally do to contribute?
- ① What could be done collectively, as a community, to challenge and change negative aspects of the dowry/bride price norm?
- ① What would be required to implement such a collective action?





## ★ KEY MESSAGES

- Poverty is often one of the drivers behind child marriage. In addition to poverty, specific transaction costs of child marriage also drive child marriage.
- Dowry/bride price may lead to an increase in violence against girls/women because a payment has been made for the girl/woman and with this financial transaction comes an expectation for her to be obedient and conform to the role that is expected of her.
- Bride price payment has implications on gender relations, with a potential to worsen existing gender inequalities and inequities.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## 💬 CHECK IN (5 MINS)

Use the closing activity caregivers chose from the previous session. Check in to see if they would like to continue using the same format, or whether someone would like to volunteer a closing activity for the next session.

## 🧠 TAKEAWAY (5 MINUTES)

Explain to caregivers this week's home assignment is to discuss in the family and with other community members what actions they can take to challenge the dowry/bride price norm, and to make a plan for what they will do if/when their children are getting ready to be married.

## SESSION 11

# HOUSEHOLD DECISION MAKING<sup>21</sup>

NCA SESSION



FOR CAREGIVERS OF MARRIED  
AND UNMARRIED GIRLS

### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Explore how people in healthy relationships make decisions together.
- Discuss the benefits of long-term planning and decision-making over short-term, with a focus on financial decisions as they relate to child marriage.



### MATERIALS:

- Flip chart paper
- Flipchart with three columns: Husband | Wife | Jointly
- Markers
- Flipchart: Advantages of Joint Decision Making
- Copies of the stories, copies of annex 2: How Healthy Couples Make Decisions
- Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers)

<sup>21</sup> Adapted from CARE USA. "Facilitator's Manual for Mother's groups: CARE's Tipping Point Phase 2." Cooperative for Assistance and Relief Everywhere, Inc., 2019, [https://caretippingpoint.org/wp-content/uploads/2020/03/FM\\_Mothers\\_Groups\\_with-citation.pdf](https://caretippingpoint.org/wp-content/uploads/2020/03/FM_Mothers_Groups_with-citation.pdf), p. 71-76 and DRC and Women's Refugee Commission, "Engaging Male Caregivers to End Early Marriage in Lebanon: Training Modules to Accompany Programmes with Adolescent Girls," <https://resourcecentre.savethechildren.net/node/11975/pdf/engagingmalecaregivers-final-update1.pdf>, p. 54.



## PREPARATION:

- Draw on a flip chart paper three columns: Husband, Wife, Jointly
- On a flip chart paper put a title “Advantages of Joint Decision Making”
- Print out 3-4 copies of two stories for the participants to use in group work.
- Print out Annex 2: How Healthy Couples Make Decisions.
- Print out Annex 3: Handout on Practical Ways to Control Anger.



## TERMINOLOGY:

- Refer to local definitions for terms such as decision-making power, healthy couple.







## DURATION:


2 hours.




## WELCOME & REVIEW (10 MINUTES)

### ASK:

-  What was one piece of information that stood out for you from the last session?
-  Did you have a conversation about how to challenge dowry/bride prices? Would any one like to share any key points that were discussed?
-  How are you feeling about being part of the group? Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?


 **DO:** Remind participants that they can approach you separately after the meeting to discuss any issues.

 **SAY:** In the last session, we discussed why dowry/bride price is harmful to girls, families and communities. Today we are going to talk in more detail about decision making in the family, and how a family's financial decisions relate to child marriage.

## ACTIVITIES (1 HOUR 25 MINS)



### **1** HOW HEALTHY COUPLES MAKE DECISIONS (40 MINS)

 **SAY:** Today we are going to talk about how healthy couples make important decisions for the family. Couples deal with matters, both simple and complex, in their everyday lives. Decisions about these matters can be made by one member of the couple or they can be made jointly. When big decisions are made jointly – through the active participation of both parties – both are responsible for the outcome of that decision.





**DO:** Lead a large group discussion with the questions listed below.

**ASK:**

- What decisions does a husband typically make without consulting his partner?
- DO:** Record responses in the column titled “**HUSBAND**” on **FLIPCHART: HUSBAND|WIFE|JOINTLY.**
- Should these kinds of decisions be made by the husband without consulting his wife? Why or why not?
- What decisions does a wife typically make without consulting her partner?
- DO:** Record responses in the column titled “**WIFE**” on **FLIPCHART: HUSBAND|WIFE|JOINTLY.**
- Why do you think these kinds of decisions are made only by a woman?
- In our culture or community, who do you think has more decision-making power – husbands or wives? Why?
- Can any of you tell us about an important decision you made together with your partner in the last few months?
- NOTE:** *Important or big decisions are decisions that affect both people in the relationship as well some or all members of a family. Explain to participants that you are really looking for examples of joint decision-making – not just running ideas by your partner or asking for a preference, but rather decisions that required discussion and the explicit agreement of both parties about the way forward.*
- How did you make the decision?
- What were the respective roles of husband and wife in the decision-making process?
- DO:** Record responses in the column titled “**JOINTLY**” on **FLIPCHART: HUSBAND|WIFE|JOINTLY.**

As participants share their experiences, try to identify the processes they used to make the decision together (e.g., both people offering suggestions, both people listening, seeking counsel from someone, assessing their personal values, etc.). Share your observations with the group. These points will be helpful to recall later on in the session.



**ASK:**

We discussed gender and gender inequality in previous sessions. How do you think gender affects couples' ability to make joint decisions? In other words, how well can men and women share in decision-making if they are both following rigid and unequal expectations about gender?

**EXAMPLES OF RESPONSES MIGHT INCLUDE:**

- Since childhood, a man is conditioned to believe that he should be the head of his family, make decisions, and be dominant and in charge. This is what he witnessed as a child and is still witnessing as an adult, so it all seems normal to him.
- A man has also been taught that women should play a subservient role in the family. A woman has been taught that men's controlling behaviour is normal and she should not question it. She may have been conditioned to believe that her husband should be the master of the house and shall make all decisions.
- A woman has been taught to defer to her husband's desires and to avoid conflict. She has not likely had much experience expressing her opinions or desires.

**ASK:**

- ① How healthy is a relationship where the husband decides on everything and the wife has no say at all?
- ① What problems might you foresee for married couples who maintain unequal decision-making?

**EXAMPLES OF RESPONSES MIGHT INCLUDE:**

- Inability to make shared decisions
- Decisions that do not necessarily reflect the desires or needs of the couple or family as a unit
- Irritability, conflict, resentment, arguing, stress
- Physical, emotional, financial or sexual abuse/violence

**ASK:**

- ① What do you think are some of the advantages of a couple making big decisions together?

**DO:** Record responses on Flipchart: Advantages of Joint Decision Making.



### EXAMPLES OF POSSIBLE RESPONSES:

- If a spouse is left out of a decision, then that spouse may feel that the other does not care enough about them or respect them, which in turn can lead to resentment or other negative feelings. Making decisions together is a way to show respect to your partner.
- When someone in a relationship makes a decision without consulting the other, there is often a strong impulse to argue. Making decisions together can avoid future conflict/arguments.
- Joint decisions can often lead to greater harmony within the family and at home.
- Making decisions together can bring the couple closer together. When the couple feels more connected, they are often more emotionally and physically intimate.
- Making an important decision by yourself can feel burdensome or stressful. Having someone to share in the decision-making can help lessen this burden.
- Both partners can also share in the results of the decisions – whether the results are positive or negative. Two heads are often better than one in coming up with potential solutions or ideas.



**SAY:** Now that we have had this discussion, look back at **FLIPCHART: HUSBAND | WIFE | JOINTLY**. Are there any items that are in the “Husband” or “Wife” column that you think should move to the “**JOINTLY**” column?



**DO:** Make the edits proposed by participants with a different coloured marker.



**SAY:** Couples who make joint decisions effectively often have some shared characteristics in terms of their process for making decisions.



**ASK:** Think about couples they may know in your community. If we were approached by one of these couples for advice on how they could go about making decisions together, what advice or what tips would you give them?



**DO:** Record participant ideas on Flipchart: Making Decisions Together.

### EXAMPLES OF POSSIBLE RESPONSES:

- Ask each other about their opinions, needs, wants
- Listen to your partner and acknowledge their point of view
- Get educated about and consider multiple options about big decisions
- Talk about big decisions together
- Come to agreement together
- Agree that sometimes one person or both will need to compromise
- Think about the marriage as a team with two equal members
- Remind yourself that you love and respect your spouse and want the best for her/him and the family



✓ **DO:** Share with the group the seven key strategies that have been observed by healthy couples making joint decisions after they have exhausted ideas for the brainstorm. Refer to the Annex 2: How Healthy Couples Make Decisions to help you elaborate on each of the key strategies. After reviewing the seven key strategies, acknowledge how the strategies are similar to the ideas the group came up with in the brainstorm.

⚠ **NOTE:** *Tick off these strategies listed on Flipchart: Making Decisions Together. Identify ideas from the group brainstorm that are not represented in the seven strategies and acknowledge that these ideas are also important.*

✓ **DO:** Ask the group if they have any questions about the seven key strategies and if they disagree with any of them or have any other comments. Respond to comments as needed.

⚠ **NOTE:** *The remaining part of this activity will take 45 mins. If you do not have enough time, you can end the activity here.*

✓ **DO:** Share with the group that we are going to look at the story of how one couple makes decisions.

🗣 **SAY:** After reading about the relationships of this couple, we are going to discuss a few questions and think about ways to apply the seven strategies (and any additional strategies that the group brainstormed).

⚠ **NOTE:** *Use the story of Wisam and Farah for caregivers that have unmarried children. For caregivers of married girls use the story Salma and Farid.*

✓ **DO:** Divide the participants into 2 groups. After the groups have formed, give them the stories of Wisam and Farah and Farid and Salma. Ask a volunteer from each group to read the group's assigned story out loud. (Alternately, the task of reading can be shared among multiple participants who are comfortable with reading or the story can be read by the facilitator). After reading the story, ask the participants to discuss the questions at the end of the worksheet as a small group. Ask the groups if they have any questions about their assignment. Answer questions as needed and invite the groups to begin their work, providing support to your assigned group as needed. Give the groups 25 minutes for their group discussions.

🗣 **Requires CONTEXTUALISATION**



### FOR CAREGIVERS OF UNMARRIED GIRLS

#### FARAH AND WISAM

**Farah and Wisam** have been married for 18 years and they have two children – a daughter, Hala, aged 15 and a son, Hamid, aged 13. Due to the conflict, the entire family was displaced to a neighbouring province where they rent a tiny apartment. Wisam lost his job, and Farah has been working occasionally to clean houses. The family had some savings, but now they have spent most of what they had. One evening Wisam brings up the topic of marrying their daughter, Hala, to a man who has proposed to the family.

The conversation goes like this:

**Wisam:** I've been thinking it is time to marry Hala. Not having to pay for the expense of caring for her will allow us to continue to send Hamid to school and pay this month's rent. *The bride price from Hala's marriage will help us out a lot (optional for contexts with bride price).*

**Farah:** Wisam, I can't believe you think Hala is ready to be married, she is still a child. It is better for Hala to finish school now, she can contribute money to the family as she will be educated and can get a good salary.

**Wisam:** It is not your decision, I have already made up my mind. It's up to me as the husband to decide what we can afford, and we cannot afford to keep Hala in the house anymore.



### FOR CAREGIVERS OF MARRIED GIRLS

#### FARID AND SALMA

##### Farid and Salma

Farid and Salma have been married for 20 years. They have 3 sons, the youngest of which Rayan who is 19 and lives with them at home along with his 16 year old wife Nayla. Nayla and Rayan have a 3-month old baby. Nayla has informed her mother-in-law that she would like to continue her studies.

The conversation goes like this:

**Salma:** Farid, Nayla told me yesterday that she wants to go back to school. I don't know how we can afford it and someone will have to look after the baby.

**Farid:** This is not my problem, Salma. I do not care about what Nayla does with her time. You need to figure out these things between you.

**Salma:** I think it would be good for Nayla to go back to school. If she is educated, she will know how to raise her children in a better way. This will benefit the family long-term. Maybe she can even get a job when she gets her secondary school diploma.





### FOR CAREGIVERS OF UNMARRIED GIRLS

**Farah:** I wish you would respect my opinion and think about what is good for the family and for Hala long-term.

The conversation ends in a fight and **Wisam hits Farah.**

#### Questions:

- Are Wisam and Farah using the seven strategies to make joint decisions used by healthy couples? If not, what strategies are they missing? What are they doing instead?
- How do you think gender boxes are affecting Farah and Wisam's decision-making process? How would you advise Wisam and Farah in improving their process for making a joint decision about when to marry their daughter?
- How do you think making a joint decision about household finances will benefit Farah and Wisam's relationship?
- Do you think that they should include Hala in the decision about her marriage? What are some family decisions that should be made not only by adults, but also together with their children?



### FOR CAREGIVERS OF MARRIED GIRLS

**Farid:** All I know is we don't have money to put food on the table tomorrow, I cannot plan for the future. This seems like a bad idea.

#### Questions:

- Are Farid and Salma using the seven strategies to make joint decisions used by healthy couples? If not, what strategies are they missing? What are they doing instead?
- How do you think gender boxes are affecting Salma and Farid's decision-making process?
- How would you advise Farid and Salma in improving their process for making a joint decision about how to spend the household income?
- How do you think making a joint decision about household finances will benefit Salma and Farid's relationship?
- Do you think that they should include Nayla and Rayan in the discussion? What are some family decisions that should be made not only by adults, but also together with their children?



- DO:** Bring both groups back together. Read each of the stories aloud to everyone so that the other group understands the discussion. Lead a large group discussion with the questions listed below.
- Which of the seven strategies did you advise your couple to use? Explain your answer.
  - How did the gender boxes affect your couples' ability to make joint decisions?
  - How realistic do you think it would be for you and your spouse to use the seven strategies?
  - What benefits do you think it would bring to your relationship?



**EXPLAIN:** to the participants that when couples make decisions together, it allows them to have more harmony and for a better decision to be made. Making decisions together when one person is used to making all of the decisions is difficult, but in the long one will make the family stronger.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## 2 ACTIVITY 2: WHAT TO DO WHEN I FEEL ANGRY (45 MINUTES)



**SAY:** Some men confuse anger and violence and they think they are the same. As we saw in the story today with Farid and Salma, sometimes couples get into arguments and disagree. It's important to emphasise that anger is a natural emotion and everyone feels it throughout his or her lives. However, violence is one behaviour in which anger is expressed. Anger is natural and is an emotion. There are other ways to express anger – better and more positive ways than violence. If we learn how to express our anger when we feel it, it will be better than leaving it to accumulate, which eventually leads us to explode our frustration. The following exercise aims to discuss the ways in which people express their anger.

- DO:** Distribute copies of Annex 3: Handout on Practical Ways to Control Anger. Read all the questions to all participants and ask them to answer/think about it individually for 2 to 3 minutes for each question.




**SAY:**

- Think of scenarios that you experienced lately in which you felt angry. What happened? Describe briefly with 1 or 2 sentences.
- Now after thinking about these scenarios, try to remember what you were thinking about and what did you feel. List some of these feelings.



- When we feel angry, we mostly resort to violence. This might happen even before we realise as a reaction that for some people is instant and manifests in yelling and throwing things across the room or hitting something or someone. In other times, we could get depressed, isolate ourselves, or remain silent. Now that you are rethinking the scenario in which you were angry; how did that anger manifest? How did you behave? Write a sentence of few words about the actions you did.

 **NOTE:** For the participants who have difficulties with writing, ask the questions out loud and ask the participants to discuss it with each other in smaller groups or draw what they think.

 **DO:** After answering the questions, divide the participants into groups of 3 or 4 maximum. Distribute a flipchart paper for each group to discuss and write:

- The negative ways to interact with others when we are angry
- The positive ways to interact with others when we are angry
- Give each group 15 minutes to prepare the lists and ask them to present in front of everyone, sharing a few points from the positive and negative lists briefly.



**EXPLAIN,** if not mentioned in participants' answers:

### **POSITIVE WAYS:**

- ✓ Taking some deep breaths, going out for some air, counting to 10, using words to describe what we are feeling without harm. It is important to stress that “going out for some air” does not mean going out for a drive or the need for speed in cars or drinking an alcoholic beverage outside since these are risky behaviours. In case these 2 points did not come up in the discussion with the participants, make sure to highlight them as negative and risky behaviours to be avoided. “Briefly, “getting some air”, means distancing ourselves from the situation or the person we are angry with. The angry person can take deep breaths, go for a short walk, or any other physical activity to calm themselves down. Generally, the angry person should mention to his partner or the person who they are arguing with that he is going for a walk, saying something along the lines of: “I’m really angry at you and I need some fresh air. I need to walk a little bit so I won’t feel angry. When I calm down, we can discuss the problem together”.
- ✓ Another example for dealing with anger is expressing ourselves without insulting others. This entails explaining why we are angry and how we wish to solve the problem without insulting or hurting others. Give an example to the group: in case your friend is late for a specific date, you can either scream “you’re an idiot, you always do the same thing and I stand here waiting for you”; or you can express your anger without insults and say “X, I’m angry because you are late. Next time you’re late, let me know before or call me on my mobile instead of leaving me waiting”.



**NOTE:** *Some of the positive ways to cope with anger may be culturally specific. Make sure to contextualise the examples to the culture and add additional examples not mentioned that may be culturally specific.*

**ASK** the following questions:

- ? Generally, it is difficult for some men to express their anger without using violence. Why is that?
- ? Do we learn to express our emotions such as anger from certain role models? Who are they?
- ? We generally know how to avoid a conflict or a fight without using violence. Why do we not apply them?
- ? Can “getting some air” reduce the tension in conflicts? Did you use this approach before? Did it work?
- ? Is it possible to use words without insults when we are angry?

**NOTE:** *(Optional) Facilitator can lead participants through a guided meditation or teach them how to take deep slow breaths to calm themselves.*

## ★ KEY MESSAGES

When couples make decisions together, it allows them to have more harmony and for a better decision to be made. Making decisions together when one person is used to making all of the decisions is difficult, but in the long one will make the family stronger.

Tell the group that anger is a natural emotion that everybody experiences throughout their lives. The problem is when some people mix anger and violence together and consider them the same concept, thinking that violence is an acceptable way to express anger. Yet there are other better and more positive ways to express anger. Learning to express our anger is considered better than bottling up our anger inside and not expressing it, because if our anger accumulates it will result in an eruption of anger at a later stage.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## CHECK IN (5 MINS)

Use the closing activity caregivers chose from the previous session. Check in to see if they would like to continue using the same format, or whether someone would like to volunteer a closing activity for the next session.

## TAKEAWAY (5 MINUTES)

Explain to caregivers this week's home assignment is to reflect on decisions that need to be made in your family. Who normally makes the decision? How can you participate in joint decision-making this week?





# SESSION 12

## PLANNING THE FAMILY BUDGET<sup>22</sup>

NCA SESSION



**!** **NOTE:** *This session is optional. It is planned to be a joint session for married male and female caregivers. The prerequisite for this session is the completion of session 6: Power in the Home and Session 11: Household Decision Making.*

### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Explore how families can manage their budget to ensure the wellbeing of their children.
- Reflect on the importance of engaging women and girls in the formal economy.

### 👉 FACILITATOR NOTE:

- The topic of budgets is very private. **Make sure the information of each family is not shared or seen by others at the stations.**

### 📝 MATERIALS:

- |                               |   |                                      |  |
|-------------------------------|---|--------------------------------------|--|
| <input type="checkbox"/> Pens | <input type="checkbox"/> Flip chart paper | <input type="checkbox"/> Index cards | <input type="checkbox"/> Large sheets of white paper   |
| <input type="checkbox"/> Tape | <input type="checkbox"/> Markers          | <input type="checkbox"/> A4 paper    | <input type="checkbox"/> Opaque evaluation jars (or cardboard boxes) and pebbles (or crunched up papers) |

<sup>22</sup> World Vision, Promundo (2013), “A MenCare Manual to Engage Fathers to Prevent Child Marriage,” Washington, DC, pp. 46-50.



## PREPARATION:

- Prepare four large stations around the room or space marked with the numbered posters and index cards as per the provided instructions.
- Prepare posters as follows:

### STATION 1

What expenses do we have?

### STATION 2

How much do we have?

### STATION 3

Happy Face or Sad Face

(Draw a big happy face on one flipchart and a sad face on another)

### STATION 4

Necessities for the Children

- Print out Resource 12.1 – Index Cards of Household Expenses.







## DURATION:


2 hours.




## WELCOME & REVIEW (10 MINUTES)


### **ASK:**


-  What was one piece of information that stood out for you from the last session?
-  Did you reflect on the decision-making process in your family? Did you practice any joint decision making during the week? What was the outcome?
-  How are you feeling about being part of the group? Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?

 **DO:** Remind participants that they can approach you separately after the meeting to discuss any issues.

 **SAY:** In the last session, we discussed why it is important to make decisions jointly as a family. Today we are going to talk in more detail about how we can plan and take decisions about the family budget together.

## LET'S EXPLORE (10 MINUTES)


 **SAY:** Reflect silently about how satisfied or unsatisfied you are with how decisions are made regarding money in your family? Why? Who makes most of the decisions about how money is used in your home? Are there any changes that you would make in the way your family spends money? What changes? How do you think money should be used to best support your children?


 **EXPLAIN:** Each couple is going to have the opportunity to prepare a family budget in an activity called, "Planning the Family Budget." This budget will ensure the wellbeing of all members of the family, especially as it relates to education of daughters and sons.





## ACTIVITIES (1 HOUR 30 MINS)

### 1 MAKING FAMILY BUDGET (1 HOUR 30 MINS)





 **ASK:** What are some difficulties or challenges in making your budget?

 **SAY:** Over the next hour, participants will walk around and visit four stations.


 **DO:** Explain each station before beginning the activity.

 **NOTE:** *The stations should be completed in order. If there are participants, who have difficulties with reading and/or writing, they should be supported by the co-facilitator.*

 **DO:**

-  Invite participants to **STATION 1:** *What expenses do we have?*
-  Paste index cards (Resource 12.1) on the wall on which you have written expenses that a family might have (one per card), for example: school fees, house payment, water, electricity/gas, transportation, food, clothes, phone credit, health costs, etc. Read these out as participants are standing at **STATION 1.**
-  Then give everyone a printout of Resource 12.1 with examples of family expenses and ask them to circle the relevant icons and list an estimated figure in the box.
-  Tell them to make sure to include the expenses of the youngest child.

 **NOTE:** *Make sure that the list of expenses in **STATION 1** is adapted to the context. For example, if electricity is not something that people normally pay for (or have), then leave it out.*

 **SAY:** Let's move to the **STATION 2:** *How much do we have?* It is important to know how much money the family can count on each month.





✓ **DO:** Give another piece of paper to the participants and have them write down their family's monthly income – the money they take in each month. Ask them to be as exact as they can.



**SAY:** Now let us move to **STATION 3: Happy Face or Sad Face.**



**NOTE:** *This station should have the big happy face and sad face posted next to the number 3 on the wall.*

✓ **DO:** As participants move to the **STATION 3**, explain that if the family's expenses are greater than the money they are making each month, they should draw a sad face on their paper. If the expenses are less than the money they make each month, they should draw a happy face.



**SAY:** Our final station is called **STATION 4: Necessities for the Children.** Let us visit this Station too.

✓ **DO:** At the final station, have the participants look at their expenses and with a marker of another colour circle all the costs that have to do with the necessities of the child.



**ASK:**

- ? How much of the budget is contributing to the well-being of your children, particularly daughters?
- ? Considering the principle of gender equality—that both men and women have equal opportunities for a successful future—are both sons and daughters given equal amounts in the budget?

✓ **DO:** Bring the group back together to discuss suggestions on how to, as a couple, improve spending and how to save money each month in order to invest it in their daughters' and sons' futures equally.



**NOTE:**

- The topic of budgets brings up the area of income generation. The families with a “sad face” may need ideas of how to generate more income. It is important to emphasise that women and girls should also have the opportunity to participate in the formal labour market. Education of girls, therefore, should be a priority for girls' wellbeing in addition to economic reasons.*
- It could be beneficial to emphasise the difference between a child's contribution to the wealth of the family income and an exploitation of child labour. For example, a girl who's allowed to study, play, rest and also helps for some hours her dad at the shop, can be accepted. What is not accepted is interfering with a child's development priorities – studying, playing, resting, accessing health, etc.*



- *In some contexts, including in displacement settings, there may be limited income generation opportunities. This may be a sensitive topic, especially in contexts where people are not legally allowed to work. If this is the situation, the discussion regarding how to save money may not be appropriate and should be skipped.*

## ★ KEY MESSAGES

### SAY:

- Throughout these weeks, caregivers have been encouraged to reflect on rigid expectations of what it means to be a woman and a mother and a man and a father. This includes the examination of personal attitudes and beliefs that question ideas about the division of labour including caring for children and sharing household tasks. It is important that an equitable division of labour also includes accepting and promoting wives' participation in household decision-making and in the paid workforce.
- It also means that since both men and women are equally responsible for the well-being of children that they work together to prepare family budgets and make decisions regarding household investments.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## CHECK IN (5 MINS)

Use the closing activity caregivers chose from the previous session. Check in to see if they would like to continue using the same format, or whether someone would like to volunteer a closing activity for the next session.



## TAKEAWAY (5 MINUTES)

Explain to caregivers that this week's home assignment is to start implementing the family budget planning that they discussed in the session today.

# SESSION 13

## SAFETY AND VIOLENCE

IRC GIRL SHINE SESSION 11



### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Discuss safety issues that women and girls face inside and outside of the home.
- Caregivers do not stigmatise girls who experience GBV and provide a supportive space for girls.

⚠️ **NOTE:** *This session should not replace other GBV risks assessment activities that take place, it can be done in parallel.*

### 📋 MATERIALS:


- Pens
- Post-it notes
- Markers (in at least four different colours)
- Tape
- Flip chart paper
- Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers)

### 📄 PREPARATION:

- Familiarise yourself with Resource 13.1: GBV Tree; Resource 13.2: Types of Violence and Resource 13.3 Common Resistance Responses ahead of the session to remind you of root causes and consequences of GBV and types of GBV.
- Ensure you have information about case management services prepared, including contact details and focal points. You could prepare leaflets, IEC materials or flyers that can be left in the room for women to collect (should they want to) or give them the opportunity to memorise the details.
- Ensure you have information about case management services prepared, including contact details and focal point. You could prepare leaflets, IEC materials or flyers that can be left in the room for participants to collect (should they want to) or give them the opportunity to memorise the details.



## FACILITATOR NOTE:

 **NOTE:** During this discussion, victim blaming may arise. If men express thoughts such as, “Sometimes women/girls ask for violence by misbehaving” - make sure to ask what other caregivers think, to get a range of perspectives.

- Describing acts of violence that happen outside our own homes is typically much easier than commenting on or sharing about violence within the home. Talking about violence we have committed is even harder. If caregivers share violence they have committed, they will often seek to justify their actions or blame others. It is important to pay special attention to behaviours like minimising, justifying, or blaming the survivor.
- Ask to caregivers who describe physical punishment as a result of ‘misbehaving’ what the reasons are why adolescent girls ‘misbehave’. Remind them that it is a difficult period of life where they are going through many changes, have questions and are exploring boundaries and limits and need caregivers to support and listen to them.
- Also be aware of any violence disclosed, especially against adolescent girls. This may need to be followed up with your supervisor, especially if you believe a girl is in immediate harm..



## TERMINOLOGY:

- Refer to local definitions for terms such as gender-based violence (GBV), power, control, discrimination, advocate, rape, rights



## DURATION:

2 hours.



## TIMING:

After the women’s Session 13 on Violence  
Women and Girls Experience



## WELCOME & REVIEW (10 MINUTES)

### **ASK:**

-  Have you started the conversation about family budget planning? How did it go?



**SAY:** Today we are going to talk about a very important issue related to safety and violence against women and girls.



## LET'S EXPLORE (15 MINUTES)

 **ASK:** What do you think about when I say the word “safety”?



**SAY:** When we talk about safety, we mean being free from harm, danger, threats, or risks, both inside and outside the home. Harm, danger, threats, and risks can be caused by a number of things. For example, the environment can make people unsafe if there is an earthquake or storm.



**ASK:** Can anyone think of other types of harm, danger, threats, or risks that make people unsafe? (For example, war, conflict, lack of money, being homeless, violence, etc.).



**SAY:** For the purpose of this session, we are going to focus on the issue of violence and the types of violence that make women and girls, in particular, unsafe.



**ASK:** Does anyone have any questions?





## ACTIVITIES (1 HOUR 20 MINS)

### 1 WHAT ARE THE RISKS? (35 MINUTES)

**DO:** Divide participants into four groups. Each group will focus on one of the following questions:

#### GROUP 1

What are the specific safety risks and threats that men face in the community or the home?

#### GROUP 2

What are the specific safety risks and threats that boys face in the community or the home?

#### GROUP 3

What are the specific safety risks and threats that women face in the community or the home?

#### GROUP 4

What are the specific safety risks and threats that girls face in the community or the home?

**DO:** Give participants about 10 minutes to discuss and write their answers on a flip chart. When they have finished, bring them together in the group to present their answers.

#### **ASK:**

- ② Were there any similarities in the risks that men and boys face? What about women and girls?
- ② Were there any similarities in the risks that men and women face? What about girls and boys?
- ② What were the similarities or differences you noticed in the safety risks that women and girls face compared to men and boys?
- ② What did you notice about the location of the risks for women, girls, boys, men?
- ② What did you notice about the types of violence experienced by women, girls, boys, men?
- ② What did you notice about the perpetrator of the violence? Did they have anything in common? (For example, were the perpetrators mainly men?)



**NOTE:** *If men are not forthcoming with types of violence perpetrated against women and girls, you can add some of the forms of violence that women and girls face (sexual, emotional, physical violence).*



**EXPLAIN:**

- Women, girls, boys, and men can all experience harm, danger, threats or risks, but there are some safety issues that mainly affect women and girls. These safety issues are types of violence that women and girls face because of their gender (remind them of the gender box). This type of violence happens to women and girls because they may be perceived as weaker than men, and therefore men use their power over women and girls. Sometimes men, women, boys, and girls think this violence is normal because it is something acceptable in the community and has been happening for a long time. People may not realise that it is even considered violence. Sometimes, women may also be violent towards girls, or have certain expectations of girls because they themselves experienced the same thing. (For example, marrying girls early because this is what happens in the community.)
- Men do experience violence from other men, for example a male employer may be violent towards a male employee. But the violence is not related to the gender of the male employee, it could be related to other factors of discrimination that places the man in a marginalised category.



**SAY:** There are different types of violence that women and girls in particular face, many of which you have already mentioned. This can be broken down into 4 main categories:

<b>PHYSICAL</b> (hurts the body)	<b>EMOTIONAL</b> (hurts the feelings and self-esteem)
<b>ECONOMIC</b> (controls access to money, property, or resources)	<b>SEXUAL</b> (controls sexuality)



**ASK:** Can anyone give examples of the types of violence that might fit into each of these categories?




**NOTE:** *Check Resource 13.2 for suggestions*



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## 2 UNDERSTANDING VIOLENCE (50 MINUTES)





 **SAY:** We have discussed the different types of violence that happen, especially to women and girls. Now let's take some time to think about why this violence happens.

 **DO:** Read the following scenario to caregivers.

### Requires CONTEXTUALISATION

Eric was on his way to a village 10km away for an appointment with the authorities to provide some documentation, when his motorcycle hit a sharp object and his tire popped. He pushed the motorcycle for 5km to finally arrive at the office at noon. Eric went directly to the authorities to submit his papers. When he arrived, the door was locked. A nearby policeman told Eric that the office was closed for the day. Eric then went to a repair shop to fix his tire. He had to wait for one hour while the man doing repairs took a break for his lunch. When the tire was finally fixed, the man asked for \$5 (or equivalent local currency). Eric had no money left to eat or drink before returning home to his village. As he drove his motorcycle home, he was caught in the rain. His tires slipped and he nearly fell several times. When Eric arrived home he bathed, dressed, and then told his wife Beatrice to bring him food. She said she had returned late from the market today because of the rain, so the food was not yet cooked. Eric yelled, calling his wife useless and stupid. He told her to prepare the food immediately! Their daughter came home and Eric asked her why she was late and not home to help her mother with the cooking. She explained that she needed to stay late at school to finish some work. Eric slapped her and told her to get out of the room. He threatened to remove her from school if she was late again!

### **ASK:**

-  How did Eric feel during the day? Was this a good day or bad day for him? Why?
-  How did he deal with those feelings? (Re-read the story and pause after each segment to get responses for this question.)
-  Why did Eric choose to act violently toward his wife and daughter?
-  Was it because he was angry? If so, then why didn't he become violent with the policeman or the tire repairman?



**EXPLAIN:** Eric's violence toward his wife and daughter was not about losing control or being angry. Rather, he made the choice to take out his emotions and demonstrate his power toward his family. Eric also knows that there will most likely be no consequences for this choice, whereas there would be for becoming violent with the authorities or the tire repairman. The anger and violence are **SELECTIVE** towards his wife and daughter. Violence against women and girls is a choice rather than the result of uncontrollable emotional urges. The gender box teaches men not to be emotional, as that is reserved for women. Men are taught that anger is one of few emotions that they can express and still be respected. Therefore, men often do not know how to express their emotions in healthy ways, and their pain often gets taken out on women and girls.

**ASK:**

- ? How else could Eric have expressed his emotions throughout the day?
- ? How else could he have expressed them to his wife and daughter?

**EXPLAIN:** All of us will experience feelings of anger, powerlessness, and frustration throughout our day. In order to help prevent violence against women and girls and have healthy and respectful relationships, we need to:

- Recognise when we are experiencing these feelings
- Identify where they are coming from (gender box, power ranking)
- Manage those emotions in a way that does not hurt or intimidate others
- Find alternative ways of dealing with our emotions, including talking to others about our feelings, taking a walk, taking deep breaths, helping someone else

**DO:** Split caregivers into pairs and ask them to practice how Eric could have handled the situation better. How could he have talked to his wife and dealt with his daughter in a better way? Get a few volunteers to show the group how they would do this.

**EXPLAIN:** Despite other things that may be contributing to Eric's frustration, ultimately he is responsible for his behaviour. Men, like women, choose how to respond in different situations, and no matter what, a violent response is never acceptable. No one can "make" another person be violent. As you have demonstrated, there are other ways for Eric to express his frustration without being violent. All forms of violence are harmful. When violence is committed against women and girls, because they are women or girls, this is called "gender-based violence." Those who commit the violence are the ones responsible for their actions, it is never the fault of the survivor – violence is a choice.


**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.




## ★ KEY MESSAGES

Women, girls, boys, and men can all experience harm, danger, threats or risks, but there are some safety issues that mainly affect women and girls. These safety issues are types of violence that women and girls face because of their gender. Those who commit the violence are the ones responsible for their actions, it is never the fault of the survivor – violence is always a choice.

## CHECK IN (5 MINS)

 **SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.

 **REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.

## TAKEAWAY (5 MINUTES)

Talk with your wife/partner and daughter(s) about safety in the home and in the community. Ask them for their thoughts and ideas on how they can be supported to feel safer. Be prepared to share with the group next week about this experience.



# SESSION 14

## SUPPORTING GIRLS WHO EXPERIENCE VIOLENCE

IRC GIRL SHINE SESSION 12



FOR CAREGIVERS OF MARRIED  
AND UNMARRIED GIRLS

### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Have a stronger understanding of types of violence adolescent girls face.
- Explore the concept of blame in relation to the violence adolescent girls experience.



### MATERIALS:

- Pens
- Flip chart paper
- Markers (in at least four different colours)
- Tape
- Post-it notes
- Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers)



### PREPARATION:

- Review Resource Resource 13.1: GBV Tree; Resource 13.2: Types of Violence and Resource 13.3 Common Resistance Responses ahead of the session as a reminder of root causes and consequences of GBV.



## FACILITATOR NOTE:

- During this discussion, victim blaming may arise. If men express thoughts such as, “Sometimes women/girls ask for violence by misbehaving” - make sure to ask what other caregivers think, to get a range of perspectives. Describing acts of violence that happen outside our own homes is typically much easier than commenting on or sharing about violence within the home. Talking about violence we have committed is even harder. If caregivers share violence they have committed, they will often seek to justify their actions or blame others. It is important to pay special attention to behaviours like minimising, justifying, or blaming the survivor.
- Ask caregivers who describe physical punishment as a result of ‘misbehaving’ what the reasons are why adolescent girls ‘misbehave’. Remind them that it is a difficult period of life where they are going through many changes, have questions and are exploring boundaries and limits and need caregivers to support and listen to them.
- Violence against women and girls is often considered a taboo subject and not openly discussed, despite being experienced by many adolescent girls and women. This topic may make some participants feel uncomfortable and may also remind some of them of their own personal experiences. Be prepared with information about case management services available to address violence.
- Also be aware of any violence disclosed, especially against adolescent girls. This may need to be followed up with your supervisor, especially if you believe a girl is in immediate harm.



## TERMINOLOGY:

- Refer to local definitions for terms such as gender-based violence (GBV), power, control, discrimination, advocate, rape, rights.



## DURATION

2 hours



## TIMING

Before Session 14 for female caregivers



## WELCOME & REVIEW (10 MINUTES)

### ASK:


- ① Did you talk with your wife/partner and daughters about safety in the home and in the community. What were their thoughts and ideas?

 **SAY:** Today we are going to talk about an important topic – supporting girls who experience violence.

## LET'S EXPLORE (15 MINUTES)


### ASK:

- ① Can you think of any forms of violence that girls may experience, more than men, boys, and women? (select the ones relevant to your context, e.g. early marriage, FGM, denial of education, etc.)
- ② Why do you think adolescent girls experience these types of violence more than other groups?

 **SAY:** Adolescent girls are more at risk of violence than other groups because of their age and also because they are girls. Girls may be at risk of violence both inside and outside the home. Sometimes, caregivers' reaction to that risk of violence can be to limit girls' movements, restrict their access to education or other activities, and blame girls for the violence they might be at risk of experiencing.

### ASK:


- ① Do you think girls are ever to blame for the violence they experience? (Violence is a choice made by those who are committing it; girls are never to blame for the violence they experience.)
- ② Who is usually committing violence against girls? (Is it other girls, women, boys, men?)

 **SAY:** It is usually people who have power over girls that commit violence against them. As we have discussed before, many men have power over women and girls. Boys may also have power over girls, and because of their age, women may also have power over girls.



## ACTIVITIES (1 HOUR 20 MINS)

### **1** PROTECTING GIRLS FROM VIOLENCE (30 MINUTES)

- DO:** Remind caregivers of the different types of violence discussed in the previous session.
  
- SAY:**  To be able to protect girls from violence, we need to understand the types of violence they experience and the impact it has on them.
  
- DO:** Divide caregivers into three groups and provide each with a case study. Read the case study to the group and ask each group to think about the questions under each case study. They will provide a summary to the group.



## ! Requires CONTEXTUALISATION



### FOR CAREGIVERS OF UNMARRIED GIRLS

#### CASE STUDY 1

Peter is a teacher and started at a new school recently. Peter treats his female and male students quite differently. At break time, he lets all the boys go outside to play, and he makes the girls stay inside to clean up. During the lessons, he only really listens to what the boys say, and always asks the boys to answer the questions. One day, one of his female students tries to go outside to play with the boys. When Peter tells her she should stay inside, she refuses. Peter is so angry with her. He hits her and tells her she should respect her teacher and do as he says!

#### ASK:

- What do you think about the way Peter treats his students?
- Is it OK that Peter treats his male and female students differently?
- Is the way Peter behaved towards his female students a type of violence? (Yes, because Peter is discriminating against the girl and being violent towards her because she is a girl)
- Were the female students to blame for Peter's behaviour? (No, Peter does not need to resort to violence towards students in any situation. Additionally Peter is not treating girls and boys equally)
- What are the potential physical and emotional effects of Peter's behaviour on his female students?



### CAREGIVERS OF MARRIED/DIVORCED GIRLS

#### CASE STUDY 1

Sophie is 16 and recently got married to Robert. Sophie does all of the things that are asked of her by Robert. She cooks and looks after the house and Robert tells her that he is very happy being married to her. But when Sophie wants to do something for herself, like meet her friends or if the food is not ready on time or is burned, Robert shouts at her, sometimes telling her she is not allowed to leave the house and even threatening to hit her.

#### ASK:

- Is this a type of gender-based violence? Why yes/why no? (Yes, Robert is using violence to threaten her, make her feel scared and to limit her movements).
- What are the potential physical and emotional effects of what is happening to Sophie?
- Is what happened to Sophie her fault? (Sophie is not to blame for the way she is being treated. There are many ways Robert can express himself that do not involve violence or controlling Sophie)
- What can the people around Sophie (caregivers, mother/father in-law) do to support her?





## FOR CAREGIVERS OF UNMARRIED GIRLS

### CASE STUDY 2

Rebekah has a hearing disability and was married at the age of 16. Rebekah's parents found her a husband. Rebekah wasn't sure if she wanted to get married, first she was certain that she didn't want to, but then her parents told her that she would have her own room and more space and if she didn't marry this man, she may miss her chance at marriage. She is already out of school and doesn't see any other options she has. So while her parents didn't 'force' her to marry, Rebekah didn't feel she had a real choice.

### ASK:

- Is this a type of violence? (Child marriage (marriage under 18) is considered a form of gender-based violence as it disproportionately affects girls and is a violation of a girl's most basic rights. Girls are not able to fully consent to the marriage due to their age. Also, girls that marry at a young age are at increased risk of experiencing other forms of GBV that we already discussed, such as violence from their partner or in-laws and sexual violence.)
- What are the individual, family, community & society factors that have led to Rebekah's marriage? (Societal acceptance and encouragement of marriage at a young age for girls, family believing Rebekah's situation will improve if she leaves the home, possible economic pressures. Rebekah not seeing any other opportunities for herself, lack of encouragement or aspiration from her family of what she can achieve beyond marriage, etc.)
- What alternatives could be to marriage for girls like Rebekah? (Education, vocational training, employment, small businesses.)



## CAREGIVERS OF MARRIED/DIVORCED GIRLS

### CASE STUDY 2

Amal is 17 and divorced. She has moved back home with her parents and her baby. There is a lot of stigma attached to being divorced in the community Amal is from, and her parents are very strict about what she can and cannot do. Amal wants to go back to school or continue with further learning or training but her father, Khaled, told her she cannot leave the house as he does not want people in the community to see her. Amal feels isolated and trapped and doesn't see any opportunities for her future.

### ASK:

- Is this a type of gender-based violence? Why yes/why no? (Yes, Amal's father is using violence against her by limiting her movements and keeping locked in the house.)
- What are the potential physical and emotional effects of what is happening to Amal?
- Is what happened to Amal her fault? (Many times, society blame the girl when divorce happens. There are many reasons why a relationship breaks down. In the case of Amal, being an adolescent girl and getting married before she was ready to, could have been a contributing factor to divorce. Families and potential husbands have a responsibility to make sure girls are not put in a position where they are married before they are ready.)
- What can the people around Amal (caregivers, in-laws) do to support her? (Divorced girls like Amal should be given opportunities to secure a happy and healthy future for themselves. Caregivers and in-laws can support girls like Amal to continue with education, normalise her participation in the community and stand up for girls like Amal when the community stigmatise her.)





### FOR CAREGIVERS OF UNMARRIED GIRLS

#### CASE STUDY 3

Robert is a young man who is in a relationship with Sophie. Sophie is 16 years old. Robert is violent towards Sophie, he says horrible things to her, slaps her, and forces her to do things she doesn't want to do. Sophie's family do not know she has a boyfriend, and so when Sophie says she will leave Robert, he threatens to tell her family about their relationship. Sophie is scared about what her male caregiver would do to her if he found out she had a boyfriend, as this would bring "dishonour" to the family. So instead, Sophie stays with Robert and deals with his violent behaviour, which is getting worse over time.

**NOTE:** Caregivers may say that girls should not have boyfriends and that this is the solution. It is important for them to think of the ways in which they can support girls who are experiencing violence without shutting down the conversation and forcing girls to be secretive.

#### ASK:

- Is what Sophie is experiencing a type of violence? (Yes)
- What are the potential physical, emotional, and social effects of what is happening to Sophie?
- What can Sophie's male caregiver do to support her in this situation? (Sophie's caregiver should try to make sure that Sophie feels supported to come forward to someone in her family she trusts to share what she is experiencing. It is important to help Sophie safely get out of this situation so that she doesn't experience further harm.)



### CAREGIVERS OF MARRIED/DIVORCED GIRLS

#### CASE STUDY 3

Lina is married and the main earner in her household. As well as working, she is expected to take care of the household. Her husband is not working, but all of Lina's income goes to her husband who controls the household finances. He doesn't tell Lina what he is spending the money on and sometimes there is no money left for food, so Lina has to work to bring in more money. She also has no access to the money she is earning.

#### ASK:

- Is this a type of gender-based violence? Why yes/why no? (Yes, this is a type of economic violence which Lina's husband is using to unequally control access to money in the household.)
- What are the potential physical and emotional effects of what is happening to Lina?
- Is what happened to Lina her fault? (Lina's husband is responsible for his own behaviour.)
- What can the people around Lina (caregivers, mother/father in-law) do to support her?



## FOR CAREGIVERS OF UNMARRIED GIRLS

### CASE STUDY 3 FOR SENSITIVE CONTEXTS

Robert is a young man who is engaged to Sophie. Sophie is 16 years old. Robert is violent towards Sophie, he says horrible things to her, slaps her, and forces her to do things she doesn't want to do. Sophie's family does not know Robert treats Sophie in this way, and so when Sophie says she will break the engagement, he tells her that her family would never accept. Sophie is scared about what her family would do to her if she wanted to break the engagement as this would bring "dishonour" to the family. So instead, Sophie stays with Robert and deals with his violent behaviour, which is getting worse over time.

**NOTE:** *It is important for them to think of the ways in which they can support girls who are experiencing violence without shutting down the conversation and forcing girls to be secretive.*

#### ASK:

- Is what Sophie is experiencing a type of violence? (Yes)
- What are the potential physical, emotional, and social effects of what is happening to Sophie?
- What can Sophie's male caregiver do to support her in this situation? (Sophie's caregiver should try to make sure that Sophie feels supported to come forward to someone in her family she trusts to share what she is experiencing. It is important to help Sophie safely get out of this situation so that she doesn't experience further harm.)



## CAREGIVERS OF MARRIED/DIVORCED GIRLS








### **EXPLAIN:**


- All of the girls may be experiencing stress, injury, feelings of hopelessness, isolation, trauma.
- The girls may experience blame or rejection from their family or the community.
- They may experience depression, poor performance in school, fear or distrust of adults, bullying, etc. This can seriously impact their lives as adults.
- Research tells us that children who experience violence can suffer terrible developmental consequences, and children who are witnesses of violence can experience the same negative consequences.

 **ASK:** What can we do to create a safer environment for girls who may be facing the different types of violence we discussed?

**ADD** the following if participants don't mention them:


- Don't blame girls for violence they experience.
- Create an open and nonjudgmental space for girls to feel comfortable to discuss violence they may be experiencing. This is especially important for girls who may be experiencing violence from boyfriends, partners, husbands.
- Respect girls' rights to a life free from violence, the right to be children, to get an education, to not be forced into marriage. This applies to all girls, unmarried, married, with a disability, divorced, a widow, etc.
- Praise girls for being bold and confident, and for standing up for themselves and saying "no" to people who might want to harm them.
- Encourage girls to exercise their right to say "no" firmly. This includes all girls, for girls with disabilities that may not be able to express themselves verbally, find ways to support them to exercise this right.
- Encourage them to communicate assertively, even at the risk of "offending" someone who may be perceived as holding more power. This includes all girls, for girls with disabilities that may not be able to express themselves verbally, find ways to support them to communicate their needs and wants.
- Establish open communication and show empathy to help girls develop positive and healthy relationships.
- Use non-violent strategies to deal with disputes and disagreements in the family.
- Use non-violent discipline methods for all girls and boys, including girls and boys with disabilities.
- Treat and value girls equally to boys, regardless of their age, ability, sexuality, etc.
- Think about the power that men and boys have over girls (and women). Be aware of this in your interactions with girls and the way you treat girls, compared to their male siblings.





 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## 2 THE STORY OF SOPHIE AND ROBERT DISCUSSION (20 MINS)

 **ASK:** Let's take the story of Sophie from the last activity (Use Case Study 3 (either the regular case study or the one for sensitive contexts) for caregivers of unmarried girls and Case Study 1 for caregivers of married girls).

 **NOTE:** *This story may be extremely challenging for caregivers of unmarried girls, especially in contexts where honour crimes are practiced. Men may not be willing to accept supporting a girl who is in a relationship, if this is something uncommon or hidden in the context. It is important to get participants to focus on the danger the girl may be in and why it is important to ensure her safety.*

 **DO:** Remind participants of Robert & Sophie's story.

 **ASK:** Can anyone remember the technique we discussed to improve empathy?


 **DO:** Remind caregivers:

**STEP 1 - Identify the feeling.**

**STEP 2 - Determine the reason.**

**STEP 3 - Honour (validate) the feeling.**

**STEP 4 - Help your girl with the feelings and take action and find a solution (if appropriate).**

 **SAY:** Sophie's male caregiver should not blame Sophie for what happened. He should allow her to feel comfortable and safe to express what happened to her if she wants to. If Sophie's caregiver doesn't feel comfortable talking to Sophie directly about this, he could also ask Sophie's mother to check that Sophie is OK and to try to talk to her. Sophie's caregiver should make it clear to Sophie that if she is experiencing any harm, it is OK for her to come forward and tell her family, and that they would support her, not harm or punish her.





**ASK:** Why is it important that Sophie's male caregiver respond in that way?

**SAY:** It is important to fully understand what the risks are and to support Sophie in being safe from these risks or threats. It is important to help Sophie safely get out of this situation so that she doesn't experience further harm.

**ASK:** Can anyone remember the session we had on our relationships with adolescent girls? We discussed empathy. Can anyone remember what empathy means?

**SAY:** Empathy, put simply, is the ability to understand and act with care towards our daughters.

**ASK:** And why is empathy important, especially when talking to girls about violence?

**EXPLAIN:**

- Being empathic helps ensure girls feel safe.
- Being empathic allows girls (or anyone experiencing violence) to openly share and discuss the problems and risks they are facing, without the fear of being blamed.

**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



### **3 BLAME - STAND UP, SIT DOWN (30 MINUTES)**

**EXPLAIN:** As we have already discussed, sometimes people fully or partly blame girls for the violence they experience. They may tell girls that it is their fault violence happened to them, that they could have done something to stop it or otherwise avoid it.

**SAY:** I am going to read a few scenarios, and we are going to decide who is to blame. I will ask you who is to blame, so follow the instructions.



**NOTE:** *If caregivers struggle with ‘stand up sit down’, they can also replace standing up with saying ‘yes’ or raising hand.*

### **SCENARIO 1**

A man forgets his phone on a table in a restaurant. Someone steals the phone. Stand up/raise hand/shout yes if you think the man is to blame. *(It is the responsibility of the person who took the phone, because it is a decision that person made.)*

### **SCENARIO 2**

A girl is walking home late at night after spending time at her friend’s house. She is wearing tight trousers. A man comes and tries to grab her, she manages to run away. Stand up/raise hand/shout yes if you think the girl is to blame. *(Caregivers may say that the girl shouldn’t be walking at night or wearing those clothes. It is important to emphasise that sometimes we can try to prevent situations by walking in groups or during the day (for our safety), but a girl is never to blame in this situation. The perpetrator made the decision to approach her, he is responsible! The girl’s clothes or other factors will not prevent someone from committing violence if they have made the decision to do so.)*

### **SCENARIO 3**

A husband and wife are arguing because his wife refused to do as he requested. The husband pushes the wife and she hurts her arm. Stand up/raise hand/shout yes if you think the husband is to blame. *(They may say that the wife is being disobedient and should do as the man says. It is important to tell them that under no circumstances is she to blame for being physically assaulted by her husband. There are different ways to solve problems. Men and women should be treated equally - the wife doesn’t need to do everything the husband says, there should be equal decision-making power.)*

### **SCENARIO 4**

A boy is walking home from school. He stops at the shop to buy a soda. When he leaves the shop, a group of boys asks him to give them his soda. The boy says “no,” so the group beats him. Stand up/raise hand/shout yes if you think the boy is to blame. *(They may say that the boy should have handed over his soda. It is important to say that even if the boy could have done that, he is not to blame. The group made the decision to behave in this way.)*

**ASK:** Is the person experiencing violence ever to blame for what happens to him or her?



### **EXPLAIN:**

- It is never the fault of the person who experiences violence (the survivor). Violence is a choice.
- In many cases, we place the blame on the survivor, expecting the survivor to be responsible for her own safety or thinking she could have done something to prevent it. This means we are taking responsibility away from the person who decided to use violence in the first place.


### **ASK:**

- ② Sometimes, when a person experiences violence, they might not want to discuss it with anyone. Why do you think this is? *(For example, they don't know who to trust, they are scared of the news spreading or judgement from people, they think they are to blame, they are scared that others will blame them.)*
- ② What can we do to be more supportive of girls (and women) who might want to disclose violence? *(Believe them, listen to them, don't be judgmental, help them access services).*



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## ★ KEY MESSAGES

 **SAY:** The survivor is never to blame for the violence that happens to them. Even if some people think that the survivor could do something to prevent the violence from happening, it is important to understand that the perpetrator has a choice not to abuse, and the responsibility always lies with the perpetrator.



## CHECK IN (5 MINS)



**SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.



**REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.



## TAKEAWAY (5 MINUTES)

Talk to your daughters about how they can keep themselves safe. Explain how you plan to support their safety by using the ideas you came up with in Activity 1 (creating a safer environment for girls) and get their opinions/feedback on this.







# SESSION 15

## FAMILY HONOUR AND CHILD, EARLY AND FORCED MARRIAGE<sup>23</sup>

NCA SESSION



### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Gain insight about the concept of honour and sexuality in society, and the impact of these practices especially on adolescent girls.
- Understand the caregiver's role in preventing child marriage.

### 📝 MATERIALS:

- Pens
- Flip chart paper
- Markers
- Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers)

### 📖 TERMINOLOGY:

- Refer to local definitions for terms such as honour, virginity, shame, dishonour.




### 🕒 DURATION

2 hours




<sup>23</sup> Adapted from CARE USA. "Facilitator's Manual for Religious Leaders: CARE's Tipping Point Phase 2." Cooperative for Assistance and Relief Everywhere, Inc., 2019, [https://caringpoint.org/wp-content/uploads/2020/08/FM\\_Religious\\_Leaders\\_Group\\_14Aug2020.pdf](https://caringpoint.org/wp-content/uploads/2020/08/FM_Religious_Leaders_Group_14Aug2020.pdf), p 75- 77 and World Vision, Promundo (2013), "A MenCare Manual to Engage Fathers to Prevent Child Marriage," Washington, DC, pp. 43-45.



## WELCOME & REVIEW (10 MINUTES)

-  **ASK:** Did you have a conversation with your daughter or daughter in-law about how they can keep themselves safe and how you could protect them? How did it go? What was their feedback on this?
-  **DO:** Remind participants that they can approach you separately after the meeting to discuss any issues.
-  **SAY:** In the last session, we discussed how to protect girls from violence. Today we are going to talk in more detail about why it is important to protect girls from violence in a way that is not harmful to them.

## LET'S EXPLORE (25 MINUTES)


-  **DO:** Divide participants into two groups with an imaginary line. Each side should have the same number of participants.
-  **SAY:** The name of this activity is “Persons and Things”.
-  **DO:** Choose at random one group to be “things” and the other group to be the “persons.” Read the following directions to the group:

### THINGS


You cannot think, feel, or make decisions.  
You have to do what the “persons” tell you to do. If you want to move or do something, you have to ask the person for permission.

### PERSONS


You can think, feel and make decisions.  
Furthermore, you can tell the “things” what to do.

-  **TELL** the groups they have five minutes for the “persons” and “things” to move about the room and carry out their designated roles.




 Invite the participants to go back to their places in the room and **ASK:**


- ① “For the **“THINGS”**: How did your **“PERSONS”** treat you? What did you feel? Why? Would you like to have been treated differently?” Allow them to share how it made them feel and ask more questions about whether or not they felt powerless or helpless?
- ② Then ask the **“PERSONS”**: How did you treat your **“THINGS”**? How did it feel to treat someone as an object? Why did the “things” obey the instructions given by the “persons”? Ask the whole group, “In your daily life, do others treat you like “things”? Who? Why?”

 **NOTE:** *This may bring up feelings about how as refugees/internally displaced they feel very little power and can feel like they are “things” instead of men.*

- *In what ways are girls and women treated like “things”? How does the community and society support the treatment of women, girls in particular, as objects?*
- *How does child, early, and forced marriage support the treatment of girls as objects?*
- *How can this activity help you think about and, perhaps, make changes in your own relationships?*

 **NOTE:** *Be sure to have resources available for participants who may feel threatened or upset about being treated as “things” by society.*

 **EXPLAIN:** Power inequalities between men and women put girls at risk for child marriage. This is because, compared to others in the family (particularly sons), girls are viewed as having little purpose other than to bear children and maintain her current and future home by cooking, cleaning, and serving her husband and his family. Girls have very little power to choose when and under what terms they will marry.

 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## ACTIVITIES (40 MINS)

### 1 EXPLORING LOCAL CONCEPTS FOR DISHONOUR AND SHAME (40 MINS)

- DO:** Invite participants to sit in a circle where they will listen to the story of Zeinab.

#### Requires CONTEXTUALISATION

“Hello. My name is Zeinab and I am 16 years old. I was studying in before the conflict and I wanted to be a teacher because I love school. But then the troubles started, and we moved to a settlement, which was very crowded and we had little privacy. One of the boys who lived nearby seemed very nice at first and he wanted to be my friend. He was very nice to me and said he cared about me and thinks I’m pretty. But then he started pressuring me to do things I did not want to do. The neighbours often would see us together and talk about me and say bad things about me and my family. My family decided the best thing to do would be to marry that boy. Now I have a baby, and I cannot go back to school. I wish that someone would have taught me about things like sex and relationships. I wish my parents and my neighbours would not have blamed me for what happened, it was not my fault.”

- DO:** Divide the participants into groups of four (If the group is made up of both men and women, it will be good to separate the groups by sex). Give the group 15 minutes to discuss the following:
  - What does honour mean for a young girl/woman, as you understand it?
  - What does honour mean for a young boy/man, as you understand it?
  - How would you explain the differences/similarities?
  - Why do you think women and girls carry the honour of the family?
- DO:** Invite the groups to share.



- ☑ **DO:** Ask the participants to go back to their groups. Give them 20 minutes to discuss the following questions:
- ① What happened to a girl that had sex with a boy or boys before marriage when you were growing up? Were there any rumours about her?
  - ① What happened to a girl if she got pregnant before marriage? Were there any sanctions?
  - ① In case of sanctions, what were the sanctions?
  - ① Was there any way out of such situations for the girl?
  - ① Is the community perception of such sexual transgressions influenced by religion?
  - ① Are the same morals and sexual codes still prevail? What has changed in the interim?
  - ① Are the same codes prevail for men? A few generations back and now?
  - ① Is there any connection of these codes on morality and sexuality with child marriage?
- ☑ **DO:** Capture participants responses on a flip chart. During discussion various local words for 'honour', 'virginity', 'shame', 'dishonour' are likely to be used. The facilitator should write these on a separate flip chart to draw attention to them during discussion or to clarify concepts in the group.
- 🗨️ If it has not figured clearly in the discussion, **ASK:**
- ① What is the importance of virginity in your culture? In your religion?
  - ① How is a girl's behaviour related to a family's 'honour'?
  - ① Are virginity and honour connected?
  - ① Is there a mechanism by which the society enforces virginity before marriage?
  - ① Are these moral norms such as the importance of virginity the same today as it was a few generations ago?
  - ① Is the importance of virginity and honour the same for boys and girls. Why or why not?
  - ① How are virginity and honour connected to child marriage?





### **For contexts where Female Genital Mutilation/Cutting (FGM/C) is practiced:**

**NOTE:** Continue the conversation above and make sure to probe specifically about how FGM/C also contributes to the concepts of honour, virginity, and purity.

- ② Why is female genital mutilation/cutting done in this community?
- ② Is it related to family honour in any way? Is FGM connected to a girls' perceived purity or readiness for marriage or childbirth?
- ② How is FGM related to whether society believes women should be allowed to experience sexual pleasure?

**NOTE:** FGM/C can be an extremely sensitive issue. If you decide to engage in this discussion with participants, make sure that you remind everyone of the group rules.

**SAY:** In our culture we have concepts of honour and virginity. Some or a majority of them (depending on what comes out of the discussion) still persist.

**DO:** Draw out the linkages between honour, virginity and child marriages. These concepts could also be connected to 'honour killing' or 'elopement by couples' for fear of harassment by the community if these things have happened or are happening in the community. Draw out the ill-effects of such concepts on the lives of young people, both girls and boys, but especially girls.

**NOTE:** Ill-effects include:

- Persistence of child marriages.
- Enforcing marriages within community, within religion, which further entrenches beliefs in honour of a family and honour of a community.
- Policing of young girls' sexuality. For example, calling for marriage proposals as soon as she begins menstruating or looks older, controlling the clothes she wears, stopping her from going to school or playing outdoors, disallowing friendship with boys, virginity tests.
- Sex education is discouraged, fearing that it will lead to early sexual life of young people.
- 'Elopement by couples' for fear of harassment by the community and honour killing.

**DO:** Continue the discussion in the larger group.




### **ASK:**


- ② How the society, families and young people can move away from the concept of virginity, and a narrow and rigid definition of honour?
- ② What part can we play?

### **SOME CONSTRUCTIVE RESPONSES CAN BE:**

- Recognise that there is more harm to girls and young people due to enforcement of honour, virginity and child marriage as compared to benefits. In fact, there are no benefits at all.
- Making our communities safer from sexual harassment and sexual violence is more important than policing virginity and sexuality of girls and young people.
- Educating girls, allowing them to reach their full potential, realise their ambitions and have an independent income is more rewarding for young people, their families and community as a whole.
- Discuss the above with adolescents, young people and community and bring awareness on the ill-effects of this practice.
- Advocate with community to stop these practices.

## ★ KEY MESSAGES

 **SAY:** Enforcement of a narrow concept of honour and virginity can be very damaging for the health and lives of young people, especially girls. Recognising these ill-effects will enable us to move beyond these concepts.

 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## CHECK IN (5 MINS)

Use the closing activity caregivers chose from the previous session. Check in to see if they would like to continue using the same format, or whether someone would like to volunteer a closing activity for the next session.

## TAKEAWAY (5 MINUTES)

Explain to caregivers this week's home assignment is to reflect on the discussion and think about ways that caregivers can discuss sensitive topics such as relationships and sex with our adolescent children.

## SESSION 16

# OUR VISION FOR THE FAMILY<sup>24</sup>

IRC GIRL SHINE SESSION 13



FOR CAREGIVERS OF MARRIED  
AND UNMARRIED GIRLS

### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Think about how family reputation can influence their decisions.
- Reflect on their vision for their family.



### MATERIALS:

Art box

Tape

Coloured pens

Comments box

Paper

Markers

Flip chart paper

3 Opaque evaluation jars (or cardboard boxes) and pebbles (or crunched up papers)



### PREPARATION:

- Know what the local terminology is for 'reputation' or 'honour'. Understand how this works in the community and contextualise stories accordingly.
- Print out 3-4 copies of the Scenarios for group work in Activity 1.

<sup>24</sup> Adapted from Safe at Home Curriculum. IRC



## TERMINOLOGY

- Refer to local definitions for terms such as reputation, stigma.

## FACILITATOR NOTE:

- Talking about reputation might be sensitive and caregivers might not be willing to share their personal experiences. Be mindful of the atmosphere in the room and move the conversation from personal to general if needed.
- Some caregivers may be resistant to the ideas and conversations around reputation and honour. Be mindful of resistance and check guidance on common resistance strategies.
- A thorough CONTEXTUALISATION will help to be better prepared for this session.



## DURATION

2 hours



## TIMING

After women's session 16



## WELCOME & REVIEW (10 MINUTES)

**ASK:**



### FOR CAREGIVERS OF UNMARRIED GIRLS



Did you talk to girls about the different ways in which they can talk to you if they have something they need to discuss in private, discuss sensitive topics? If not, did you talk to women about how you can support girls?



### CAREGIVERS OF MARRIED GIRLS



Did you talk to women and girls about the health services that exist in the community? Did you ask mothers what you can do to help married girls with any challenges they are facing?

## LET'S EXPLORE (20 MINUTES)

**ASK:**

- ① Has anyone heard the saying “What will people say?” or “What will people think?”?
- ② What does it mean?
- ③ When is it used?

**SAY:** This phrase (or similar phrases) is something that many of us are familiar with, it is related to our ‘reputation’.

**ASK:** What do we mean by reputation? (Take some answers)

**EXPLAIN:** Someone’s reputation is based on general beliefs or opinions about them, how other people look at us (and us and them). There are many things that influence our ‘reputation’. It is usually based on a set of expectations or standards set by the wider community about how people should behave and sometimes, the way people think about us can be very influential in shaping how we behave or interact with others. As individuals, we try to keep a ‘good name’ or reputation for ourselves and our family.





**ASK:** Can you think of the characteristics of a family with a good reputation? (Take a few answers)

**ASK:** Can you think of the characteristics of a family with a bad reputation? (Take a few answers)

**Example Answers – Requires CONTEXTUALISATION:**



**GOOD REPUTATION**

- Father brings home money
- Boys bring home money
- Father makes good decisions
- Wife and children are obedient
- Wife is loyal
- Children are polite
- Girl children do not go out with boys
- Children study hard and get good grades



**BAD REPUTATION**

- Father is lazy
- Father drinks/smokes too much
- Wife is lazy
- Wife and children go out and do whatever they want
- Girl children are seen with boys
- Children misbehave and are a bad influence on their friends

**ASK:**

- ① Why is reputation so important for our families and the communities or societies we come from?
- ① What will happen if our family has a bad reputation?
- ① How do you think the concept of family honour or reputation influences people's action when it comes to marriage of daughters?




**EXPLAIN:** We know that family reputation is very important in our community. Family reputation affects our social relations at all levels and can bring great pride or great shame. It may also lead us to take decisions that we think may not be the best for ourselves or our family, but we do it because that is what we think other people expect from us.







## ACTIVITIES (1 HOUR 20 MINS)

### 1 REPUTATION AND THE COMMUNITY (50 MINS)

 **SAY:** We will now have the opportunity to see how family reputation may affect decisions people take related to their daughters.

**DO:** Divide participants into 3 groups and give each group a scenario. For low literacy groups, you can read the scenarios to them.

 Each group will discuss the scenario they have been assigned and answer the following questions:

-  What reputational risks do you think the people in the story were concerned about?
-  How did this impact the daughter in the story?
-  Could there have been an alternative ending? What could the caregivers in the story do differently (grounded in reality)?

**WRITE DOWN** the answers to this question on a flip chart.

**DO:** Give participants 20 minutes in their groups to discuss the scenario. They should each get 5 mins to present back their scenario and answers to the questions.

### **SCENARIOS** (Requires CONTEXTUALISATION)

#### SCENARIO 1

##### LINDA'S STORY

Linda is 17 and not married. She is going to school and wants to move to the city to attend university when she finishes school. Her parents are very proud of her, but recently friends and family have been telling Linda's parents that they should get her married before she moves to the city. They say that girls who go to the city get corrupted and most times end up not getting married. This could happen to Linda if she goes to city without being married and nobody will marry her then. Linda's parents have been resisting and pushing back against people, but friends and family constantly mention it whenever



they see Linda or her parents and are always talking about potential husbands who could be a good match for Linda. One day, Linda's dad, Kwame says to Linda that maybe she should consider it, he says that while Linda leaves for the city, it is the parents who will stay behind and have to listen to the opinions of people. Linda really doesn't want to, but is wondering if she should do it for her parents.

## SCENARIO 2

### BUSHRA'S STORY

Bushra has been married for 6 months. At the beginning of the marriage things were ok. Bushra and her husband were getting to know each other. But in the last two months, Bushra's husband has started to treat Bushra badly. He shouts at her when she doesn't do what he wants and he has even become violent towards her. Bushra goes to visit her parents during a religious holiday and she tells her mother Samia what has been happening. Samia is not sure what to advise her daughter, she is worried about her. Samia tells her husband, Sayed who is also worried by this news. But Sayed tells Samia that Bushra should just do as her husband says and not to argue with him if she wants a peaceful life. Sayed is also worried about the relationship with the in-laws as Bushra's father in-law is a very influential man in the community and if the marriage is not good, this will look bad on Bushra's family. Bushra feels trapped but feels she has no option but to stay in a marriage where she is not safe.

**!** **NOTE:** Participants may say that Bushra has no choice but to stay in the marriage. Remind participants that it is Bushra's right to be treated with dignity and respect. Even if it seems like there is no choice but to stay in the marriage, her caregivers can support Bushra by listening to her concerns, telling her it is not her fault, and supporting her to get access to a caseworker who can support Bushra make a safety plan.

## SCENARIO 3

### MAYA'S STORY

#### Scenario 3: Maya's story

Maya got married when she was 15 to the boy who got her pregnant. She didn't want to get married but her parents told her she must as otherwise it would bring shame on the family. Now she is 17 with a small child and back at home with her parents as the marriage did not work out. Her relationship with her parents is challenging, especially

## SCENARIO 3

### MAYA'S STORY

#### **!** SENSITIVE CONTEXTS

Maya got married when she was 15. She didn't want to get married, but her parents really wanted her to. Now she is 17 with a small child and back at home with her parents as the marriage did not work out. Her relationship with her parents is challenging, especially with her father who feels Maya has brought shame on the family and this reflects badly on her father.



### SCENARIO 3

#### MAYA'S STORY

with her father who feels Maya has brought shame on the family and this reflects badly on her mother. Maya wants to go back to school to complete her education, find a job so she can support her child. Maya's father tells her that it is not an option for a divorced girl to do these things, people in the community will talk about her. She should just get married to someone who will accept her and her child. Maya feels frustrated that she will not be able to determine her future.

### SCENARIO 3

#### MAYA'S STORY

Maya wants to go back to school to complete her education, find a job so she can support her child. Maya's father tells her that it is not an option for a divorced girl to do these things, people in the community will talk about her. She should just get married to someone who will accept her and her child. Maya feels frustrated that she will not be able to determine her future.

 **DO:** After each group presents, ask others if they have any responses to add.

 Once everyone has finished, **ASK:** What did we learn from these stories?



#### EXPLAIN:

- All of these stories showed us how risks to reputation may influence the decisions people take.
- It also showed us how this can impact girls and the families in the stories. But more importantly, it showed us that there could have been an alternative ending to these stories.
- Sometimes people may prioritise family reputation over the well-being of their family members; when this happens their family members might struggle to have a happy and healthy future.
- As men, we can be examples for other men in the community. We can show our peers that we value and love our daughters and all of our family enough that we will support them to stay safe, become empowered and secure a healthy future no matter what.
- When we do this, we begin to break down stigmas and we can slowly make change in our homes and communities at large.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.





## 2 OUR VISION FOR OUR FAMILY (30 MINS)

**SAY:** In our very first session together, we discussed our hopes and dreams for our daughters. We discussed what we wanted them to learn or achieve and what dreams and hopes we had for them.

**ASK:** Does anyone recall what their hopes and dreams for their daughters were? (Take some answers)

**EXPLAIN:** In this activity, we will revisit those thoughts and build on them. We will start with a guided visioning activity and will use relaxation techniques to complete this activity. Everyone will be asked to close their eyes, so please get comfortable, you can lie down or sit in a position that you find relaxing.

### ONCE EVERYONE IS COMFORTABLE,

**SAY:**

- Please close your eyes or look downward for the next few minutes.
- If you need me to repeat anything, you can raise your hand at any point and I will go over the instructions

**SAY:**

I want you to think about your family. Take a moment to think about the things you appreciate about your family. Think first about your wife, what do you like and appreciate about her?

Now let's think about your daughters. Stop and think about each girl, even those who are married and no longer live with you. What do you like and appreciate about each of them?

Now let's think about other children or people in our care, our sons, in-laws, parents or anyone else who lives with us or that we care for. What do you like and appreciate about each of them?

Let's pause for 30 seconds to think about her.

**[Pause for 1 minute.]**

Let's pause for a minute to think about each girl.

**[Pause for 1 minute.]**

Let's pause for a minute to think about each one of them.

**[Pause for 1 minute]**





Now let's think about you as a husband, father or caregiver.  
How are you a good husband and good father or caregiver?

Looking down the road, two years from now, how would you like to describe your relationship with each of your daughters (married or unmarried)? Has anything changed?

Now, take 1 minute and think about your dream for your family two years from now. What do you see? What will be different for you as a husband? What will be different for your wife as your partner and a mother? How will the lives of each of your children be different?

To reach this vision, what could be some of the challenges you face in the community?

How can we overcome these challenges? Think about 2-3 concrete steps you can take. By concrete steps, try to think about things you can actually achieve, even if it is very small steps.

How can you discuss your vision and bring your daughters, wives and other family members in to have a collective vision so they are also part of the vision? Think about 2-3 concrete steps you can take.

Slowly and when you're comfortable, you can begin to open your eyes and stretch. Come out of your dream as slow or fast as you want, it's up to you. Thank you for taking this quiet moment to re-imagine your dream for your family."

Let's think about this for a minute."

**[Pause for 1 minute.]**

Let's think about this for 1 minute

**[Pause for 1 minute.]**

Let's think about this for 1 minute

**[Pause for 1 minute.]**

Let's think about it for a minute


**[Pause for 1 minute.]**


Let's think about it for 1 minute

**[Pause for 1 minute]**

Let's think about it for 1 minute.

**[Pause for 1 minute]**


 **SAY:** Now that your vision and your steps are clear in your mind, let's jot these down on a piece of paper. We will be asking you to share these with your family, so make sure to include the things you would like to share with them.


 **DO:** Distribute pens, colour pens, paper to the group and ask them to jot down their vision and the steps. If they are unable to read or write, they can draw this or use symbols, anything that will help to remind them of their vision. This is important as they will share this with their family.




### **ASK:**

- ② How are your dreams for girls different now compared to the first time we thought about this?
- ② Can you share some examples of the concrete steps you are going to take as a husband, father, caregiver, partner to create a collective vision for your family?


 **NOTE:** *Make sure to guide men to actions that involve collaboration and discussion with different family members, especially girls and that is done in a way that does not impose the vision on them.*


 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## ★ KEY MESSAGES

 **SAY:** Family and personal reputation has a big influence on all of us. Sometimes this can be positive and other times it can make us take decisions that we might not take if we didn't have this pressure from others. But during this session, we came up with suggestions and alternatives that were practical and we could consider when we ourselves experience pressure being placed on our family. Before we take any decision, we can always think twice, considering the risks and benefits of our decisions, and consult with our family to see what the alternatives could be.

## CHECK IN (5 MINS)

 **SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.

 **REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.

## TAKEAWAY (5 MINUTES)

Share your concrete steps for a join family vision with members of your family, including your daughters. Ask them for their feedback, if they have other suggestions and update your vision according to what the family suggests.

# SESSION 17

## ADOLESCENT GIRL DEVELOPMENT<sup>25</sup>



### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Gain information on the physical and emotional changes girls go through during adolescence.
- Learn how to support girls' physical and emotional well-being during this time.
- Support girls to receive Sexual & Reproductive Health (SRH) information and be able to provide girls with basic SRH information.

### 📝 MATERIALS:

- Flip chart paper
- Opaque evaluation jars (or cardboard boxes) and pebbles (or crumpled up papers)
- Markers
- Resources 17.1 to 17.5

### 📋 PREPARATION:

- Facilitators may face some resistance from caregivers when trying to encourage them to pass on ASRH information to girls. It is important that facilitators refer to Appendix A14 in Girl Shine Part 1 on introducing ASRH topics to caregivers before the session as part of the facilitator preparation.
- Contextualise the menstruation myths. Do this in collaboration and consultation with your technical advisor/specialist.
- If you have funds available, consider procuring/purchasing a medical model of the female reproductive system to aid demonstration.

<sup>25</sup> Adapted IRC, SHLS Parenting Curriculum for Adolescents - <http://shls.rescue.org/shls-toolkit/parenting-skills/>



- Procure dignity kits or obtain dignity kits from existing stock as part of session preparation and then have dignity kits available to give to each woman in the session, if available.
- Prepare large printout of the Tanner Scale (Resource 17.1) or make handouts for smaller groups.

### FACILITATOR NOTE:

- As this is a sensitive topic, it is important to remind caregivers of the group agreements and ask if they would like to have any additional agreements specifically for this session.

### TERMINOLOGY:

- Refer to local definitions for terms such as sexual orientation, gender identity, puberty, honour, hormones, menstruation, miscarriage, sex, disability, vagina (that are respectful and don't reinforce discrimination or stigmatise women and girls).

### DURATION


2 hours


### TIMING

Before the start of the ENGAGE Health & Hygiene Modules with Adolescent Girls



## WELCOME & REVIEW (10 MINUTES)

 **ASK:** Did you share your concrete steps for a joint family vision with members of your family? Who did you talk to? What feedback or suggestions did they have?

 **EXPLAIN:** Today we are going to talk about the social, physical and emotional changes that girls experience during adolescence.


Adolescence is a stage girls and boys pass through between ages 10-19. This stage of life can be both exciting and challenging. Some of us may feel uncomfortable or strange talking about this topic. That reaction is normal. We don't talk about these things in a large group every day. But by learning about this very normal process here in a safe space, you will be more comfortable talking about the changes with your adolescent girls and boys.


Adolescent girls are transitioning into adults. It is a time of great change, opportunity, and new learning for both girls and their caregivers. It can also generate confusion if girls and boys are not adequately supported to understand the changes they are experiencing. When girls reach puberty, they are often perceived by society as "adults" and are expected to fulfil certain roles and responsibilities. They may be expected to get married, or may be restricted from going to school, spending time with friends and accessing opportunities.

 **ASK:** What do you understand by the term 'puberty'?

After caregiver have responded, **SHARE** the answer, if necessary:

Puberty is a process of hormonal and physical change where a girl or boy becomes capable of reproduction. This usually lasts between one to three years. It happens during the period of adolescence, where girls and boys go through social and emotional growth and this period lasts from the age of 10-19.

 **ASK:** Why do you think they may be restricted from certain spaces or opportunities?

 **SAY:** This may be due to how girls could be perceived in the community because of fears related to her safety or honour. Today we want to explore some of these perspectives and know from you what your opinions are on this topic.





## LET'S EXPLORE (25 MINUTES)

### ASK:

- ① Can anyone remember what it was like when you went through puberty?
- ① What were some of the things you experienced– physical and emotional?
- ① What were some of the restrictions or changes you experienced in your daily roles & responsibilities?
- ① What changes did you see your sisters go through when they were young?
- ① What were some of the restrictions or changes to their daily roles & responsibilities?
- ① What were men told about how to respond to girls when they entered adolescence (within or outside the family)?
- ① How were men/boys told to behave towards sisters who were menstruating?
- ① How did men/boys behave towards sisters or other family members during this time?

**DO:** Use a large printout of the Tanner Scale<sup>26</sup> (Resource 17.1) to explain the various stages of adolescence. The Tanner Scale explains the different physical stages, so you can use the information included there and present the concepts below to explain the emotional stages.

**DO:** Ask participants to gather around the poster (or distribute handouts for smaller groups)



### EXPLAIN:

Adolescent girls, just like boys, go through a number of physical and emotional changes during this stage. These changes can be linked to chemical messengers in their bodies called hormones. These hormones affect things like our mood, our likes and dislikes as well as growth and development both physically and mentally.

For example, in early adolescence (10-14) girls, like boys, gain improved abilities to express themselves; close friendships gain importance while less attention is shown to caregivers; they can show occasional rudeness and also return to childish behaviour. (If possible, mention ) Girls may also start developing breasts, begin menstruating and grow pubic hair; while boys may experience a deepening of their voice and also grow pubic hair, (show examples of this from the Tanner Scale).

<sup>26</sup> <https://www.advocatesforyouth.org/wp-content/uploads/storage/advfy/lesson-plans/lesson-plan-puberty-part-i-and-ii.pdf>



### **\*SEXUAL ORIENTATION AND GENDER IDENTITY:**

At this stage of life adolescents start to explore their identities and this covers many different aspects of their lives. It can also include understanding who they are attracted to, whether this is people of the opposite sex, same sex or both.

In the first session we talked about transgender people, again as adolescents are exploring their identity, it may also include exploring their gender identity. This means that their gender identity might be the same as the sex assigned at birth, i.e. women who identify as women, or it might be different like for transgender people.

As girls continue to grow in late adolescence (15-19), girls, like boys, want more independence, pay more attention to their appearance (because their body is changing); they also have an increasing ability to think through ideas and express these in words. They may start showing an interest in people of the opposite or same sex\*. They have an ability to make independent decisions and also show greater emotional stability. Girls and boys may continue developing physically, continuing on with the development experienced in younger adolescence while mental development will continue well into adulthood.

These changes in adolescence are universal – they happen to all girls and boys across the world. They may be slightly different in terms of what age this takes place and how they develop (girls and boys may be different shapes and sizes, tall and short, lots or little body hair, girls may have larger or smaller breasts etc.) but they all go through these changes.

Everyone develops at different rates, so there is no right or wrong answer to start menstruating. Girls start menstruating when their body is ready. This is usually about two years after the first signs of puberty appear. In girls, the first signs tend to be breasts beginning to develop and pubic hair starting to grow. If girls haven't developed any signs of puberty by age 14, it is a good idea to see a health professional and if girls haven't started menstruating by age 16, you should also get advice from a health professional. It is likely girls will be told to wait and see as in many cases periods will start naturally by the time a girl is 18<sup>27</sup>.

<sup>27</sup> There are some rare genetic disorders: Kallman Syndrome and Klinefelter syndrome that can prevent puberty/adolescent bodily changes. These can be treatable with medical support. There can also be other medical reasons why puberty/adolescent bodily changes are delayed so please do talk to your daughter to see if she would like medical advice, if this is concerning her.



**ASK:**

- ① Does this sound similar to your own experiences?
- ① What other things may have been taking place in your life at the time that would have influenced your growth or development?



**EXPLAIN:** Adolescent girls may share common physical and emotional changes, but their experiences, environments and settings do also play a big role in how these changes occur which make each one's experience unique despite some of the similarities we mentioned. Adolescents with diverse life experiences will develop and grow at different ages due to these factors. For example, a girl who is 13 years old might have a disability and attends awareness sessions that developed her knowledge and capacities in problem solving and dealing with her emotions. Additionally, there are different factors (such as displacement, war, etc.) that might contribute to developing or limiting girls' capacities.



**\*MASTURBATION:**

Hormones that cause a person to go through puberty also cause new or more sexual feelings and desires. This might result in someone having new romantic feelings for other people.

These hormones can result in some people choosing to touch their genitals for pleasure, called masturbation. Masturbation cannot harm someone physically and is a personal decision.

**ASK:**

- ① How old was your wife when you both got married?
- ① Who supported her during your first few months or years of being married?
- ① What kind of information or support would have been helpful for her to receive about their physical and emotional changes they may experience through adolescence and marriage during this time?
- ① What kind of information or support would have been helpful for you to receive about your physical and emotional changes through adolescence and marriage during this time?



**SAY:** Supporting girls during adolescence in general is really important and married girls need extra support because they are expected to take on adult roles and responsibilities before they are fully capable of doing so. Supporting the girls with access to information about their changing bodies, pregnancy, and healthy relationships will help them to make better decisions for themselves and their family. For girls moving in with their in-laws, having the continuous support from her father/male caregiver as well as her mother is essential to ensure she is healthy and doing well.

**ASK:** Can you think of ways you can support her once she is married?

## ACTIVITIES (1 HOUR 15 MINS)



### **OPTIONAL ACTIVITY FOR MEN.**

*If in your context, it is not appropriate to give this information, you can skip this activity and move to Activity 2.*

## **1 MENSTRUATION MYTHS AND FACTS (40 MINUTES)**

**NOTE:** Consider asking men if they are willing and open to discussing the topic of menstruation. If there are men who indicate strong resistance to it and say they can't talk about it or have strong verbal reactions to it 'for example, no that's disgusting.' Or, 'We don't talk about that,' then move to Activity 2.

**SAY:**

- One defining moment of adolescence is when girls begin menstruation. It often poses some challenges for women and girls. Some challenges may be related to understanding what is happening to them and managing some symptoms, while others may be related to how the community supports (or doesn't support) girls who are menstruating.
- Caregivers and mothers/fathers-in-law can be a source of support and strength, especially to recently married girls, who are menstruating in a new environment to one they are used to. Talking to recently married girls about menstruation lets them know that you are there to support them and helps them to understand how to navigate menstruation in their new environment.

**SAY:** In small groups, let's discuss what menstruation means to women and girls in this community.



✓ **DO:** Ask caregivers to work in small groups and have them think about the following questions:

💬 **QUESTIONS:**

- ❓ Is it common to talk about menstruation in the community? Why yes/no?
- ❓ How are women and girls treated when they are menstruating?
- ❓ How do you support married girls manage their monthly cycle?

✓ **DO:** When they have finished discussing, ask them to share their reflections with the rest of the group.



**SAY:** Menstruation is a normal and healthy part of being a woman or girl. When given the right support and information it can also be easy to manage and completely possible to continue with normal daily life, just like when not menstruating. But it can become difficult when women and girls don't have access to sanitary products and ways to manage the symptoms of menstruation. It's important to check in on married girls to see if there is anything you can do to help them access information and supplies.

Sometimes it can be difficult to have access to factual information about menstruation. Sometimes we may get information from friends or family members or we may hear things in the community. Some of this information can be really helpful, but some may not be correct. So it is important to understand what the facts and myths (information that is not correct) are and to support girls to have the correct information.



**SAY:**

We are going to play a game now about some common period myths that you can dispel for ourselves and girls. I'm going to read some statements about menstruation. Please stand up if you think the statement is true. Remain seated if you think the statement is a myth.



**NOTE**

An alternative activity, if caregivers are not able/don't feel comfortable doing stand-up/sit down is: Give caregivers two signs; a cross sign ✘ and a tick sign ✔. Ask them to hold up the sign that reflects their opinion.














**DO:**

- ✔ Read the statements below one by one or invite caregivers to share their own beliefs about menstruation.
- ✔ Wait for the caregivers to stand up or sit down/ hold up their signs.
- ✔ Take a few responses from the caregivers about their reasons for taking that position, and then explain the correct answer after each statement.
- ✔ Allow discussion after each as needed:

 **Requires CONTEXTUALISATION**

*(Update with locally relevant myths and review these together with your technical advisors/specialists before usage)*

The bleeding during periods is the discharge of “bad and dirty blood” from the body.	 <b>FALSE</b>
Bathing should be avoided during menstruation.	 <b>FALSE</b>
When menstruating, girls can continue with their daily activities as normal.	 <b>TRUE</b>
Once girls start to menstruate, they are capable of getting pregnant.	 <b>TRUE</b>
Just because it’s possible to get pregnant doesn’t means girls bodies are ready for pregnancy.	 <b>TRUE</b>
Once a girl starts menstruating, she should get married.	 <b>FALSE</b>
Exercise causes the loss of more menstrual blood.	 <b>FALSE</b>



## ! CONTEXTUALISATION

**!** **NOTE:** Men might say that girls are not clean when they have their period because in Islam, a girl cannot pray if she has her period, and is considered “impure” (ريغ قره اظ). “Purity” (قراهط) is a religious term for when men and women are “impure” (ريغ ني ره اظ) to conduct certain religious “duties or rituals”- whereas “cleanliness” (قفاظن) is related to hygiene. Clarify the difference between “Purity” (قراهط) and “cleanliness” (قفاظن)

**🗨️** **EXPLAIN:** There is a difference between “Purity” (قراهط) and “cleanliness” (قفاظن). If a girl is not considered by religion as “pure or cleansed” (قراهط) when on her period, and cannot conduct certain practices, this doesn’t mean that she is dirty. “Cleanliness” (قفاظن) is related to hygiene. When girls have their periods, they are not dirty. This is a normal part of being a girl or a woman. They just need to be able to keep their bodies clean, just like everyone should regardless of if they have a period or not, if they are a girl, woman, boy or man because otherwise we may get infections and become unwell.

**!** **NOTE:** Some caregivers might not realise that some of these myths are in fact myths. They may need further information. Refer to the Resource Sheet in the Health & Hygiene Module of the Girl Shine Life Skills Curriculum Pg. 133-139.

**☑️** **DO:** Use posters from Resource 17.3: Internal Reproductive Parts of a Female and 17.4: Ovulating Cycle (Alternatively you can use medical anatomy model, if you have one) to highlight the different organs and explain the following to caregivers:

**🗨️** **EXPLAIN:**

- Every month, one of the eggs leaves one of the ovaries and travels through the fallopian tube. When the egg leaves the ovary, this is called ovulation. Different people have different days when they bleed depending on whether their cycle is long or short.
- At the same time, changes in our body’s hormones (natural chemicals that our body makes) prepare the uterus (the part where babies grow inside our body) for pregnancy. A soft spongy lining gets formed in the uterus.
- If an egg and male’s sperm meet to form a baby, the lining will provide nutrition. If an egg isn’t fertilised by a male’s sperm (from sexual intercourse), the uterine lining will begin to peel away, and the egg and the lining will pass through the uterus out of the body.
- The blood that is released from the broken lining flows out through the vagina. This bleeding is the menstrual period and this whole cycle is called menstruation.



- ✓ **DO:** Check to see if caregivers have any questions. If they have questions and you don't feel you are able to answer, then please say 'I will take a note of that, check it and get back to you next time. Ok?' Then please follow up and seek relevant support to be able to answer the caregivers' question or to be able to refer them to someone who can.



#### **EXPLAIN:**

- Menstruation is the normal, healthy shedding of blood and tissue from the uterus that exits the body through the vagina. The blood and tissue that is shed is not dirty, but a normal and healthy process that women and girls experience.
- It is true that girls can get pregnant when they start menstruating. However, girls' bodies are still in the process of developing and are not fully developed until they reach the age of 18. Even after the age of 18, some organs continue developing. Getting pregnant when a girl's body is not fully developed increases the risks of health complications during pregnancy and delivery, not only on the girl but also on the baby.
- Girls who get pregnant when their bodies are not ready to carry a baby are at higher risk of going through miscarriage, pre-mature labour and maternal death.
- Also, considering girls are going through emotional and brain growth, girls should wait until they are ready to take care of themselves as well as their new-born in order to ensure a safe, healthy and happy life for her and her family<sup>28</sup>.



**For caregivers of girls with disabilities: Menstruating girls and women with different disabilities may have different needs. Those with mobility limitations with their upper body and arms may have difficulties placing their sanitary protection materials in the correct position, and washing themselves, their clothes, and the materials.**

**Those with vision impairments (blind or low vision) may face challenges knowing if they have fully cleaned themselves and how much they have leaked. While those with intellectual and developmental impairments may need tailored support to manage menstruation.**

**In all situations, it is important to find a way to communicate effectively with the girl to understand that her physical and emotional safety, comfort and health is taken care of.**

- ✓ **DO:** Stop to take reflections from the group on the information presented.



### **ASK:**

- ② From what was presented, which information do you already share with girls?
- ② Which information do you think is important to share with girls?
- ② What are some of the challenges you may face when providing this information? What support do you need to provide this information?
- ② What do we think about supporting girls to delay pregnancy until after 18? (What are some of the challenges or benefits?)
- ② Is it important for our sons to have this information? Who provides them with this information? Is this something we can talk to our sons about? What challenges would we face? What support would we need?
- ② How do the changes during puberty that we've discussed and the information girls need influence their health needs, especially their sexual and reproductive health needs?



**SAY:** Girls who get pregnant after the age of 18 will be better prepared to deal with pregnancy and raising a family. They will have more information about their bodies, know where and how to access health services and have increased ability to take well informed decisions.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.




## **2 SUPPORTING GIRLS DURING EMOTIONAL AND PHYSICAL CHANGES** (35 MINUTES)





**SAY:** One of the biggest changes girls go through during adolescence is menstruation, and this is a very natural and normal process. This process can be uncomfortable for some women and girls if they are not given the right support and access to materials to help them during this time. If they do get the right support, they can successfully manage their symptoms and challenges. As men, we can support our daughters, those that are unmarried and those that are married, who might be trying to navigate this process in their new homes. Men can support by assisting girls with access to materials and products that will help them during this time.



## FOR CAREGIVERS OF GIRLS WITH DISABILITIES:


 **ASK:** Are there other things you can do to support girls with disabilities?


 **ASK:** What are some of the things that girls or women experience when they are menstruating? (For example, being tired, having cramps, having no symptoms, being isolated, not having adequate means to stay clean, no privacy etc.)

 **EXPLAIN:** Some women and girls may experience the following (Not all women and girls experience this, everyone is different):

- Abdominal pain from light to severe. The shedding of the uterine wall, which is the source of monthly bleeding, can cause this.
- Emotional changes. Some women and girls feel more irritable during menstruation. However, this is not universal. Individual women and girls respond differently and can experience a range of emotions during menstruation and their menstrual cycle.
- Not having the proper sanitary products to keep clothes clean. Many girls and women do not have access to sanitary napkins or pads (or any other product) that can keep blood from staining their clothes. This is often a primary reason that girls do not leave the house, including missing school or work, during their time of the month.

## Requires CONTEXTUALISATION

 **SAY:** In this environment, we may find that women and girls are expected to queue for long hours for food and non-food items, during menstruation, without access to sanitary materials can prevent them from queueing and resulting in them not getting the things they need. Men may be responsible for collecting these items and may not bring sanitary materials for women and girls and conversations around this may not happen due to taboo or stigma attached to menstruation. Taboo and stigma may mean that girls and women cannot wash themselves or fetch water during the day and have to go at night which affects their safety. The water and sanitation infrastructure may not be suitable for the needs of women and girls, girls may not feel comfortable using them, especially during menstruation. And for girls with disabilities, they may not even be able to access them due to lack of ramps or unsuitable toilets and washing facilities.

 **ASK:** What are some of the strategies you can use to support girls in this current environment?





- ☑ **DO:** Have the participants split into two or three groups.
  - ☑ They will discuss what **they can currently do** to manage the situation for women and girls when menstruating.
  - ☑ What the **community can do** to improve the situation for women and girls when they are menstruating.
  - ☑ What they want to see **local authorities or NGOs do** to help improve the situation for women and girls when they are menstruating.

⚠ **NOTE:** *The caregivers' recommendations for community, local authorities and NGOs should be fed back through appropriate channels, such as WASH partners, allies in the community, coordination groups.*

🗣 **FOR CAREGIVERS OF GIRLS WITH DISABILITIES:** *Are there specific considerations for girls with different disabilities?*

- ☑ **DO:** Tell the male caregivers what you will do with this information they have provided. For example, share with your manager for advocacy, or for them to raise with the GBV subcluster etc. And, be sure to follow up and do the action you committed to.

🗣 **ADD the following to what the groups have suggested if contextually relevant:**



**FOR CAREGIVERS OF GIRLS WITH DISABILITIES:**

**SAY:** Menstruating girls and women with disabilities may have different needs. Those with mobility limitations with their upper body and arms may have difficulties placing their sanitary protection materials in the correct position, and washing themselves, their clothes, and the material.

Those with vision impairments (blind or low vision) may face challenges knowing if they have fully cleaned themselves and how much they have leaked. While those with intellectual and developmental impairments may need tailored support to manage menstruation. In all situations it is important to find a way to communicate effectively with the girl to understand that her physical and emotional safety, comfort and health is taken care of.



### **PAIN AND DISCOMFORT:**

- Women and girls do not need to stay at home during menstruation unless they choose to (for example if they are experiencing a lot of pain) and not because it is expected from them.
- Asking women and girls (or asking their mother/female caregiver to check) how they are feeling and if there is anything you can do to support, is a good way to see how you can support.
- It is better not to make assumptions about what a girl can or cannot manage during menstruation.
- Girls with disabilities may have different symptoms that they experience. It is important not to make assumptions about their experiences and to support them in communicating on this issue.

### **SANITARY MATERIALS:**

There are different materials women and girls can use during menstruation. You could ask women and girls (or ask their mother to check) which materials the girl prefers to use. Not having access to sanitary materials can really impact their school attendance, confidence and self-esteem. Girls can become withdrawn and isolated if not given the right support during this critical time.

#### **Some materials include:**

- ✓ Clean pieces of cloth or reusable pad
- ✓ Pads or sanitary towels

### **STAYING CLEAN:**


- Ensuring girls have safe access to spaces, where she can keep herself clean, is important. This can include helping her to fetch water, making sure she has access to soap and dry, clean underwear, etc.
- Again, trusted persons of girls with disabilities should ask them what type of support they need during this time.

#### **ASK:**


- ① Was any of this information new to you, do you feel this information is relevant to you as a man? How so/ why not?
- ① Do you have any questions or concerns about what we just talked about?




**!** ADD any of the following examples if contextually relevant:

 **SAY:** As men, we have control over many things in our household, including how money is allocated and the roles women and girls get. Therefore, ensuring men have information about the needs of women and girls during this time is important so that resources can be allocated to their basic needs, ensuring that they do not need to resort to unhygienic or risky methods to take care of themselves during this time. Girls who are developing are not yet fully adults. They still have many changes they need to go through before they are fully developed and mature.


- Girls are not ready to get married because they have started menstruating. They are still growing and developing and this continues well beyond their teenage years.
- For girls already married, it's important to raise awareness of the risks of getting pregnant before they are 18. This increases the risks of health complications and can have a devastating impact on her and her baby. It is better to wait until she is physically ready, but also emotionally ready, so she is better prepared to have children.
- For more information on supporting girls with disabilities during menstruation, look at the menstrual hygiene management toolkit in emergencies. You can also check UNICEF guidance on menstrual health & hygiene

 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## ★ KEY MESSAGES

 **SAY:** It may be uncomfortable or uncommon to talk about these topics, but it is important for girls to know about their bodies and the changes they are experiencing. This information can be really valuable coming from a caregiver, someone the girl trusts. There are also others who can provide girls with accurate information, such as at the safe space or at a health facility. Girls should be encouraged to learn about their bodies, whether they are married, unmarried, have a disability or divorced. If you are not comfortable giving this information to girls directly, you should find someone the girl trusts to provide this information.

## CHECK IN (5 MINS)

 **SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.




**REMINDE** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.


## TAKEAWAY (5 MINUTES)

Share information with girls (or women) from the session that you feel comfortable with. If you don't feel comfortable, think about why this is and let's discuss in the next session how we can ensure girls get this information.



## ADDITIONAL ACTIVITY FOR CONTEXTS WHERE FGM/C IS PRACTICED (60 MINUTES)<sup>29</sup>

 **EXPLAIN:** We are going to talk about FGM/C now as it is related to the sexual and reproductive health and rights of adolescent girls. FGM/C is practiced differently in different places. It is most frequently practiced on girls between ages 0-15. There are different reasons why families decide to practice FGM which we will talk about later, in Session 17. There are also different types of FGM, referred to as Type 1, 2, 3 and 4. Today we are going to talk about some of the consequences of practicing FGM on our daughters.

 **ASK** participants to close their eyes and listen while you read the story out loud.


 **Requires CONTEXTUALISATION**




**My name is Fatuma.** I was born in Eyl village. When I was a child I was mutilated and stitched as per the culture of the area. With a big scar on my genital, the only place left open was only for passage of urine and menstrual fluid. But the opening was too narrow than usual and I suffered a lot during the time of menstruation and when passing urine. As a result, my menses became irregular. Given my lack of awareness, I did not even go to health centre to get relief from the pain. Besides, I believed that that was just my fate as a woman. When I was 13, I got married to a man who was much older than me. I was not happy with the idea of the marriage but could not say "No" as that could cause huge discrimination from my family, religious leaders and the community. A woman whom I have known in the past got married and she told me how painful it is to have sexual intercourse and in fact when I got married, I also faced the same. In order for me to have sex, the stitch had to be torn, during which I would get badly hurt while my legs would shiver from fear and pain.


<sup>29</sup> Adapted from NCA, Norad, Save the Children (2018), "Community Conversation to Abandon Female Genital Mutilation in Somalia", p. 29.





Female genital mutilation had been practiced in my community for a long period of time and it is considered as normal. Women like me suffer silently accepting it as their fate. It is believed that girls can stay virgin if they are mutilated the way I was. No one recognises the pain that women have to endure. Actually, it is difficult to blame my family as it is accepted practice in the society. I got pregnant before I was 18 years old. Though I gave birth after suffering from prolonged labour, I had complication for a long period of time. Actually, I had witnessed loss of life of other women in the hospital I was admitted due to the health problems related to FGM.

 **DO:** Divide the participants into groups of 4, ask them to spend 15 minutes discussing the following questions:

-  Do you think FGM is useful? Do you think it is harmful?
-  Why do you think Fatuma's family and community practiced FGM?
-  What were the physical, psychological and sexual consequences of FGM for Fatuma?

 **DO:** Ask the groups to share the key points of their discussion.

 **ASK:**

-  Should FGM be continued in the community?
-  How can we protect girls like Fatuma from FGM?



**EXPLAIN** that FGM is often a cultural tradition that has been practiced for a long time. Many families practice because other families do the same and they fear if they do not circumcise their daughters, their daughters will not be able to get married. If all families come together, discuss, and decide to stop practicing this harmful tradition, it can be ended.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



# SESSION 17

## ADOLESCENT GIRL DEVELOPMENT<sup>30</sup>



FOR CAREGIVERS OF UNMARRIED GIRLS

### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Gain information on the physical and emotional changes girls go through during adolescence.
- Learn how to support girls' physical and emotional well-being during this time.
- Support girls to receive Sexual & Reproductive Health (SRH) information and be able to provide girls with basic SRH information.



### MATERIALS:

Markers

Resources 17.1 to 17.5

Flip chart paper


Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers)



### PREPARATION:

- Facilitators may face some resistance from caregivers when trying to encourage them to pass on ASRH information to girls. It is important that facilitators refer to Appendix A14 in Girl Shine Part 1 on introducing ASRH topics to caregivers before the session as part of the facilitator preparation.
- Contextualise the menstruation myths. Do this in collaboration and consultation with your technical advisor/specialist.

<sup>30</sup> Adapted IRC, SHLS Parenting Curriculum for Adolescents - <http://shls.rescue.org/shls-toolkit/parenting-skills/>

- 
- If you have funds available, consider procuring/purchasing a medical model of the female reproductive system to aid demonstration.
  - Procure dignity kits or obtain dignity kits from existing stock as part of session preparation and then have dignity kits available to give to each woman in the session, if available.
  - Prepare large printout of the Tanner Scale (Resource 17.1) or make handouts for smaller groups.

### FACILITATOR NOTE:

- As this is a sensitive topic, it is important to remind caregivers of the group agreements and ask if they would like to have any additional agreements specifically for this session.

### TERMINOLOGY:

- Refer to local definitions for terms such as sexual orientation, gender identity, puberty, honour, hormones, menstruation, miscarriage, sex, disability, vagina (that are respectful and don't reinforce discrimination or stigmatise women and girls).

### DURATION


2 hours


### TIMING

Before the start of the ENGAGE Health & Hygiene Modules with Adolescent Girls




## WELCOME & REVIEW (10 MINUTES)

 **ASK:** Did you share your concrete steps for a joint family vision with members of your family? Who did you talk to? What feedback or suggestions did they have?

 **EXPLAIN:** Today we are going to talk about the social, physical and emotional changes that girls experience during adolescence.


- Adolescence is a stage girls and boys pass through between ages 10-19. This stage of life can be both exciting and challenging. Some of us may feel uncomfortable or strange talking about this topic. That reaction is normal. We don't talk about these things in a large group every day. But by learning about this very normal process here in a safe space, you will be more comfortable talking about the changes with your adolescent girls and boys.
- Adolescent girls are transitioning into adults. It is a time of great change, opportunity, and new learning for both girls and their caregivers. It can also generate confusion if girls and boys are not adequately supported to understand the changes they are experiencing. When girls reach puberty, they are often perceived by society as "adults" and are expected to fulfil certain roles and responsibilities. They may be expected to get married, or may be restricted from going to school, spending time with friends and accessing opportunities.

 **ASK:** What do you understand by the term 'puberty'?

After caregiver have responded, **SHARE** the answer, if necessary:

Puberty is a process of hormonal and physical change where a girl or boy becomes capable of reproduction. This usually lasts between one to three years. It happens during the period of adolescence, where girls and boys go through social and emotional growth and this period lasts from the age of 10-19.

 **ASK:** Why do you think they may be restricted from certain spaces or opportunities?

 **SAY:** This may be due to how girls could be perceived in the community because of fears related to her safety or honour. Today we want to explore some of these perspectives and know from you what your opinions are on this topic.

 **LET'S EXPLORE (25 MINUTES)** **ASK:**

- ① Can anyone remember what it was like when you went through puberty?
- ① What were some of the things you experienced– physical and emotional?
- ① What were some of the restrictions or changes you experienced in your daily roles & responsibilities?
- ① What changes did you see your sisters go through when they were young?
- ① What were some of the restrictions or changes to their daily roles & responsibilities?
- ① What were men told about how to respond to girls when they entered adolescence (within or outside the family)?
- ① How were men/boys told to behave towards sisters who were menstruating?
- ① How did men/boys behave towards sisters or other family members during this time?

**DO:** Use a large printout of the Tanner Scale<sup>31</sup> (Resource 17.1) to explain the various stages of adolescence. The Tanner Scale explains the different physical stages, so you can use the information included there and present the concepts below to explain the emotional stages.

**DO:** Ask participants to gather around the poster (or distribute handouts for smaller groups).

 **EXPLAIN:**

Adolescent girls, just like boys, go through a number of physical and emotional changes during this stage. These changes can be linked to chemical messengers in their bodies called hormones. These hormones affect things like our mood, our likes and dislikes as well as growth and development both physically and mentally.

31 <https://www.advocatesforyouth.org/wp-content/uploads/storage/advfy/lesson-plans/lesson-plan-puberty-part-i-and-ii.pdf>



### **\*SEXUAL ORIENTATION AND GENDER IDENTITY:**

**At this stage of life adolescents start to explore their identities and this covers many different aspects of their lives. It can also include understanding who they are attracted to, whether this is people of the opposite sex, same sex or both.**

**In the first session we talked about transgender people, again as adolescents are exploring their identity, it may also include exploring their gender identity. This means that their gender identity might be the same as the sex assigned at birth, i.e. women who identify as women, or it might be different like for transgender people.**

For example, in early adolescence (10-14) girls, like boys, gain improved abilities to express themselves; close friendships gain importance while less attention is shown to caregivers; they can show occasional rudeness and also return to childish behaviour. (If possible, mention ) Girls may also start developing breasts, begin menstruating and grow pubic hair; while boys may experience a deepening of their voice and also grow pubic hair, (show examples of this from the Tanner Scale).

As girls continue to grow in late adolescence (15-19), girls, like boys, want more independence, pay more attention to their appearance (because their body is changing); they also have an increasing ability to think through ideas and express these in words. They may start showing an interest in people of the opposite or same sex\*. They have an ability to make independent decisions and also show greater emotional stability. Girls and boys may continue developing physically, continuing on with the development experienced in younger adolescence while mental development will continue well into adulthood.

These changes in adolescence are universal – they happen to all girls and boys across the world. They may be slightly different in terms of what age this takes place and how they develop (girls and boys may be different shapes and sizes, tall and short, lots or little body hair, girls may have larger or smaller breasts, etc.) but they all go through these changes.





Everyone develops at different rates, so there is no right or wrong answer to start menstruating. Girls start menstruating when their body is ready. This is usually about two years after the first signs of puberty appear. In girls, the first signs tend to be breasts beginning to develop and pubic hair starting to grow. If girls haven't developed any signs of puberty by age 14, it is a good idea to see a health professional and if girls haven't started menstruating by age 16, you should also get advice from a health professional. It is likely girls will be told to wait and see as in many cases periods will start naturally by the time a girl is 18<sup>32</sup>.

 **ASK:**

- ① Does this sound similar to your own experiences?
- ① What other things may have been taking place in your life at the time that would have influenced your growth or development?
- ① What about your female family members?



**EXPLAIN:** Adolescent girls may share common physical and emotional changes but their experiences, environments and settings do also play a big role in how these changes occur which make each one's experience unique despite some of the similarities we mentioned. Adolescents with diverse life experiences will develop and grow at different ages due to these factors. For example, a girl who is 13 years old might have a disability and attends awareness sessions that developed her knowledge and capacities in problem solving and dealing with her emotions. Additionally, there are different factors (such as displacement, war, etc.) that might contribute to developing or limiting girls' capacities and access to opportunities, resources and individual support needed.



**\*MASTURBATION:**

**Hormones that cause a person to go through puberty also cause new or more sexual feelings and desires. This might result in someone having new romantic feelings for other people.**

**These hormones can result in some people choosing to touch their genitals for pleasure, called masturbation. Masturbation cannot harm someone physically and is a personal decision.**

<sup>32</sup> There are some rare genetic disorders: Kallman Syndrome and Klinefelter syndrome that can prevent puberty/adolescent bodily changes. These can be treatable with medical support. There can also be other medical reasons why puberty/adolescent bodily changes are delayed so please do talk to your daughter to see if she would like medical advice, if this is concerning her.



**ASK:**

- ① What kind of information would have been helpful to you during this time of adolescence?
- ① Knowing what you know now, what kind of information do you think it is important for girls to receive about their physical and emotional changes they may experience as they go through adolescence?



**SAY:** Having the support of her father as well as her mother is essential for ensuring girls are well supported and have the information she needs to be better informed and prepared for the changes they go through.



## ACTIVITIES (1 HOUR 15 MINS)



### 1 SHOWING AN INTEREST IN YOUR DAUGHTER'S LIFE (20 MINS)

**ASK:**

- ① Do you remember a time when you were an adolescent boy? What kind of things were happening in your life?
- ① Do you know about the things happening in your daughter's life currently? What are some of those things? What are her likes and dislikes currently? For example, what is her favourite hobby? What is her favourite colour? Favourite music? What is she thinking or feeling?



**ASK:** What does it look like to show interest in your daughter's life?



**DO:** After caregivers have shared their responses, add the following points to the list, if needed:

- ✔ Listening without interrupting.
- ✔ Affirming and validating feelings. For example, "I see why you would be upset about that."
- ✔ Offering support, if needed.
- ✔ Praising good decisions, actions, and character traits (e.g. thank you for helping me today, I am so proud you're my daughter, you're so good at doing your homework).
- ✔ Supporting her to communicate with you on issues that are important to her now and in the future.



- ☑ **DO:** Read the following scenario to the group and ask them in pairs to practice how they could show an interest in the adolescent girl in the scenario.

🗨️ **Requires CONTEXTUALISATION**

### SCENARIO 1

A girl comes home from school one day and she seems to be upset. When her male caregiver asks her what is wrong, the girl says that some boys were teasing her when she was on her way home.

- ☑ **DO:** Have a couple of participants share their role-play with the group. Make sure the role-plays include the following main points. If they don't, the facilitator can play the role of the male caregiver and ask a volunteer to play the adolescent girl in order to show participants how they can convey interest.

Role-Play Key Points:

- Caregiver engages by stopping what he is doing to listen to their daughter.
- Encourages daughter to share more about what happened. (For example, "Oh, I am sorry to hear that! Tell me more about it.")
- Uses empathic skills<sup>33</sup>, putting yourself in your daughter's shoes. (For example, "You look like this is really bothering you.")
- Supports daughter with decision-making or provides support as necessary. (For example, "What can I do to make this situation better?" "What would you like to do?" "What can I help with?")


⚠️ **NOTE:** *Some caregivers may suggest solutions that involve blaming or using physical punishment towards the girl in the scenario or restricting her movement. It is important to emphasise the importance of supporting their daughter and coming to a solution together that doesn't involve violence or place limits on girls.*


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<sup>33</sup> Empathy' is being able to step into another person's shoes and experience their feelings with them, and then helping them with those feelings. We all know what it feels like to be sad when someone hurts our feelings. Empathy is about letting the other person know that you understand their feelings.










## 2 PHYSICAL AND EMOTIONAL CHANGES DISCUSSION (30 MINUTES)

 **SAY:** There are many physical and emotional changes girls and boys go through during adolescence. Let's talk about the changes we know about.

 **DO:** Ask caregivers to work in small groups and have them think about the following questions:

 **QUESTIONS:**

-  Is it common for men to talk about some of the physical and emotional changes boys go through in adolescence? What about girls? If possible, ask: what about talking about menstruation?
-  Who talks about this in the community? If possible, ask: do they talk about menstruation?
-  In what ways do the community help/not help girls when they are going through these changes? What makes you say this?
-  Who told you about the physical and emotional changes boys go through? What about the ones girls go through? If possible, ask: who told you about menstruation?
-  For those who have daughters who are older than 19, how did you support your daughters during this time? Or, if you had that time over again, how would you like to improve the support you gave your daughter at that time?
-  Who should give girls and boys this information?

 **DO:** When they have finished discussing, ask them to share their reflections with the rest of the group.

 **NOTE:** *It is important to take notes and follow up on the suggestions caregivers have about how to make this discussion easier.*

 **EXPLAIN:**

- Adolescence is an amazing and challenging time! Girls are going through so many changes cognitively (in their thinking and learning) and physically.
- Girls, just like boys, usually begin to rely on and identify more with peers during this time.



- This can be a challenging time emotionally, and you may notice that one minute they want your help and the next they would rather be independent.
- Adolescent girls, just like boys, often feel that their experiences are unique and that no one can possibly understand how they are feeling. This is a normal reaction for them and it is important to keep making yourself available and a safe person for them to trust to speak to whenever they are ready.
- Adolescents know that something is happening to their bodies and it is better that girls and boys receive factual information from a person they trust (like a caregiver).
- Communication builds trust and positive relationships with adolescent girls (and boys). This will help them feel more comfortable talking to you about their problems. Puberty can be new and sometimes challenging and having a loving parent who shows understanding and gives comfort will help adolescents with an easier transition into adulthood.

#### **ASK:**

- ① What can we do to make this discussion easier? (Prepare caregivers with factual information, have trained staff or mentors provide information, start conversations about easier topics such as emotional changes, and then move on to more potentially sensitive information.)



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



#### **ACTIVITY FOR MEN.**

## **2 MYTHS AND FACTS** (25 MINUTES)


#### **Requires CONTEXTUALISATION**

 **NOTE:** Please select Option A or Option B depending on your context. If possible, implement Option A. If not possible please implement Option B.





## OPTION A MENSTRUATION MYTHS AND FACTS

 **NOTE:** Consider asking men if they are willing and open to discussing the topic of menstruation. If there are men who indicate strong resistance to it and say they can't talk about it or have strong verbal reactions to it 'for example, no that's disgusting.' Or, 'We don't talk about that' then consider Option B for Activity 2.



### SAY:

- We are going to play a game now about some common period myths that you can dispel for girls. I'm going to read some statements about menstruation.
- Ask the group if they want to set any group agreements for this activity (non-judgmental, confidentiality, etc.)
- Please stand up if you think the statement is true. Remain seated if you think the statement is a myth.



### NOTE:

An alternative activity if caregivers are not able/don't feel comfortable doing 'stand-up/sit down' is to give caregivers two signs – a cross sign ✘ and a tick sign ✔. Ask them to hold up the sign that reflects their opinion.



### DO:

- ✔ Read the statements below one by one or invite caregivers to share their own beliefs about menstruation.
- ✔ Wait for the caregivers to stand up or sit down/ hold up their signs.
- ✔ Take a few responses from the caregivers about their reasons for taking that position, and then explain the correct answer after each statement.
- ✔ Allow discussion after each as needed.

### Requires CONTEXTUALISATION

*(Update with locally relevant myths and review these together with your technical advisors/ specialists before usage)*



The bleeding during periods is the discharge of “bad and dirty blood” from the body.	✗ FALSE
Bathing should be avoided during menstruation.	✗ FALSE
When menstruating, girls can continue with their daily activities as normal.	✓ TRUE
Once girls start to menstruate, they are capable of getting pregnant	✓ TRUE
Just because it’s possible to get pregnant doesn’t means girls bodies are ready for pregnancy	✓ TRUE
Once a girl starts menstruating, she should get married.	✗ FALSE
Exercise causes the loss of more menstrual blood.	✗ FALSE

**!** **NOTE:** Some caregivers might not realise that some of these myths are in fact myths. They may need further information. Refer to the Resource Sheet in the Health & Hygiene Module of the Girl Shine Life Skills Curriculum.

**!** **NOTE:** men might say that girls are not clean when they have their period because in Islam, a girl cannot pray if she has her period, and is considered “impure” (ريغ قراهط). “Purity” (قراهط) is a religious term for when men and women are “impure” (ريغ ني ره اط) to conduct certain religious “duties or rituals”- whereas “cleanliness” (ةفاظن) is related to hygiene. Clarify the difference between “Purity” (قراهط) and “cleanliness” (ةفاظن)

**🗨** **EXPLAIN:** There is a difference between “Purity” (قراهط) and “cleanliness” (ةفاظن). If a girl is not considered by religion as “pure or cleansed” (قراهط) when on her period, and cannot conduct certain practices, this doesn’t mean that she is dirty. “Cleanliness” (ةفاظن) is related to hygiene. When girls have their periods, they are not dirty. This is a normal part of being a girl or a woman. They just need to be able to keep their bodies clean, just like everyone should regardless of if they have a period or not, if they are a girl, woman, boy or man. Because otherwise we may get infections and become unwell.



- ✓ **DO:** Use posters from Resource 17.3: Internal Reproductive Parts of a Female and 17.4: Ovulating Cycle (Alternatively you can use medical anatomy model, if you have one) to highlight the different organs and explain the following to caregivers:



**EXPLAIN:**

- Every month, one of the eggs leaves one of the ovaries and travels through the fallopian tube. When the egg leaves the ovary, this is called ovulation. Different people have different days when they bleed depending on whether their cycle is long or short.
- At the same time, changes in the body's hormones (natural chemicals that our body makes) prepare the uterus (the part where babies grow inside our body) for pregnancy. A soft spongy lining gets formed in the uterus.
- If an egg and male's sperm meet to form a baby, the lining will provide nutrition. If an egg isn't fertilised by a male's sperm (from sexual intercourse), the uterine lining will begin to peel away, and the egg and the lining will pass through the uterus out of the body.
- The blood that is released from the broken lining flows out through the vagina. This bleeding is the menstrual period and this whole cycle is called menstruation. This bloody is not dirty, it is a normal part of a female's body processes.



**OPTION B:  
PHYSICAL AND EMOTIONAL CHANGES MYTHS AND FACTS**



**SAY:**

- We are going to play a game now about some common myths that you can dispel for girls. I'm going to read some statements about physical and emotional changes.
- Please stand up if you think the statement is true. Remain seated if you think the statement is a myth.



**NOTE:**

*An alternative activity if caregivers are not able/don't feel comfortable doing 'stand-up/sit down' is to give caregivers two signs – a cross sign ✘ and a tick sign ✔. Ask them to hold up the sign that reflects their opinion.*





**DO:**

- Read the statements below one by one or invite caregivers to share their own beliefs about changes.
- Wait for the caregivers to stand up or sit down/ hold up their signs.
- Take a few responses from the caregivers about their reasons for taking that position, and then explain the correct answer after each statement.
- Allow discussion after each as needed.

**!** Requires CONTEXTUALISATION (*Update with locally relevant myths.*)


Girls' become shapely and boys' voices deepen.	✓ TRUE
Once girls menstruate, they are ready to be married.	✗ FALSE
Girls and boys brains are fully developed by the time they are 15	✗ FALSE
Girls can continue with their daily activities as normal while they are going through changes.	✓ TRUE
Girls and boys are ready to take on adult responsibilities and give up their childhood ones (e.g. school).	✗ FALSE
Girls and boys pay more attention to their friends and less attention to their family during this time.	✓ TRUE
Girls and boys experience a wide range of emotions that may be new to them.	✓ TRUE



### **EXPLAIN:**

- Our brains are not fully formed until we are in our early to mid 20s! Different parts of our brain develop and mature at different rates.
- The parts of our brain that help us control our impulses and use good judgment are the last to mature. This part of the brain helps us to plan, focus attention, remember instructions, and juggle multiple tasks successfully <sup>34</sup>.
- Girls and boys experience a wide range of emotions and pay more attention to their friends due to the fluctuating hormones in their bodies.
- These hormones affect things like our mood, our likes and dislikes, growth and development. This is a great time to talk to your daughters about what they are thinking and feeling during all of these changes.
- Adolescence is the second most productive time of brain development, after early childhood.
- It is important that girls continue to have opportunities for learning, to help their brains develop in a healthy way, to make good decisions, take appropriate risks, and plan for their future.
- Girls need the opportunity to make their own decisions and have their own dreams and goals so they can lead healthy, productive lives.



-  **DO:** Check to see if caregivers have any questions. If they have questions you don't feel you are able to answer then please say 'I will take a note of that, check it and get back to you next time. Ok?' Then please follow up and seek relevant support to be able to answer the caregivers' question or to be able to refer them to someone who can.


### **ASK:**

- ① From what was presented, what information did you already know? What was new information for you?
- ① Which information do you think is important to share with women and girls?
- ① What are some of the challenges you may face when providing this information?
- ① Is it important for our sons to have this information? Who provides them with this information? Is this something we can talk to our sons about? What challenges would we face? What support would we need to communicate this to the children (girls and boys) that you care for?
- ① How do the changes during puberty that we've discussed and the information girls need influence their health needs, especially their sexual and reproductive health needs?


<sup>34</sup> Harvard University Center on the Developing Child, Executive function and self-regulation. <http://developingchild.harvard.edu/science/key-concepts/executive-function>.







 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## ★ KEY MESSAGES

 **SAY:** It may be uncomfortable or uncommon to talk about these topics, but it is important for girls to know about their bodies and the changes they are experiencing. This information can be really valuable coming from a caregiver, someone the girl trusts. There are also others who can provide girls with accurate information, such as at the safe space or at a health facility. Girls should be encouraged to learn about their bodies whether they are married, unmarried, have a disability or divorced.

## CHECK IN (5 MINS)

 **SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.

 **REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.

## TAKEAWAY (5 MINUTES)

Share information with girls from the session that you feel comfortable with. If you don't feel comfortable, think about why this is and let's discuss in the next session.

# SESSION 18

## SUPPORTING ADOLESCENT GIRLS

IRC GIRL SHINE SESSION 5

 **FOR CAREGIVERS OF UNMARRIED GIRLS**

### SESSION AIMS

By the end of the session, caregivers will:

- Gain information on the physical and emotional changes girls go through during adolescence.
- Learn how to support girls' physical and emotional well-being during this time.
- Support girls to receive SRH information and are able to provide girls with basic SRH information.

### MATERIALS:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Flip chart paper | <input type="checkbox"/> Materials for menstrual hygiene demonstration (for example, sanitary pads, reusable cloth, etc.) | <input type="checkbox"/> Service mapping of SRH health providers for girls in the context/location/surrounding locations |
| <input type="checkbox"/> Markers          | <input type="checkbox"/> Resources 17.1 to 17.5 and 18.1 to 18.2  | <input type="checkbox"/> Opaque evaluation jars (or cardboard boxes) and pebbles (or crunched up papers)                 |

### PREPARATION:

- If caregivers have daughters with disabilities, be prepared with information relevant for girls with disabilities, speak to local disability partner organisations to see if you are able to make any referrals. Information related to disabilities is included in boxes throughout the session.
- If there were questions asked by caregivers during the last session that you were not able to answer immediately, do some follow up with your Manager/relevant colleagues so that you are ready to provide a response.



- Facilitators may face some resistance from caregivers when trying to encourage them to pass on ASRH information to girls. It is important that facilitators refer to **Appendix A14** in Girl Shine Part 1 on introducing ASRH topics to caregivers before the session as part of your facilitator preparation.
- Procure dignity kits or obtain dignity kits from existing stock as part of session preparation and then have dignity kits available to give to each girl in the session, if available.
- Prepare a List/service map of health providers for girls in the context/location/nearby locations.

### FACILITATOR NOTE:

- As this is a sensitive topic, it is important to remind caregivers of the group agreements and ask if they would like to have any additional agreements specifically for this session.

### TERMINOLOGY:

- Refer to local definitions for terms such as menstruation, contraception, sex, abortion

#### DURATION

2 hours


#### TIMING


Timing: Before the start of the ENGAGE Health & Hygiene Modules with Adolescent Girls




## WELCOME & REVIEW (15 MINUTES)

 **ASK:** What information did you share with girls from the last session? Which information you didn't share and what were the reasons?

 **NOTE:** Try to understand if this was because they disagreed with the information, were uncomfortable or because they didn't feel they knew enough.

 **SAY:** Today we are going to continue the conversation, gain new information and explore your perspectives and opinions on the topic. We will also discuss how we can help girls to access information and support on this topic.


## LET'S EXPLORE (5 MINUTES)

 **EXPLAIN:** The changes girls go through can pose some challenges. Challenges may be related to understanding what is happening to them and managing these new physical and emotional changes, or be related to how the community supports (or doesn't support) girls who are going through these changes. Caregivers can be a source of support and strength as girls go through this stage of life. Talking to girls or women about their needs and offering support can be a good way to support them during this time.


## ACTIVITIES (1 HOUR 25 MINS)




### **1 SUPPORTING GIRLS DURING EMOTIONAL AND PHYSICAL CHANGES (35 MINUTES)**

 **SAY:** One of the biggest changes girls go through during adolescence is menstruation, and this is a very natural and normal process. This process can be uncomfortable for some women and girls if they are not given the right support and access to materials to help them during this time. If they do get the right support, they can successfully manage their symptoms and challenges. As men, we can support our daughters, those that are unmarried and those that are married, who might be trying to navigate this process in their new homes. Men can support by assisting girls with access to materials and products that will help them during this time.


 **FOR CAREGIVERS OF GIRLS WITH DISABILITIES: ASK:** Are there other things you can do to support girls with disabilities?


 **ASK:** What are some of the things that girls or women experience when they are menstruating? (For example, being tired, having cramps, having no symptoms, being isolated, not having adequate means to stay clean, no privacy etc.)

 **EXPLAIN:** Some women and girls may experience the following (Not all women and girls experience this, everyone is different):

- **ABDOMINAL PAIN FROM LIGHT TO SEVERE.** The shedding of the uterine wall, which is the source of monthly bleeding, can cause this.
- **EMOTIONAL CHANGES.** Some women and girls feel more irritable during menstruation. However, this is not universal. Individual women and girls respond differently and can experience a range of emotions during menstruation and their menstrual cycle.
- **NOT HAVING THE PROPER SANITARY PRODUCTS TO KEEP CLOTHES CLEAN.** Many girls and women do not have access to sanitary napkins, pads or other products that can keep blood from staining their clothes. This is often a primary reason that girls do not leave the house, including missing school, during their time of the month.

 **Requires CONTEXTUALISATION**

 **SAY:** In this environment, we may find that women and girls are expected to queue for long hours for food and non-food items, during menstruation, without access to sanitary materials can prevent them from queuing and resulting in them not getting the things they need. Men may be responsible for collecting these items and may not bring sanitary materials for women and girls and conversations around this may not happen due to taboo or stigma attached to menstruation. Taboo and stigma may mean that girls and women cannot wash themselves or fetch water during the day and have to go at night which affects their safety. The water and sanitation infrastructure may not be suitable for the needs of women and girls, girls may not feel comfortable using them, especially during menstruation. And for girls with disabilities, they may not even be able to access them due to lack of ramps or unsuitable toilets and washing facilities.

 **ASK:** What are some of the strategies you use and girls can use to manage these things in this current environment?





- ☑ **DO:** Have the participants split into two or three groups.
  - ☑ They will discuss what they can currently do to manage the situation for women and girls when menstruating.
  - ☑ What the community can do to improve the situation for women and girls when they are menstruating.
  - ☑ What they want to see local authorities or NGOs do to help improve the situation for women and girls when they are menstruating.

⚠ **NOTE:** The caregivers' recommendations for community, local authorities and NGOs should be fed back through appropriate channels, such as WASH partners, allies in the community, coordination groups.

🗣 **FOR CAREGIVERS OF GIRLS WITH DISABILITIES: Are there specific considerations for girls with different disabilities?**

☑ **DO:** Tell the female caregivers what you will do with this information they have provided. For example, share with your manager for advocacy, or for them to raise with the GBV subcluster, etc. And, be sure to follow up and do the action you committed to.

🗣 **ADD the following to what the groups have suggested if contextually relevant:**



**FOR CAREGIVERS OF GIRLS WITH DISABILITIES:**

Menstruating girls and women with different disabilities may have different needs. Those with mobility limitations with their upper body and arms may have difficulties placing their sanitary protection materials in the correct position, and washing themselves, their clothes, and the materials.

Those with vision impairments (blind or low vision) may face challenges knowing if they have fully cleaned themselves and how much they have leaked. While those with intellectual and developmental impairments may need tailored support to manage menstruation.



### **PAIN AND DISCOMFORT:**

- Women and girls do not need to stay at home during menstruation unless they choose to (for example if they are experiencing a lot of pain) and not because it is expected from them.
- Asking women and girls (or asking their mother to check) how they are feeling and if there is anything you can do to support, is a good way to see how you can support. It is better not to make assumptions about what a girl can or cannot manage during menstruation.
- Girls with disabilities may have different symptoms that they experience. It is important not to make assumptions about their experiences and to support them in communicating on this issue.

### **SANITARY MATERIALS:**


There are different materials women and girls can use during menstruation. You could ask women and girls (or ask their mother to check) which materials the girl prefers to use. Not having access to sanitary materials can really impact their school attendance, confidence, and self-esteem. Girls can become withdrawn and isolated if not given the right support during this critical time.

#### **Some materials include:**

- Clean pieces of cloth or reusable pad
- Pads or sanitary towels

### **STAYING CLEAN:**


- Ensuring girls have safe access to spaces where she can be clean is important. This can include helping her to fetch water, making sure she has access to soap and underwear etc.
- Again, trusted persons of girls with disabilities should ask them what type of support they need during this time.

 **ASK:** Was any of this information new to you, do you feel this information is relevant to you as a man? How so/ why not?



**!** ADD any of the following examples, if contextually relevant:

- As men, we have control over many things in our household, including how money is allocated and the roles women and girls get. Therefore, ensuring men have information about the needs of women and girls during this time is important so that they do not need to resort to unhygienic or risky methods to take care of themselves during this time.
- Girls who are developing are not yet fully adults. They still have many changes they need to go through before they are fully developed and mature.
- Girls are not ready to get married because they have started menstruating. They are still growing and developing and this continues well into their twenties<sup>35</sup>.
- For girls already married, it's important to raise awareness of the risks of getting pregnant before they are 18. This increases the risks of health complications and can have a devastating impact on her and her baby. It is better to wait until she is physically ready, but also emotionally ready, so she is better prepared to have children.
- For more information on supporting girls with disabilities during menstruation, look at the menstrual hygiene management toolkit in emergencies. You can also check UNICEF guidance on menstrual health & hygiene

 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.




## **2** SUPPORTING CONTRACEPTIVE USE (45 MINS)

**!** NOTE:

**LOCAL LAW VERSUS CULTURAL STATUTES – clarifying adolescents rights to contraceptive services**

*Many people are unaware of the laws concerning adolescents' rights to contraceptive services. In many countries around the world, young unmarried girls are legally able to access contraceptive services and do not require the consent of their partner or parent to do so. Check the national and local laws and help clarify any misunderstandings among participants.*

 **SAY:** We discussed that when girls get married, it doesn't mean that they are ready to have children immediately. We want to understand further who takes these decisions and what options there are to delay pregnancy.

<sup>35</sup> Some research suggests that adolescence doesn't end until girls and boys reach 24 years old. [https://www.thelancet.com/pdfs/journals/lanchi/PIIS2352-4642\(18\)30022-1.pdf](https://www.thelancet.com/pdfs/journals/lanchi/PIIS2352-4642(18)30022-1.pdf)



- DO:** In groups, ask caregivers to discuss the following questions.
- ② When you were a boy, what did you know about pregnancy and how it happens?
  - ② Who gave you this information? Did you know about this before you were married?
  - ② What kind of information do you have now that you think would have been helpful at the time? What information do you still think is missing?
  - ② What did you know about family planning and the various methods? Is that different to what you know now?



**EXPLAIN:**

- While having a baby can be a life-changing and wonderful experience, it can also be harmful to both the mother and the baby if the mother is below the age of 18. This is because a girl's body is not fully developed to be able to bear a child and it can lead to complications during pregnancy or childbirth.
- Other reasons people may choose to wait to have children is because they may want to finish their studies, not be fully aware of how to take care of a baby, or maybe a family already has so many children that they don't want to have any more because it is expensive.
- Every person has the right to choose how many children to have, when to have them, and what method of contraception they want to use.



**SAY:** Let's go through some scenarios and see if we think the couple should use family planning methods or not.

- DO:** Split the men into groups and give each group a scenario. Ask them to discuss the scenario and answer these two questions:
- ② Should the couple in your scenario have a baby?
  - ② When is the right time for them to have babies?



**Requires CONTEXTUALISATION**

**SCENARIO 1**

Alan and Beatrice have been in a relationship/married for two months. She is 17 years old and Alan is 27. Alan wants to start having children. Should they have babies or should they use prevention methods? (*Suggested answer: If a girl gets pregnant at 17, it can be very dangerous for the mother and the baby, as the mother is not fully developed.*)



## SCENARIO 2


Sam and Chloe have been married for seven years. Sam recently lost his job and is unable to provide an income for the family. They already have four children. Should they use prevention methods to not get pregnant? *(Suggested answer: If they get pregnant now, it will cause a lot of stress for the family, and the family will find it difficult to support another child with little financial income).*

## SCENARIO 3

Farah and Amir are living in a small house with many people. They are looking to move somewhere to live with fewer people so they can start a family, but they don't know when this is going to happen. *(Suggested answer: If they get pregnant now, it could cause additional stress and pressure due to the living situation.)*






## SCENARIO 4

Khalil (27) and Mira (15) have been married for six months. She is still at school and completing her education, they don't have any children yet, but in the future they plan to have a family. *(Suggested answer: Mira should complete as much of her education as she is able to attain and wait until her body is fully developed before she gets pregnant.)*

 **DO:** Ask the group to feedback their thoughts to the wider group.

 **NOTE:** *This discussion may be sensitive. The facilitator should refer to Appendix 1 & 2 in Girl Shine Caregiver Curriculum for further guidance on how to handle difficult situations.*

 **ASK:**

-  Who should decide whether or not to delay pregnancy? *(It should be a decision taken together by the couple).*
-  Who is usually responsible for taking contraception? *(Most contraceptive methods are for use by women, only a few methods are used by men.)*
-  What are the ones that can be used by men? *(Condoms)*
-  What do you think are some of the barriers someone can face when trying to practice family planning? *(For example, lack of information or access to contraceptives, perceptions and suspicions about contraceptives, religious beliefs.)*
-  If a woman wants to access contraceptives, how can men support her? *(For example, ensure she is able to access the health centre and get contraceptives from an official health centre, talk about your plans and ideas on family planning together, share information about the methods you know and discuss what would be most suited to you both.)*





**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## ★ KEY MESSAGES



**SAY:** Talk to women about changes that girls go through and ask them what you can do to support them and girls better during this time. Feed back their suggestions in the next session.



## CHECK IN (5 MINS)



**SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.



**REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.



## TAKEAWAY (5 MINUTES)

Talk to girls about the different ways in which they can talk to you if there is something they need to discuss in private. If not possible to speak to girls directly, ask women if there is anything you can do to support girls.

# SESSION 18

## SUPPORTING ADOLESCENT GIRLS

IRC GIRL SHINE SESSION 5



### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Gain information on the physical and emotional changes girls go through during adolescence.
- Learn how to support girls' physical and emotional well-being during this time.
- Support girls to receive SRH information and are able to provide girls with basic SRH information.

### 📝 MATERIALS:

Flip chart paper

Materials for menstrual hygiene demonstration (for example, sanitary pads, reusable cloth, etc.)

Service mapping of SRH health providers for girls in the context/location/surrounding locations

Markers

Resources 17.1 to 17.5 and 18.1 to 18.2

Opaque evaluation jars (or cardboard boxes) and pebbles (or crunched up papers)

### 📋 PREPARATION:

- If caregivers have daughters with disabilities, be prepared with information relevant for girls with disabilities, speak to local disability partner organisations to see if you are able to make any referrals. Information related to disabilities is included in boxes throughout the session.
- If there were questions asked by caregivers during the last session that you were not able to answer immediately, do some follow up with your Manager/relevant colleagues so that you are ready to provide a response.



- Facilitators may face some resistance from caregivers when trying to encourage them to pass on ASRH information to girls. It is important that facilitators refer to Appendix A14 in Girl Shine Part 1 on introducing ASRH topics to caregivers before the session as part of your facilitator preparation.
- Procure dignity kits or obtain dignity kits from existing stock as part of session preparation and then have dignity kits available to give to each girl in the session, if available.
- Prepare a List/service map of health providers for girls in the context/location/nearby locations.

### FACILITATOR NOTE:

- As this is a sensitive topic, it is important to remind caregivers of the group agreements and ask if they would like to have any additional agreements specifically for this session.

### TERMINOLOGY:

- Refer to local definitions for terms such as menstruation, contraception, sex, abortion

### DURATION


2 hours

### TIMING


Before the start of the ENGAGE Health & Hygiene Modules with Adolescent Girls




## WELCOME & REVIEW (15 MINUTES)





 **ASK:** What information did you share with women or girls from the last session? Which information didn't you share and what were the reasons?


 **NOTE:** *Try to understand if this was because they disagreed with the information, were uncomfortable or because they didn't feel they knew enough.*

 **SAY:** Today we are going to continue the conversation from last week, gain new information and explore your perspectives and opinions further. We will also discuss how we can help girls to access information and support on this topic.

## LET'S EXPLORE (10 MINUTES)

 **DO:** Ask participants to think back to when they were first married. Ask them to think about:


-  The information they had access to about sex, family planning and also services that they could visit to get help and advice on this issue.
-  The information their partner had on sex, family planning and the services available to them.
-  Who did they learn this from? What did it feel like to have information about these things? What did it feel like to not have access to these things?
-  Participants don't need to give their answers to the group, but if there is anything they want to share about their reflections, they can.


 **SAY:** All of us, including women and girls (married, unmarried, divorced, with disabilities), have the right to information about our bodies. Having information helps us to make decisions about our body, give us more control over our bodies, helps us to be more informed about our rights and choices. It can help to alert us to when we need to seek help or services (for example, if we feel there is something not right with our health).







## ACTIVITIES (1 HOUR 25 MINS)

### **1** SUPPORTING CONTRACEPTIVE USE (45 MINS)


 **SAY:** We discussed that when girls get married, it doesn't mean that they are ready to have children immediately. We want to understand further who takes these decisions and what options there are to delay pregnancy.

 **DO:** In groups, ask caregivers to discuss the following questions.

-  When you were a boy, what did you know about pregnancy and how it happens?
-  Who gave you this information? Did you know about this before you were married?
-  What kind of information do you have now that you think would have been helpful at the time? What information do you still think is missing?
-  What did you know about family planning and the various methods? Is that different to what you know now?

 **EXPLAIN:**

- While having a baby can be a life-changing and wonderful experience, it can also be harmful to both the mother and the baby if the mother is below the age of 18. This is because a girl's body is not fully developed to be able to bear a child and it can lead to complications during pregnancy or child birth.
- Other reasons people may choose to wait to have children is because they may want to finish their studies, not be fully aware of how to take care of a baby, or maybe a family already has so many children that they don't want to have any more because it is expensive.
- Every person has the right to choose how many children to have, when to have them, and what method of contraception they want to use.

 **SAY:** Let's go through some scenarios and see if we think the couple should use family planning methods or not.





☑ **DO:** Split the men into groups and give each group a scenario. Ask them to discuss the scenario and answer these two questions:

- ❓ Should the couple in your scenario have a baby?
- ❓ When is the right time for them to have babies?

ⓘ **Requires CONTEXTUALISATION**

### SCENARIO 1

Alan and Beatrice have been in a relationship/married for two months. She is 17 years old and Alan is 27. Alan wants to start having children. Should they have babies or should they use prevention methods? (Suggested answer: If a girl gets pregnant at 17, it can be very dangerous for the mother and the baby, as the mother is not fully developed.)

### SCENARIO 2

Sam and Chloe have been married for seven years. Sam recently lost his job and is unable to provide an income for the family. They already have four children. Should they use prevention methods to not get pregnant? (Suggested answer: If they get pregnant now, it will cause a lot of stress for the family, and the family will find it difficult to support another child with little financial income.)

### SCENARIO 3

Farah and Amir are living in a small house with many people. They are looking to move somewhere to live with fewer people so they can start a family, but they don't know when this is going to happen. (Suggested answer: If they get pregnant now, it could cause additional stress and pressure due to the living situation.)

### SCENARIO 4

Khalil (27) and Mira (15) have been married for six months. She is still at school and completing her education, they don't have any children yet, but in the future they plan to have a family. (Suggested answer: Mira should complete as much of her education as she is able to attain and wait until her body is fully developed before she gets pregnant.)

☑ **DO:** Ask the group to feedback their thoughts to the wider group.

⚠ **NOTE:** *This discussion may be sensitive. The facilitator should refer to Appendix 1 & 2 in Girl Shine Caregiver Curriculum for further guidance on how to handle difficult situations.*



### **ASK:**

- ① Who should decide whether or not to delay pregnancy? *(It should be a decision taken together by the couple).*
- ① Who is usually responsible for taking contraception? *(Most contraceptive methods are for use by women, only a few methods are used by men.)*
- ① What are the ones that can be used by men? *(Condoms)*
- ① What do you think are some of the barriers someone can face when trying to practice family planning? *(For example, lack of information or access to contraceptives, perceptions and suspicions about contraceptives, religious beliefs.)*
- ① If a woman wants to access contraceptives, how can men support her? *(For example, ensure she is able to access the health centre and get contraceptives from an official health centre, talk about your plans and ideas on family planning together, share information about the methods you know and discuss what would be most suited to you both.)*



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## **2 SEXUAL HEALTH AND DECISION MAKING** (40 MINS)

 **Requires CONTEXTUALISATION**

**DO:** Share a story with the participants.

### **RIMA'S STORY**


Rima is 16 years old and recently married. Before her wedding, her female relatives told her about sex, pregnancy and other things related to her relationship with her husband. This information was new to Rima and she felt overwhelmed by all the things they were telling her. She didn't have time to ask any questions or absorb all the information. During her wedding she felt nervous about what to expect once she would go to her new home. The first time she had sex she was scared, nervous and unsure – she couldn't remember half of the things her relatives told her. There was no discussion with her husband about whether she wanted to have sex or not, she was just expected to. They also didn't discuss if they would use contraception or not, they just didn't. Soon after, Rima found herself





pregnant and trying to adapt to the changes her body was going through because of the pregnancy, while still going through the changes related to adolescence. Rima struggled to cope, moving to a new home, experiencing sex for the first time, being in a relationship and now pregnancy was a lot for a young woman to cope with. Her in-laws and husband just expected her to manage because 'all women have to go through this', her mother also told her the same thing. She had no support and her relationship with her husband and the family started to deteriorate.


### **ASK:**

- ① What do you think of Rima's story?
- ② Does this sound similar to other stories you know? What is the same? What is different?


 **SAY:** Let's try to reimagine Rima's story. Let's see what we would suggest to Rima's caregivers (especially male caregivers) on what they could have done before Rima's marriage, before she got pregnant and after she became a mother?

 **DO:** Split participants into small groups and ask them to imagine they were Rima's father. What would they do to support Rima in this story? Ask them to share their ideas back to the group.

 **EXPLAIN:** If women and girls have the right to make decisions about when and with whom they will marry, they will have more power over when, with whom, and under what circumstances to have children which can help to prevent pregnancy under the age of 18 that can lead to serious health effects.

 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.

## ★ KEY MESSAGES

 **SAY:** It is better for recently married girls to talk with a safe family member or trusted adult, rather than getting wrong information from peers or other adults. We can connect women and girls to health providers in your communities if women and girls have more questions or if they are having ongoing health issues or concerns. It's important that men give their permission and encouragement for women and girls to seek official health services.



## CHECK IN (5 MINS)



**SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.



**REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.



## TAKEAWAY (5 MINUTES)

Talk to women and girls about the health services that exist in the community. Ask mothers if they have spoken to your married daughters about any challenges they may be facing and any help they need that they might not feel comfortable asking their husband or mother-in-laws about.

## SESSION 19

# THE CHANGE BEGINS WITH US

IRC GIRL SHINE SESSION 14



FOR CAREGIVERS OF MARRIED  
AND UNMARRIED GIRLS

### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Unpack the control they have to make change for girls.
- Identify areas they have influence over and who their allies are who will make a change for girl.



### MATERIALS:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Art box                          | <input type="checkbox"/> Markers  | <input type="checkbox"/> Flip chart paper           |
| <input type="checkbox"/> Comments box                     | <input type="checkbox"/> Coloured pens  | <input type="checkbox"/> Paper or personal booklets |
| <input type="checkbox"/> Different coloured post-it notes | <input type="checkbox"/> Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers) |   |





## PREPARATION:

- Prepare a flipchart for Activity 1:

*When faced with violence being committed against a woman or girl:*

- *Prioritise safety*
- *Use creative disruptions*
- *Maintain confidentiality*
- *Be non-judgmental/non-blaming*
- *Focus on benefits of non-violence*
- *Know how to describe services available and how to access them*

- Prepare a flipchart for Activity 2 with Circles of Influence as per Resource 19.2.



## TERMINOLOGY:

- Refer to local definitions for terms such as ally, discrimination.



## DURATION

2.5 hours




## TIMING


After Female Caregivers' Session 19 takes place.



## WELCOME & REVIEW (10 MINUTES)


 **SAY:** Did you talk to your girls about the different ways in which they can talk to you if there is something they need to discuss in private. What feedback or suggestions did they have? Have you decided on a strategy together that you are both comfortable with?


## LET'S EXPLORE (20 MINUTES)

 **EXPLAIN:** to participants that they are nearing the end of the programme. Thank them for their ongoing interest, enthusiasm, and participation.

 **SAY:**

- For the opening of the session today, we want to take some time to reflect on what we have achieved and learned so far.
- Make yourself comfortable, choose a part of the room where you have some space to sit or stand comfortably. You will be asked to close your eyes and I will say a series of statements. If you agree with the statements, you will raise your hand. If you disagree with the statement your hand will remain down.
- Your eyes will be closed so nobody else will know what your opinion is, only myself (and any co-facilitators, volunteers present).

 **NOTE:** *If caregivers do not feel comfortable closing their eyes, ask them to look down towards the ground. Also remind them of the group agreements and maintaining confidentiality.*

 **DO:** Check that the instructions are clear and let participants know that they can ask you to repeat or rephrase any statements that are unclear. Once everyone is ready, read the statements below. After each statement, remind participants to raise their hand if they agree and to keep it down if they disagree.


### **STATEMENTS:**

- I value girls as much as I value boys
- Girls education should be valued as much as boys
- Girls and boys should equally contribute to house chores in the home
- Girls are never to blame if they experience violence
- Girls have the right to socialise with friends and build their support networks




- Girls have the right to make choices about their own sexual and reproductive health
- Girls should be involved in decision that affect them
- Girls have a right to make their own choice of whom to marry, and when
- Marriage before girls are fully grown (18 years or older) is harmful to the girl
- Girls with disabilities should be given opportunities like their peers
- Married and divorced girls should be given the same opportunities (e.g. education, building social networks, etc.) as their unmarried peers

**DO:** Once finished, ask them what they learnt through this process about their thoughts and opinions.

 **NOTE:** *This activity will give facilitators a sense of where participants are in their journey. If participants hold some attitudes that are harmful to girls, it may be important to factor this into the action planning in future sessions. Talk to your supervisor if you have any concerns.*

#### **IF YOU DO FIND THERE ARE STILL MANY HARMFUL ATTITUDES IN THE GROUP, YOU CAN SAY:**


 **EXPLAIN:** We might not all agree on these statements. Maybe some statements are difficult for us to accept because they are very different to our own beliefs. As we move through this session and the next, it is important to be aware of this as we will be doing some activities in the community by the end of our time together, so it is important we support each other and support women and girls. As we move forward, think about your reactions to some of the activities, how comfortable you are feeling. In the next session we will talk about our limits and we can use it as an opportunity to reassess how we engage in the vision we are working on.


**DO:** If possible, use this opportunity to address harmful attitudes immediately, explaining which ones are harmful and why.




## ACTIVITIES (1 HOUR 50 MINS)


### 1 WE HAVE THE POWER TO MAKE A DIFFERENCE (60 MINS)


 **EXPLAIN:** In our everyday lives, we may witness things that we can easily identify as violence or harm and other times it may not be as easy to identify it or know what to do.

 **ASK:** Does anyone have examples of what some of these things might be? Take some answers.

 **EXPLAIN:** This could range from witnessing someone being violent towards another person to hearing discriminatory comments about someone. For example seeing somebody shout at a woman in the street, beating a woman or girl or mocking someone for their disability, religion or ethnicity.

As a group made up of men, we are going to focus on what to do (and not do) if we witness violence and harm against women and girls.

 **ASK:** Can anyone explain why we are specifically focusing on violence and harm women and girls face by men and not on violence against other groups? Take a few answers.

 **EXPLAIN:** We are focusing on women and girls as there is a power difference between men and women in relation to violence. As men, we can use the power we have to work towards ending violence against women and girls. This does not mean we cannot work to end other forms of violence, but that we have a role as men to ensure women and girls do not experience violence at the hands of men.

While we are talking about violence against women and girls at the hands of men, we can also apply the power lens to other groups that are discriminated against in society, for example, if we know of violence against people with disabilities. Those of us who do not have a disability have the power to promote the rights of those with disabilities, similarly for those experiencing other forms of discrimination. This may not always be possible, and especially for those whose citizenship status may give us less power than others, we may not feel we are in a position to promote change. But with the groups you do hold power with, you can make a difference even if it is very small.



**NOTE:** Check that the men understand this point. If you experience resistance, it may not be possible to move forward with activities in a meaningful way, so it is important to give time to the explanation and discussion.

**SAY:** You will work in small groups and each group will be given a scenario. You will discuss in your group how you would respond if you witnessed this scenario in real life.

**DO:** Split participants into 4 groups and distribute the scenario. For low literate groups, you can read the scenario to the group. Give them 10 minutes to discuss the scenario and to jot down (or memorise) the steps they would take. Once finished, give each group 5 minutes to share their scenario and steps with the wider group.

### SCENARIOS:

**Requires CONTEXTUALISATION**

#### SCENARIO 1

Your friend tells you that he will marry his daughter off at the first offer he receives as 'girls are nothing but a burden on the family'.

#### SCENARIO 2

You are gathered with your friends, drinking tea, and discussing finances. Victor says his wife handles the financial decisions. The group tries to hide their surprise that Victor's wife takes these important decisions.

#### SCENARIO 3

You are in the shops paying for your item when a woman walks in. The shopkeeper starts making comments to you about the woman's appearance.

#### SCENARIO 4 *(use the one most appropriate to your context)*

You witnessing a neighbour being violent towards his wife or... You witness a man being violent towards a woman in the street.

**DO:** After each scenario is presented, see if any group members have feedback for the group who presented.





**NOTE:** *If group members suggest harmful steps, ask what the pros and cons could be. Pros and cons could be risks or benefits associated with any harmful steps suggested by group members.*

### **ONCE ALL GROUPS FINISH,**

**SAY:** In some of the scenarios, it is possible to say or do something, while in others it may not be. Here are some things to consider.

#### **DO:**

- ✔ Present the flip chart, it should contain the tips below (points in bold).
- ✔ After reading the tip, ask the group what they think it means. Take one or two answers for each and then give them the explanation.

### **WHEN FACED WITH VIOLENCE BEING COMMITTED AGAINST A WOMAN OR GIRL:**

#### **! PRIORITISE SAFETY**

This means do not put yourself at risk or do anything to put the survivor at further risk. Survivor is any woman or girl who is experiencing or has experienced violence. Always be aware of the safety of the woman or girl who is being harmed. If your action may unintentionally put the woman or child at greater risk of violence, then get help to find a way to respond that is safe for you and the woman/girl.

#### **! USE CREATIVE DISRUPTIONS**

There are many ways to disrupt violence to stop it without going directly to the perpetrator. For example, you may accidentally kick a ball into their yard; you may cause noise outside; or you may go to the house to borrow a broom or something else. Sometimes doing actions like banging pots or pans is enough to disrupt the violence.

#### **! MAINTAIN CONFIDENTIALITY**

- Do not gossip or share others' stories
- Be non-judgmental/non-blaming
- Do not blame women and girls who have experienced violence and listen to the voices of women and girls.




## FOCUS ON BENEFITS OF NON-VIOLENCE

We don't recommend you confront perpetrators of violence, but if this situation is unavoidable and you find yourself in a situation where you are talking to people perpetrating IPV or violence against girls, do not ONLY focus on the consequences of the negative behaviour. This will make them feel defensive and shut down the conversation. Help them to think about the benefits of non-violence. You could say something like 'Did you know that children do better in school when they don't experience physical discipline at home?' or 'Women are able to earn more money for the household and provide more loving care for their children when they live free of violence'

## KNOW HOW TO DESCRIBE SERVICES AVAILABLE AND HOW TO ACCESS THEM

Make sure you know what's available in your area to support women and girls who have experienced violence so that if any woman or girl should ask for your support, you have information about how to access services.

 **SAY:** The best course of action is always supporting access to services. Leaving it to the professionals assures everyone is safe.

## WHEN RESPONDING TO HARMFUL ATTITUDES & BELIEFS, MICRO-AGGRESSIONS OR VERBAL EXPRESSIONS:

### EXPLAIN:

- Sometimes it may seem difficult to say something when we witness those around us demonstrating harmful attitudes. Sometimes it might seem easier to 'let it go' but this can also create a culture of acceptability. When faced with situations like those in Scenarios 1, 2 & 3, we can let people know that we do not agree with their comments.
- We can say things like 'I do not agree with that belief' 'I believe girls should be valued as much as boys' 'I do not think it is appropriate to talk about women in that way'. Using 'I Statements' is a way of expressing an opinion without making someone feel defensive. This may not automatically change someone's mind but it breaks the silence and acceptability of some of these behaviours.



 **DO:**

- ✔ Show participants the Discrimination Pyramid (Resource 19.1) and explain each level (in the notes).
- ✔ After explaining the levels, ask them where they think their scenarios fit on the pyramid.
  - Scenario 1: Attitudes and beliefs,
  - Scenario 2: Micro-aggression,
  - Scenario 3: Verbal expression
  - Scenario 4: Violence



**SAY:** The levels of the pyramid where you can make a real difference are the bottom three levels (indicated in point 1 of the pyramid). As an ally, this is where women and girls need your support the most.



**DO:** Give participants a few more minutes with their groups from before and ask them to look at their steps again. Are there things already included from the tips just shared? Are there new tips or steps they would like to include?



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## 2 CIRCLE OF CHANGE<sup>36</sup> (50 MINS)




**EXPLAIN:** In the previous sessions, we worked on our vision for our own families and in this session we are going to focus on the change we can make in the community. In the last activity, we discussed how the power that we have can be used to stand up or speak out about harm of violence that may be common in our community, but we also recognised that we might not always feel that we have the power to make a change. We also talked about reputation and risks. While we discussed its pros and cons, we also know it is something we cannot change overnight. So, as we think about the kinds of actions we can take in the community, it is also important to understand that there may be some limitations we have – placed on us by the community or also placed on us from ourselves or those closest to us. There may also be some risks or backlash associated with taking action too.


36 <https://www.thensomehow.com/wp-content/uploads/2019/06/TS-Circle-of-Influence-Worksheet-2.0.pdf>




In this activity, we will explore what we want to change, what is in our control to change and what is in our control to influence.


 **SAY:** In this activity, we will explore what we want to change in the community in relation to women and girls experiences, what is in our control to change and what is in our control to influence.


### STEP 1:

 **DO:** On a flip chart paper, show participants your pre-prepared Circle of Influence illustration (see Resource 19.2) and distribute post-it notes and pens.


 **SAY:** Let's take the outermost circle in this diagram. We call this the circle of change. Here we can list down the things that we want to see change in our community. Since we have been focusing on the topic of delaying early marriage, supporting our married daughters, we will stick to those themes for this activity.

### STEP 2:

 **ASK:** Thinking about the themes, what are some of the things you'd like to see change? (Take a few answers from the group). If they struggle, ask them to think about their vision for the family as a starting point or provide some examples. For example, girls having the same opportunities as boys, early marriage being delayed until girls are older, married girls having access to opportunities in the community, seeing women and girls involved in community decision making, women and girls supporting each other, etc.


 **SAY:** Now individually or in pairs, jot down some more ideas on your post-it notes. Please put one idea on each post-it note and come and place your post-it notes on the outermost circle.


 **NOTE:** *If participants are low literacy, they can pair with somebody else, or you can do this as a group exercise where participants say their ideas out loud and the facilitator jots these down on post-it notes.*


 **DO:** Once participants have completed the task, go through the post-it notes, grouping them by theme. Check to ensure that the things listed are within the themes discussed (delaying early marriage, supporting married girls or empowering girls and preventing violence in general). If there is anything outside of these areas, acknowledge them but explain that perhaps the techniques learnt during this activity will help them to apply this learning to other areas of change they want to see.





### STEP 3:


 **SAY:** Now we will move to the innermost circle. This is called the Circle on Control. By this we mean the things we personally or as a group have control over. Looking at the things listed in the Circle of Change, we will think about what we personally or as a group have the power to change.

 **ASK:** Looking at the examples in the Circle of Change, can anyone think of anything within our control personally or as a group that we can do to address the change?


 **DO:** Take a few answers, if they struggle you can provide an example (For example, if the group listed supporting women and girls who experience violence in their circle of change, it is within their control to listen to women and girls in their lives and telling women and girls they are not to blame).


 **SAY:** Now individually or in pairs, jot down some more ideas, or the most important ideas for you on your post-it notes. Please put one idea on each post-it note and come and place your post-it notes on the innermost circle.

 **DO:** Once participants have completed the task, go through the post-it notes, grouping them by theme. Check to ensure that the things listed respond to the area of change, are realistic and assess for potential risk.

 **NOTE:** *If you are concerned about potential risk, ask participants what the pros and cons could be from using that technique and try to provide a safe alternative or explain that we will put this aside.*

### STEP 4:

 **EXPLAIN:** Now we will focus on the middle circle. This circle is called our 'Circle of Influence'. This is a very important circle as in this circle we will focus on the things that are outside of our control but that we can still have influence over.

 **ASK:** Looking at our Circle of Change, what is still not being addressed through our Circle of Control? Take a few answers.

 **ASK:** What can we do to influence this?





✓ **DO:** What can we do to influence this? Take a few answers. If they struggle, you can give an example. (For example, if one of the things in our circle of change is to see girls have more say in community decision making, but it is outside of our control, we can use this circle to identify who has influence and who we can influence to see this change. We might for example put 'talk to community leader on value of girls participating in decision making').



**SAY:** Now individually or in pairs, jot down some more ideas, or the most important ideas for you on your post-it notes. Please put one idea on each post-it note and come and place your post-it notes on the middle circle.



**DO:** Once participants have completed the task, go through the post-it notes, grouping them by theme. Check to ensure that the things listed respond to the remaining themes in area of change (they may not come up with a solution to everything, and that is ok), are realistic and assess for potential risk.



**NOTE:** *If you are concerned about potential risk, ask participants what the pros and cons could be from using that technique and try to provide a safe alternative or explain that we will put this aside.*

#### **STEP 5:**



**DO:** Summarise their areas of change, their circle of control and circle of influence.



**SAY:** You have identified what you want to see change, what is in your control to change and how you can influence the things that are outside of your control and who you need to work with to do this (these are your allies).



**ASK:** How do you feel about this plan?



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## ★ KEY MESSAGES



**SAY:** Each of us has the power to make a change in our community. While we may not be able to change things overnight and there may be things that are outside of our control, we can start by making a change to the things we do have control over and by identifying who we can influence. These small concrete steps are the building blocks to help us achieve our overall vision for protecting and empowering girls in the home and in the community.



## CHECK IN (5 MINS)



**SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.



**REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.



## TAKEAWAY (5 MINUTES)



**SAY:** Now we have started to think about the areas we can change and influence. Share the ideas from the last activity with women and girls and ask them if they would change or add anything. If you are struggling, you can ask the question – ‘What can I do to support you, at home and in the community? How can I try to make a difference in the circles I have influence in?’. Also check which ideas are women and girls happy for you to take to the group? Which ones should stay confidential?



**NOTE:** *Women and girls should have already worked on a similar activity and will be tasked with sharing ideas with men as part of their takeaway.*

## SESSION 20

# SUPPORTING GIRLS IN THE COMMUNITY<sup>37</sup>

IRC GIRL SHINES SESSION 15



FOR CAREGIVERS OF MARRIED  
AND UNMARRIED GIRLS

## 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Start planning for their community activities.
- Recognise what their limits are and how to find safe ways to support girls and women in the community.



## MATERIALS:

- |                                  |  |   |   |
|----------------------------------|--|---|---|
| <input type="checkbox"/> Art box | <input type="checkbox"/> Comments box  | <input type="checkbox"/> Markers          | <input type="checkbox"/> Paper or personal booklets   |
| <input type="checkbox"/> Pens    | <input type="checkbox"/> Post-it notes | <input type="checkbox"/> Flip chart paper | <input type="checkbox"/> Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers) |



## PREPARATION:

- Be ready with the recap of the Circle of Influence activity.

<sup>37</sup> Adapted from Safe at Home Curriculum. IRC



## FACILITATOR NOTE:

- The group may come up with a range of ideas. It's good to check the ideas are practical and based on reality and also to assess them for risk. If you are unsure of any of their suggestions, you can ask what the risks or pros and cons would be to that specific suggestion. You can also ask them if they discussed the idea with girls directly.
- If you feel the activity or suggestion is not workable, you can ask them to suggest an alternative. If they struggle to think of one, you can either propose one or ask them to take it to women as part of their homework. This will also give you time to discuss with your supervisor and come up with a proposal in the next session.



## TERMINOLOGY:

- Refer to local definitions for terms such as ally.



### DURATION

2 hours





### TIMING

After women's session 20.




## WELCOME & REVIEW (10 MINUTES)



 **ASK:** Did you share your ideas from the Circle of Influence activity with women and girls? How did it go? Were women and girls comfortable sharing their feedback with you?


 **NOTE:** *Here we are only looking for feedback on how they found the activity, they don't have to list everything women and girls told them, as there will be time to share in the first activity.*


## LET'S EXPLORE (20 MINUTES)

 **SAY:** Now that you have participated in the ENGAGE programme, community members will see you as someone who is knowledgeable.


 **ASK:**

-  Since you started participating in the programme, has anyone come to ask you for advice about their family life or for anything else? Please don't share details such as names of the people who may have approached you.
-  How did you respond?

 **DO:** As participants respond to the questions above, write down on a flip chart the types of questions or advice that others in the community approach participants for.

 **EXPLAIN:** It's great that your participation is leading to greater discussions within the community about early marriage or about issues facing adolescent girls. We know that because of the experience you are gaining in this programme and the new behaviours you're doing, you want to share that knowledge and offer advice to other community members, this is totally normal.

You likely feel proud of your commitment to this group, what you have learnt from each other and how far you have come on this journey. These are positive feelings to have and yet it is also important for us to consider the risks of giving advice in these types of situations.

 **ASK:** What do you think some of the risks are to giving advice to others? (Take some answers)





**EXPLAIN:** For example, sometimes we might give advice when we don't have the full details of the situation and that may cause further harm to a girl. Or, someone who is involved in the situation might learn you gave advice and start a fight with you if they don't like what happened as a result of your advice. Situations that involve early marriage or violence against women and girls are sensitive and it is very difficult to get involved in and may even cause harm to you or your loved ones. In some places, sharing knowledge or information could create backlash, so you need to think about how to and with who you share this information, ensuring your own safety.

But there are things we can do that do not require us to get involved in people's personal situations. And I am sure women and girls shared ideas with you. We will reflect on this in the activities today.



## ACTIVITIES (1 HOUR 20 MINS)



### 1 WOMEN AND GIRLS' VISION (45 MINS)



**EXPLAIN:** Each of you spoke to women and girls in your life about the Circle of Influence activity and got their feedback. To some extent, they would have shared key topics or messages. They may have shared ideas on how best to do this.



**DO:** Recap the Circle of Influence activity they did in the previous session.




**SAY:**

- Now in small groups we will share some of the suggestions women and girls shared with us (ones they were comfortable with).
- We will add their suggestions and feedback to the Circle of Influence poster.



 **DO:**

- ✔ Split participants into small groups of 3-4.
- ✔ Ask participants to discuss feedback from women and girls and jot down themes on post-it notes. Only one idea per post-it note.
- ✔ Use different colour post-it notes to those used in the previous session so we can see clearly what the additions are.
- ✔ If groups are low literate, they can task each other with remembering 1-2 points to share back with the group.
- ✔ Give them 15 minutes to discuss and jot down ideas.
- ✔ Bring them back to the wider group and share their key points (5 mins per group).
- ✔ The facilitator should take their post-it notes and after each idea, the facilitator should ask the group which circle it belongs in (i.e. in the circle of control, influence or change).
- ✔ If the group doesn't mention anything related to delaying early marriage or supporting married girls, probe to see if this was discussed and ideas that emerged.

 **DO:** Summarise the key points emerging from the group to check you've captured it accurately. Explain that the group will be looking at these in more detail in the next activity.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## **2 UNDERSTANDING OUR LIMITS AND RISKS** (35 MINS)



**SAY:** You highlighted some great ideas on what can be done and how.



**ASK:** From the circles we have built upon, can anyone think of any new risks or limits associated with each of the suggestions that we may not have covered in the last session? Were there risks that women and girls themselves highlighted?



**NOTE:**

**Example:** *If the idea is to intervene if they witness a case of early marriage taking place, the risks could be anger that somebody interfered, potentially repercussions on the girl as a result. If the idea is to convince a religious or community leader about the risks of early marriage, a limit may be that the person doesn't feel comfortable approaching someone in authority in this way).*

- ✓ **DO:** Get them to go through each suggestion jotted down one by one, highlighting risks or limits for each. There may be some that come with no risks or limits and that's also ok (the idea is to assess the risk).
- ✓ **DO:** Once finished, ask them what is possible to do and how can they replace some of the riskier ideas with ideas that are less risky, within their limits?

**ASK:**

- ? Can anyone think of the things that we can do to replace the risky activities?
- ? Does anyone remember the tips shared last session on what do when faced with violence?
- ? What about when responding to harmful attitudes?

- ✓ **DO:** Let them discuss briefly in pairs or in groups of three and share back their ideas.

**SAY:** There are things we can do in general and that are within our circle of control or influence. These are *(add ones that are not already included in the Circle of Control or Influence):*

We can **give people information about services** that exist for women and girls where they can go to get specialised support.

We can **encourage people to seek the opinions and needs of girls** in these situations and to listen to girls.

We can also **let people in our community know** that girls **are never to blame** for the violence they experience. We may do this when we hear someone making blaming comments.



We can **speak out against violence and early marriage** and raise awareness on the harmful effects through working with women and girl groups as an ally.



We can also **speak up and share information** on the opportunities that girls deserve.

We can **speak out against discrimination** that girls who have disabilities or are divorced face.

Where we feel we have limits, we can **start with ourselves and our circles of influence** which will have a ripple effect.

-  **DO:** Once the group has decided on their final ideas, give them time to jot these down, so they can take them back and share with the women and girls in their lives. If the group is low literate, ask them what strategies they use to remember long lists, they may choose to use symbols, drawing, memorise. Give them time to do this and support them if needed.
  
-  **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## ★ KEY MESSAGES



**SAY:** We all have a role to play in improving the situation for girls in our community and seeing an end to violence against women and girls. We have to consider whether the actions we take will cause more harm to women and girls and also be risky to ourselves. We can ask women and girls for their feedback as they will be in a good position to tell us about the potential risks that may exist that we may not have considered. They are also in a better position to express how we can support them.



## CHECK IN (5 MINS)



**SUMMARISE** how many pebbles there were for each activity and see if caregivers want to share any specific feedback about this. Explain that we are testing these activities to see how caregivers respond to them and you want to have their feedback to know if some activities should be changed or removed, or if there are activities they liked in particular.



**REMIND** them that the comments box is there if they want to leave further feedback and that you will be available at the end to discuss further.



## TAKEAWAY (5 MINUTES)

- Let's take the key ideas, we came up with and jotted today, back to women and girls.
- Ask them if they feel their feedback from the last takeaway is reflected.
- Explain to women and girls that you hope to be an ally for them, to be part of their circle of influence. To that point, you want to make sure that the actions you take are reflective of what they need men in their circle of influence to do. Get their feedback and note down their responses, so you can bring them back to the session.
- Given that women and girls will be doing a similar activity, it is important to coordinate across groups so that activities are complimentary and support each other and do not duplicate.



# SESSION 21

## LEADING THE WAY TO CHANGE

IRC GIRL SHINE SESSION 16



### 🎯 SESSION AIMS

By the end of the session, caregivers will:

- Finalise their action plans based on feedback from girls and men.
- Decide on their next meeting date, place and time.
- Celebrate their achievement of completing the sessions.

### 📝 MATERIALS:

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> Art box  | <input type="checkbox"/> Comments box                               | <input type="checkbox"/> Snacks and drinks | <input type="checkbox"/> Paper or personal booklets |
| <input type="checkbox"/> Pens   | <input type="checkbox"/> Post-it notes                              | <input type="checkbox"/> Flip chart paper  | <input type="checkbox"/> Certificates of completion |
| <input type="checkbox"/> Markers  | <input type="checkbox"/> T-shirts with messaging (if budget allows) |  |   |
| <input type="checkbox"/> Opaque evaluation jars (or cardboard boxes) and pebbles (or scrunched up papers) |   |  |   |



## PREPARATION:

- Read the 'Let's Explore' section in advance of the session so you are prepared with all the relevant information.
- Prepare a closing activity to celebrate the group completing the curriculum. Ask the group how they would like to celebrate this and plan accordingly. If men want to be involved in the planning, this is encouraged so they feel they have ownership of the group and how it comes to an end.
- If they would like a public ceremony, ensure they have invited individuals they wish to attend. As the ceremony is added to the end of the session, if it is public it may need to take place at a different time or day to the rest of the session.



## DURATION

Duration: 2.5 hours (leave time for a celebration and certificates at the end of the session)

If the session is done jointly for men and women, you may need to allow more time for introduction and discussion.



## TIMING


After women's session 21, or done jointly with the women, if women agree to this.





**NOTE:** *If done jointly, the activities will need to be adjusted to make space for this. Look out for the 'adaptation' prompts below.*




## WELCOME & REVIEW (10 MINUTES)

 **SAY:** Today the opening activity will be a bit different as it is the last session. I want to start by saying it's such a great achievement for us to be here together completing our final session. Today, I am feeling\_\_\_\_\_. (Share with the group how you're feeling about reaching this point).







 **ASK:** Would anyone like to share how they are feeling?

 **SAY:** We should all feel very proud of ourselves for making space for this group, being open to discussions and willing to learn from one another.

## LET'S EXPLORE (20 MINUTES)

 **SAY:** This is our last session together, for this part of the session, instead of exploring new ideas, we will recap some important information.

 **DO:**

-  Check to see what plans they have for continuing work on their action plan.
-  Finalise any details about the group meetings if they are to continue in the same space, for example, time, date, who their focal point is, how to request for resources, etc.
-  Are there specific protocols in place that they need to be aware of or inducted to?
-  Explain that you would like to bring them back together for a Focus Group Discussion in about one month, to discuss their experience of the sessions and any changes that have taken place in their lives since the end of the sessions. Check to see if they are happy to be contacted for their participation and decide how best to reach them.
-  Explain that their action plan should complement the plans of women and girls. Their role is to act as allies to women and girls and support their action plan by being in women and girls' circle of influence. They should decide how to ensure they maintain communication and receive continuous feedback from women and girls as they progress with their own plans.
-  Answer any questions the group may have and check they feel they have all the information they need before moving into the activities.



## ACTIVITIES (2 HOURS)

### 1 ACTION PLAN (60 MINUTES)



**EXPLAIN:** We have individual plans for the change in our family and we now have a joint plan for our community. We hope that for your individual plans, you will continue to discuss and work on this with your families, especially women and girls. Today we will focus on the next steps for our community plan.



**ASK:** How did you find the take home activity? What feedback did you receive from girls and women?



**DO:** Show them the circle of influence poster.



**SAY:** In this activity we will finalise our plans. We are very familiar with the plans now, as we have been reviewing them and consulting with girls and women. Based on the feedback we received on how we fit into women and girls circle of influence, let's now select the things we will action.



**DO:** Go through the points one by one in the circle of control and circle of influence. Ask the group to share the feedback women and girls had around specific actions and which ones they want to prioritise or deprioritise. For an action to be considered, the majority need to agree and it should be reflective of what women and girls want.



**SAY,** once you have the final list:

Now we have our actions, we need to decide how to achieve these actions and who will be the focal point. As we discussed in the last session, we will need to identify men for specific roles and responsibilities to keep this plan moving. At this stage, you don't need to make a detailed plan for every single action, but you may:

- Choose someone/a few people to organise the meetings and to remind the group of the meetings.
- Choose someone to recap on where we are in progressing through the action plan, who can remind us and keep us on track.
- Someone who can be a timekeeper for the meetings.
- Someone to check we are communicating with women and girls and incorporating their ideas and suggestions.



**SAY:** We also need to decide how to take decisions. As we are many, we may not always agree. So how will we take decisions on how to move forward with actions in a way that is equal? What do we do when not all members are present at a group meeting and we need to take a decision? How do we ensure our decisions are inclusive of women and girls voices? We want to be inclusive but also want to be able to move forward with actions.

**DO:** Once these decisions have been taken, see if there is anything else outstanding that the group wants to discuss.

**DO:** Task the group with updating their action plan and writing /drawing it up so that they are able to clearly know what their actions are. They may make a poster, jot it in their notebooks. Whatever will be easiest for them to remember.



**EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.



## 2 REFLECTIONS (30 MINS)

**SAY:** As today is the last session, we want to reflect on the changes we have experienced since we started participating in these sessions. Let's do something fun and creative to help us **SUMMARISE** our experiences of the sessions!

**DO:** Split participants into three groups.

**SAY:** You can **SUMMARISE** your experiences in any way you like. This can be through a song, drama, drawing a beautiful piece of art, a poem, etc. – whatever you agree on with the group. Some of the things we are really interested to know about are:

- ① Have your relationships in the family changed?
- ① Has your relationship with your daughter or partner changed?
- ① Has the way you view the different roles of your family members changed?
- ① Have your feelings around early marriage changed?
- ① How do you feel about the role of men in supporting women and girls?





- ☑ **DO:** Give participants some time to think and prepare. Once they have finished, ask them to present this to the group.
  
- ☑ **DO:** After they finish, probe further into the questions listed above to gather more information from participants about their experiences and anything else they would like to share.
  
- 🗣️ **EXPLAIN:** When you share the positive benefits you have experienced with your friends, community members, or even community leaders, these positive examples can encourage change and are likely to inspire others to support adolescent girls too.
  
- 📊 **EVALUATE:** Use the evaluation jars to see how participants liked the activity. Take note on of the number of pebbles.




### **3 CERTIFICATES CEREMONY (30 MINS)**

- ⚠️ **NOTE:** *For this activity, you may have organised a public or closed ceremony depending on the wishes of men. Men may have invited women and girls, participating in sessions, to the ceremony. Use this space as an opportunity to recognise men's participation.*
  
- ☑ **DO:** Ensure there are snacks and drinks available. Certificates should be printed and presented to men. Leave open space for them to celebrate their achievements. They may want to prepare some messages if this will be a public ceremony or share the reflections from the activity at the ceremony.

# SESSION 22

## FORMING CAREGIVER SUPPORT GROUPS (FOLLOW UP SESSIONS)<sup>38</sup>

NCA SESSION

 *This session is optional. Caregivers (in mixed or separate groups) may choose to meet monthly after completion of the programme to check in with each other and support each other to complete their action plans. Facilitators can be present in these meetings to discuss progress on their action plans, revisions required, and challenges they face and resources required.*

### SESSION AIMS

By the end of the session, caregivers will:

- Review progress and challenges they face in supporting adolescent girls in the community.
- Learn about support groups and decide if they want to form a support group to support each other.

<sup>38</sup> International Rescue Committee (2018), Girl Shine Caregiver Curriculum, <https://gbvaor.net/sites/default/files/2019-07/Girl%20Shine%20Caregiver%20Curriculum%20IRC%202018.pdf> p. 84-88 and International Rescue Committee (2016), Safe Healing and Learning Spaces Toolkit: Parenting Curriculum for Adolescents, <https://rescue.app.box.com/s/4ose3c80ne8g8xr12v9hdfswdb6v7lep>, p. 74-75.

## WELCOME & REVIEW (10 MINUTES)


- DO:** If this is a mixed session, do an icebreaker so that caregivers feel comfortable, and do a round of introductions. You could ask the female caregivers to introduce the male caregivers, and the male caregivers to introduce the female caregivers, for example.
- DO:** Make sure participants suggest some simple group agreements for this session. Make sure agreements are set that emphasise the importance of listening to each other, and make sure there is a balance between how much the women and men speak.


## ACTIVITIES (1 HOUR 15 MINS)


### **1 FOLLOW UP ON PROGRESS (30 MINS)**


- DO:** Ask participants if they have been able to follow up on the pledge they made to their daughters during the last session. Ask them to share examples of what they have done and discuss some of the challenges that they are facing. You can prompt them by asking the following questions:
  - Did they do anything to help girls achieve their dreams and goals.
  - Did they do anything to change their attitudes towards girls to make them more equitable.
  - Did they do anything to try to ensure girls have access to the same opportunities as boys, etc.
- ASK** participants to share with you any progress they have made in implementing their action plan. Discuss with them any challenges they are facing and try to facilitate a discussion on how to overcome those challenges. Find out if adjustments should be made to the action. Take notes on their progress.







ACTIVITY (WHAT NEEDS TO HAPPEN?)	WHO IS INVOLVED?	WHEN SHOULD THIS BE DONE BY?	WHAT DO WE NEED TO MAKE THIS HAPPEN?


 **ASK:** Did we include girls in our plan? If not, how can we make sure they are included and at the centre of our plan?


 **DO:** Split participants into four groups, separating male and female caregivers if this is a joint session.


 **EXPLAIN:** Today we want to reflect on the changes we have experienced since the last meeting we had together.


 **SAY:** You can **SUMMARISE** your experiences in any way you like. This can be through a song, drama, drawing a beautiful piece of art, a poem, etc. - whatever you agree on with the group. Some of the things we are really interested to know about are:

-  Have your relationships in the family changed?
-  Has the way you distribute household chores changed?
-  Has the amount of time you spend doing things as a family, or talking to one another changed?
-  Has your relationship with your daughter changed?
-  Has the way you view the different roles of your family members changed?
-  How do you feel in general about your family environment?

 **SAY:** Think about whether you have experienced any changes related to the things I listed, and if so, how can you **SUMMARISE** this in a creative way.

 **DO:** Give participants some time to think and prepare. Once they have finished, ask them to present this to the group.

 **DO:** After they finish, probe further into the questions listed above to gather more information from participants about their experiences and anything else they would like to share.

 **EXPLAIN:** When you share the positive benefits, you have experienced with your friends, community members, or even community leaders, these positive examples can encourage change and are likely to inspire others to support adolescent girls too.

## 2 FORMING A PARENTING SUPPORT GROUP

**⚠ NOTE:** Research related to parent support groups and other self-help groups has found that participants benefit from these groups in several ways: parents draw social and emotional support from each other, they exchange ideas and coping mechanisms, and they serve as role models for their peers. Self-help groups can also be a way to sustain positive parenting changes in communities with limited resources and are based on empowerment approaches.


Facilitators often play a critical role in encouraging parents to come together in order to reinforce their newly acquired parenting skills. When support groups are well established initially, they can continue long after the parents have completed the Caregiver programme (without further direct support from the parenting facilitators). However, research indicates that the most successful groups are those facilitated by a person trained to guide discussions.

**☑ DO:** Tell participants about the idea of parent support groups and help interested participants decide how they will form their groups.

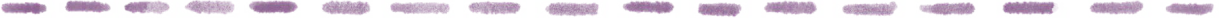
**⚠ NOTE:** Parent support groups are typically small, about 4 to 6 parents per group. Some suggestions for explaining the purpose of parent support groups:

- Parent support groups help strengthen new parenting skills by allowing discussion and practice of those skills.
- Support groups allow opportunities for mutual praise and encouragement.
- Support groups facilitate the exchange of experiences relating to children and family members in the home, and they generate solutions to ongoing problems.
- Parenting is hard work and parents need to support each other over the long run!





**DO:** Explain some suggestions for forming parent support groups:

- ✔ Group parents according to where they live, so it will be easy for them to get together.
  - ✔ Group parents according to the age/sex of their children.
  - ✔ Allow parents to offer their own criteria and ideas about forming groups.
  - ✔ Have the parents choose, nominate or volunteer a member of their group to co-lead meetings.
- 

### **CLOSING ACTIVITY (15 MINUTES)**

Urge caregivers to continue to meet to support each other to implement their pledges to their daughters and their action plans, as well as to discuss parenting challenges they face. Thank them all for participating and ask them to choose the date for their next meeting if they wish to continue to meet.





# ANNEXES





## ANNEX 1: INFORMATION SHEET FOR CAREGIVERS<sup>39</sup>

The aim of this programme is to ensure that adolescent girls who might need support are provided with the tools to help them feel strong and cope with challenges which they might face. The programme also aims to foster peer support networks. The children have been identified because we think they could benefit from life skills and/or emotional support. Please note that all information shared will be treated confidentiality, however information that may raise protection concerns will require a referral on our part to appropriate child protection agencies which can provide 1-1 support to the child and family. However, we will do our best to ensure that we obtain consent from both you, their caregiver, and the participants before doing so.

### PROGRAMME DETAILS:

The adolescent girl programme consists of 14 sessions held once a week that are 1.5 - 2 hour in duration. It is important that children are supported and encouraged to attend on a regular basis and not skip sessions as they are delivered in a sequence. Regular attendance will benefit them more.

**Participants:**

Girls 12-19 years are invited to attend.

**Venue:**

-----  
FILL IN THIS SECTION

**Timing:**

-----  
FILL IN THIS SECTION

**Names of the session facilitators:**

-----  
FILL IN THIS SECTION

**For additional information to discuss any concerns, contact:**

-----  
FILL IN THIS SECTION

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<sup>39</sup> Adapted from: IFRC and Save the Children Denmark. (2012). *The Children's Resilience Programme, Facilitator Handbook 1 Getting Started*. Copenhagen.

## ANNEX 2:

# HOW HEALTHY COUPLES MAKE JOINT DECISIONS

### 1. COUPLES RESPECT EACH OTHER.

Couples who are effective at making joint decisions love and respect each other. They see each other as equals and do not try to dominate each other or have power over each other. They are willing to give each other voice and value each other's opinions. Healthy couples never use violence.

### 2. DISCUSS DECISIONS UNDER THE RIGHT CONDITIONS.

Decision-making does not work well when someone is tired, hungry, short of time or preoccupied with other activities. Before you start a discussion, make sure each of you is in the right frame of mind, you have the time to talk and there are no distractions (e.g., children asking for your attention, television or radio playing, etc.)




### 3. SET A GOAL. BE SPECIFIC ABOUT WHAT YOU WANT TO ACHIEVE.

Rather than saying "I would like us to talk about how we are going to save money every month," say something more like "I would like us to talk about how we are going to save [\$100] every month so we will have enough money for school fees next year." Maybe some of this sounds obvious, but it is important that both partners are clear and specific about the decision they are trying to make and why they are making the decision.

### 4. WHEN MAKING A DECISION ABOUT A CERTAIN ISSUE, STICK TO THAT ISSUE – DO NOT TRY TO MAKE MULTIPLE DECISIONS AT ONCE.

This will increase the likelihood for confusion and distraction from the issue at hand. Often times this just leads to frustration, more stress, and no decision! Identify Your Options and Discuss Them. Avoid being attached to a particular outcome at the start. Think of the discussion with your spouse as an opportunity to discover what is best for the both of you and the family. Before the two of you do anything else, think about all the possible decisions you two could make regarding the issue. Keep an open mind to all the possibilities. If you need to, collect information about your options. As you discuss all your options, listen to your spouse's opinions, but more importantly to her or his needs. Try to understand her/his point of view and help her or him get clear on needs that underlie her or his opinions about the best course of action – she or he might not recognise these needs! Discuss the feelings, ideas, concerns, and information you have. Avoid criticism or attempts to dominate each other. Be aware of the messages you send with your body language. As you discuss your options, think about these questions:

- 
- Which options are compatible with the values and goals of you and your partner?
  - Which options seem to be most advantageous to the family?
  - Are there options that are absolutely off the table? Which ones? Explain why.
  - Which options appeal to you the most? Explain why. Remember that you love your spouse and that you are a team. Remember that love and unity are important qualities of a successful marriage. If things get heated, take a break. Violence of any kind is never acceptable.

**5. MAKE A DECISION AND TAKE ACTION.** After you have made a decision, identify the steps that you have to take to implement the decision. Ask yourselves: What do we have to know to realise our decision? Who is going to do what? By what time? Do we need to get help from anyone? If so, from whom?

**6. PAY ATTENTION TO THE RESULTS OF YOUR DECISION.** Review the outcomes of your decisions to see if they are meeting the needs of both of you and your family. If not, get together with your spouse and talk about changes you might make to the decision that might get you better results

**7. HONOUR YOUR SPOUSE AND YOUR MARRIAGE.** After making a big decision together, acknowledge together that you have accomplished a task. The acknowledgment can be as simple as a hug and saying, “thank you.” It is important for couples to take time to appreciate each other!





## **ANNEX 3:**

### **HANDOUT ON PRACTICAL WAYS TO CONTROL ANGER**

#### **STEP AWAY FROM THE SITUATION, LEAVE OR TAKE A WALK**

To calm down, walk away and count to 10, breathe deeply, walk around, or do a physical activity. This will “cool your head” and/or clarify your ideas. It is also important that people who are angry share their feelings with the other person involved. For example, they can say, “I am very angry right now and I need to leave. I need to do something, like go for a walk, so I can release my anger. When I cool down and feel calm, I’d like to talk to resolve this.”

#### **USE WORDS TO EXPRESS YOUR FEELINGS WITHOUT ATTACKING**

Express anger without “attacking.” For example, you can say, “I am angry because...” or, “I would like you to know...” Another example: if your partner is late in joining you for an appointment, you could yell something like, “You’re a fool, you’re always late, and I have to wait for you all the time!” Or, you can use words without attacking. For example, say, “I’m upset because you were late. I prefer you had arrived at the scheduled time or warned me that you were going to be late.”



# RESOURCES

## RESOURCE 1.1

### ASSETS LIST:



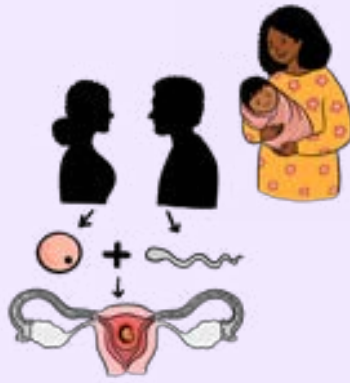
Know to ask for help if she is uncomfortable in the company of a man/boy



Know signs of danger during pregnancy and labor



Know how HIV is transmitted, how to prevent it and that there are treatment options



Understand the biological basics of sexuality and reproduction



Know where to go for help if experiencing signs of danger during pregnancy



Know that early marriage is associated with poor health, poverty, and divorce



Know whom to ask/where to ask for help if she or someone she knows experiences violence

Be able to assertively and respectfully navigate safe and healthy choices with regard to marriage

Know her right to determine and communicate the number of children she wants and the timing of births

Know the names of trained people in the community who can be relied upon to support girls safety

Know that she has the same rights as her brother

Know where to get tested for HIV

Illustrations by Vidushi Yadav, Visual Designer, Illustrator and Communications Specialist.  
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 International Rescue Committee, Girl Shine Early Marriage Curriculum for Caregivers

## RESOURCE 2.1

### THE RAFIKI'S STORY



AMMA



MARIAM  
AND SAYED



YASMINE, ASMA  
& ADAM



SELINA



DINA &  
OSMAN

#### PART 1:

“In the community called \_\_\_\_\_ (create a community name relevant to your context), there is a family called the ‘Rafiki’s’. They are a large family so there is always so much happening in the house. Mariam and Sayed are the parents of 5 children and Mariam’s mother – Amma, also lives with them as well as their daughter in-law. They have family visiting regularly, including uncles, aunts, cousins and siblings. There is never a quiet moment, but the Rafiki’s wouldn’t want to change this.



#### PART 2:

Their children vary in age and personality. There is Yasmine who is 11 years old, she loves school and is so smart and active. Asma is 14 years old and is a bit quiet and irritable, but her parents imagine she will grow out of it like her other siblings did. There is Adam 18 years old, he works a few hours a week to support his family and he also attends a vocational training college. Adam has a visual impairment which means he requires some additional support, but both his work and training college have improved their spaces to be more accessible to him and his specific needs and this has led to Adam being the best at college and the workplace.





### PART 3:

Selina is 19 years old and is divorced. She married at 16 and this led to a difficult marriage and a strained relationship with her in-laws. She is back home now and trying to understand what to do next. As with any families, there are difficult moments and there are wonderful moments. One of the difficult moments the Rafiki's had was deciding to marry off Selina in the first place. Due to the overcrowding in their house and other issues they faced, they thought marrying Selina would be the best thing for her, but after seeing Selina's experience, they have decided to wait longer before Asma is married.



### PART 4:

And finally, there is Osman, he is 22 and recently got married to Dina who is 21. Dina completed her education and was ready for marriage. She had a lot of information on what marriage would be like and decided to wait to get married because of the consequences of marrying at a young age (e.g. health consequences, not being prepared emotionally or physically, etc.). She married when she felt ready and mature enough for marriage and she was lucky to have parents that supported her. She knew where she could receive information on sexual and reproductive health and where she could access information on parenting if she was to become a mother. A happy moment for the family was when Osman married Dina. They love Dina a lot and feel she is very mature and knowledgeable, probably because she is a little bit older than when the other girls in the Rafiki family were married. When Dina joined the family, they felt they gained a daughter, not just a daughter-in-law. Dina helps Yasmine with her homework, she is someone that Asma trusts and who Asma can talk to if she has any questions about changes in her body. She makes Adam laugh a lot and Dina is also a friend to Selina. Dina knows that it is difficult for Selina, as girls like her are judged in the community even though Selina is not to blame. So Dina tries to be as supportive and helpful as possible.”



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International Rescue Committee, Girl Shine Early Marriage Curriculum for Caregivers

## RESOURCE 5A.1

### TIPS FOR COMMUNICATING WITH ADOLESCENT GIRLS:

- Encourage girls to express their opinions. Even if you don't agree with them, make them feel that their opinion is being considered.
- Explore ways to help girls express themselves, especially girls who may have a disability and are unable to communicate their opinions verbally.
- Try to put yourselves in their shoes and try to understand what they are feeling and what is on their mind. Remember how you felt when you were that age.
- Show a genuine interest in their thoughts and concerns. They are at a sensitive stage and some find it hard to express themselves.
- Give them your time and attention. Even if your own life is very busy with lots of changes happening, it is important to try to make time for your daughter/in-law, especially during this sensitive stage in her life.
- Don't judge girls harshly, as this can close down communication and opportunities to become closer to the girl. Use "I statements," for example, "I feel sad because you broke my trust," instead of saying, "You are bad for lying to me."
- Allow girls to be sad. Don't expect them to always be tough or always happy and smiling. Encourage healthy expression of their emotions that reflects what they are truly feeling.
- Encourage girls and allow them opportunities to be helpful. If you want them to assist with chores in the house, make sure they realise how helpful it is to you, as they will be more likely to want to support in this way. Use of praise makes everyone both the giver and the receiver feel good!
- Don't impose your opinions. Instead, ask girls what they think should be done in a specific situation.
- Encourage girls to form solutions on their own, by asking questions and encouraging them to think through the possible positive and negative consequences of any situation. It is also important to do this with girls with disabilities, supporting them to find ways to share their ideas and solutions with you.
- If you're concerned about girls going to certain places and doing certain things, instead of saying 'no', try to provide reasons why you think this or what it is you're worried about so that you can come to an understanding.



Encourage girls to express their opinions.



Don't judge girls harshly, as this can close down communication and opportunities to become closer to the girl.



Explore ways to help girls express themselves, especially girls who may have a disability and are unable to communicate their opinions verbally.



If you're concerned about girls going to certain places and doing certain things, instead of saying 'no', try to provide reasons why you think this or what it is you're worried about so that you can come to an understanding.



Give them your time and attention, even if your own life is very busy.



Encourage girls to form solutions on their own, by asking questions and encouraging them to think through the possible positive and negative consequences of any situation.



Encourage girls and allow them opportunities to be helpful. Use of praise makes everyone, both the giver and the receiver feel good!



Try to put yourselves in their shoes and try to understand what they are feeling and what is on their mind.

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## RESOURCE 5B.1

### TIPS FOR COMMUNICATING WITH ADOLESCENT BOYS

- **GIVE THEM YOUR TIME AND ATTENTION.**

Even if your own life is chaotic, it is important to try to make time for your son, especially during this sensitive stage in her life. Learn about you son's interests. Let HIM teach YOU. Express genuine curiosity – “That seems really cool. I'd love to learn more.” Create rituals for one-on-one time with your son. Try to make this time fun with no alternate agenda. This works best when you are able to provide undivided attention once or twice a week at a consistent time that you can commit to. Welcome ideas from your son around what you can do together.

- **ENCOURAGE THEM TO EXPRESS THEIR OPINIONS AND FEELINGS.**

Boys do want to connect – you just might have to be the one to initiate. Model communicating about your feelings – this creates an emotional vocabulary for your children. It also makes talk about feelings a more of a normal part of life and not anything “weird” or unusual. This will also allow to tackle issues of toxic masculinity, supporting boys to avoid unhealthy aggressive male behaviours and harmful practices.

- **SHOW A GENUINE INTEREST IN THEIR THOUGHTS AND CONCERNS.**

They are at a sensitive stage and some find it hard to express themselves. Boys are often socialised to be competitive and they sometimes don't have the tools to express feelings or ask for emotional support. If you get brushed off, don't give up on connection. Even if they won't talk, it's important that they get the message that you care about them and what's going on in their lives. Let them know that everyone feels vulnerable sometimes and it's OK to talk about our feelings.

- **EVEN IF YOU DO NOT AGREE WITH THEM, MAKE THEM FEEL THAT THEIR OPINION IS BEING CONSIDERED.**

When disagreements inevitably arise – take a minute to think about how you can express your opinion without putting theirs down. Aim for having a conversation instead of argument, modelling an approach where people can have respectful disagreements. This teaches your son that the way to navigate the complex diversity of our world is not through rigidity.

- **PROVIDE NON-BIAS SUPPORT TO DISCUSS SEXUAL IDENTITY AND SEXUAL ORIENTATION.**

It may be uncomfortable or uncommon to talk about sexual education related topics, but it is important for adolescents to know about their bodies and the changes they are experiencing. Having this information helps adolescents to make decisions about their body, gives them more control over their bodies, helps them to be more informed about their rights and choices. It can help to alert them to when they need to seek help or services (for example, if they feel there is something not right with their health). This information can be really valuable coming from a caregiver, someone the boy trusts. There are also others who can provide boys with accurate information, such as at a health facility.



- **ALLOW THEM TO BE SAD.**

Do not expect them to be always tough. Create environments to encourage healthy expression of their emotions. As boys get older, they often become less comfortable engaging in important conversations that require direct eye contact. For example, suggesting to go for a walk could serve as a good opportunity for working around this. You can also watch a movie or read a story together, discussing then the feelings, characters or behaviours of the main heroes. Talking while you are actively doing something else that doesn't require a lot of thought allows adolescent boys to step into and out of the conversation. This allows them to negotiate vulnerability and distance within the conversation. Keeping moving will also help to keep your son alert and engaged.

- **DO NOT JUDGE THEM HARSHLY, AS THIS CAN CLOSE DOWN COMMUNICATION.**

Be aware of how you talk about the people in your son's life. Try not to make assumptions about his friends without taking the time to learn about why these relationships are important to him. If you're judgmental and critical in the way that you talk about others, he may fear the same treatment when it comes to talking about himself. This is especially important to set the stage for talking about sex, drugs, and alcohol. By showing genuine curiosity and interest in his relationships BEFORE you express concern, you build trust and allow for more open and honest communication.

- **DO NOT IMPOSE YOUR OPINIONS. INSTEAD, ASK THEM WHAT THEY THINK SHOULD BE DONE IN A SPECIFIC SITUATION.**

Encourage them to form solutions on their own, by asking questions and encouraging them to think through the possible positive and negative consequences of any situation. If something that you're doing with your son hasn't been working for a long time – stop doing it. Ask yourself why you have this expectation and then look for another way to teach this lesson, maintain expectations, or ask questions. Invite your son in on this process and give him an opportunity to practice a valuable life skill, solving a problem collaboratively. You may want to ditch “How was school today?” if the answer is always just, “fine.” Try asking for one high and one low from their school day. Or try asking them why they always say, “fine.”

- **ENCOURAGE AND ALLOW THEM OPPORTUNITIES TO BE HELPFUL.**

If you want them to assist with chores in the house, make sure they realise how helpful it is to you, as they will be more likely to want to support in this way.



## RESOURCE 5.B.2

### GROUP WORK SCENARIOS TO PRACTICE STEPS FOR EMPATHETIC COMMUNICATION

#### GROUP 1

##### SCENARIO 1:

Ahmed is going through puberty and is experiencing many changes. One of the things his father Haidar noticed is that Ahmed is talking less to his family and is becoming distant. Ahmed often gets angry at his siblings or doesn't talk to his caregivers. Haidar is becoming increasingly annoyed with Ahmed's behaviour and doesn't know how to manage him but is also worried that something might be wrong.

##### GROUP ASSIGNMENT:

How could Haidar handle this situation? What should be Haidar's empathetic communication with Ahmed?

#### GROUP 2

##### SCENARIO 1:

Ahmed is going through puberty and is experiencing many changes. One of the things his father Haidar noticed is that Ahmed is talking less to his family and is becoming distant. Ahmed often gets angry at his siblings or doesn't talk to his caregivers. Haidar is becoming increasingly annoyed with Ahmed's behaviour and doesn't know how to manage him but is also worried that something might be wrong.

##### GROUP ASSIGNMENT:

How could Haidar handle this situation? What should be Haidar's empathetic communication with Ahmed?

#### GROUP 3

##### SCENARIO 2:

Haitham has been acting sad lately and Toufiq, his male caregiver, is worried about him. One day, Toufiq overheard a conversation between Haitham and a friend of his about a girl that had upset Haitham. Toufiq is concerned that Haitham may be having a relationship with this girl and might be having some problems.

##### GROUP ASSIGNMENT:

How could Toufiq handle this situation? What should be Toufiq's empathetic communication with Haitham?

**GROUP 4**

**SCENARIO 2:**

Haitham has been acting sad lately and Toufiq, his male caregiver, is worried about him. One day, Toufiq overheard a conversation between Haitham and a friend of his about a girl that had upset Haitham. Toufiq is concerned that Haitham may be having a relationship with this girl and might be having some problems.

**GROUP ASSIGNMENT:**

How could Toufiq handle this situation? What should be Toufiq's empathetic communication with Haitham?

**GROUP 5**

**SCENARIO 3:**

Waleed is growing up and his caregivers have noticed that his behaviour is changing. Waleed begins to challenge and question his caregivers much more than he did before. One day, his father, Sam, finds out that Waleed has been hanging out with some older boys after school, harassing girls as they walk by.

**GROUP ASSIGNMENT:**

How could Sam handle this situation? What should be Sam's empathetic communication with Waleed?

**GROUP 6**

**SCENARIO 3:**

Waleed is growing up and his caregivers have noticed that his behaviour is changing. Waleed begins to challenge and question his caregivers much more than he did before. One day, his father, Sam, finds out that Waleed has been hanging out with some older boys after school, harassing girls as they walk by.

**GROUP ASSIGNMENT:**

How could Sam handle this situation? What should be Sam's empathetic communication with Waleed?

## RESOURCE 7.1

### CAREGIVER INTERVIEW QUESTIONS

**Adolescent asks the parent/caregiver:**

#### Round 1

- ② Who is your best friend?
- ② Who is your role model or most influential person in your life outside of the family?

#### Round 2

- ② What was your favourite subject at school when you were a child?
- ② Your least favourite?

*If caregiver did not attend school, change the question to:*

- ② What was your hobby when you were a child?

#### Round 3

- ② What is something that makes you really happy or an accomplishment you are really proud of?
- ② What is your greatest fear?
- ② What is something that makes you really angry or annoyed?

#### Round 4

- ② What is your biggest complaint about our family?
- ② What could make it better?

#### Round 5

- ② What is your favourite thing about being a male/female?
- ② What is something that you do not like about being a male/female?

#### Round 6

- ② What is one way that you are different from your parents?
- ② What is one way that you are the same?

#### Round 7

- ② How old were you when you got married?
- ② How old were you when you had your first child?



## RESOURCE 7.2

### ADOLESCENT INTERVIEW QUESTIONS

**Caregiver asks their adolescent child:**

#### Round 1

- ? Who is your best friend?
- ? Who is your role model or most influential person in your life outside of the family?

#### Round 2

- ? What is your favourite subject at school?
- ? What is your least favourite?

*If the child is not enrolled in school, change the question to:*

- ? What is your hobby or favourite thing to do for fun?

#### Round 3

- ? What is something that makes you really happy or an accomplishment you are really proud of?
- ? What is your greatest fear?
- ? What is something that makes you really angry or annoyed?

#### Round 4

- ? What is your biggest complaint about our family?
- ? What could make it better?

#### Round 5

- ? What is your favourite thing about being a male/female?
- ? What is something that you do not like about being a male/female?

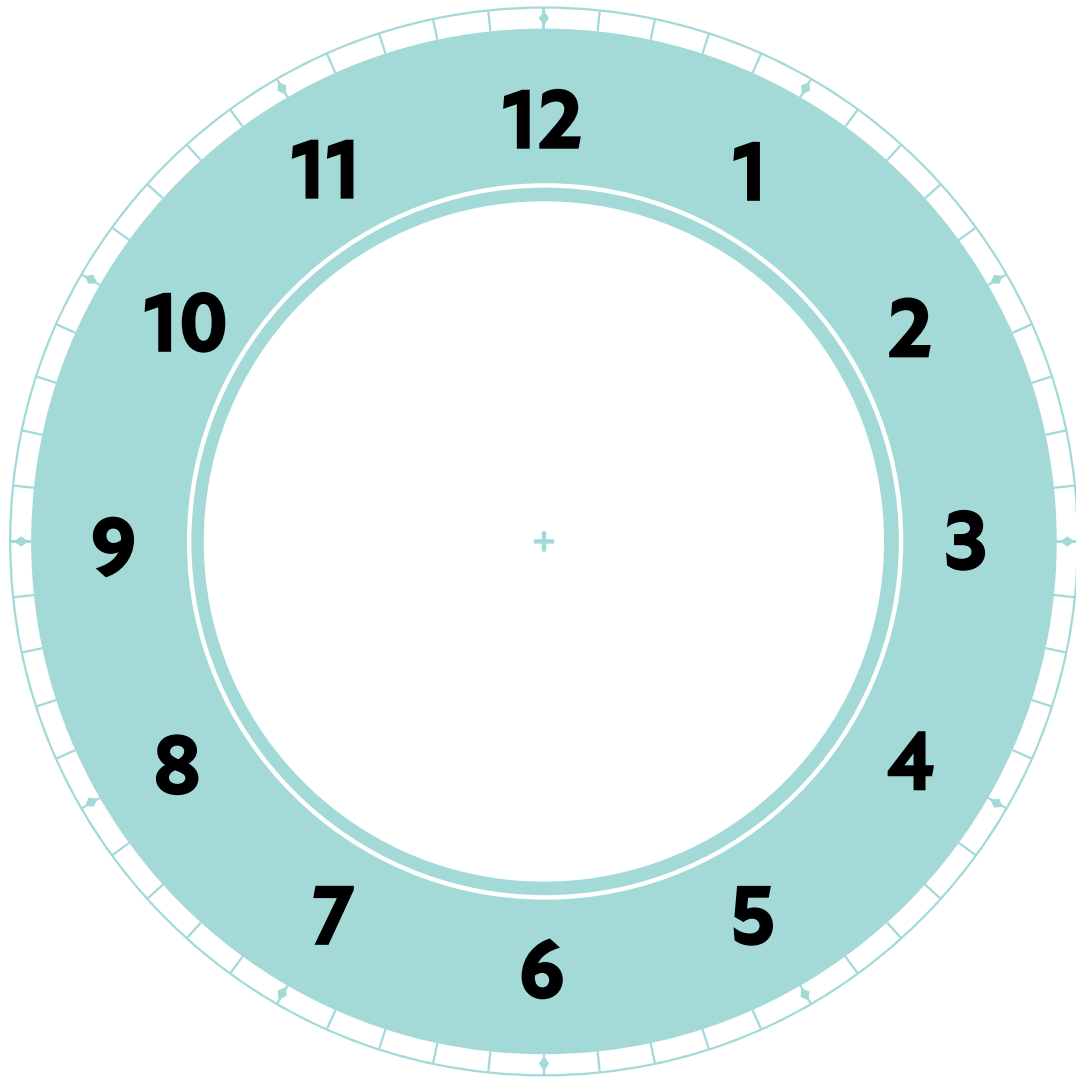
#### Round 6

- ? What is one way that you are the same as us?
- ? What is one way that you want to be different from us? (e.g. getting married at a later age or moving to a different city).

#### Round 7

- ? How old do you want to be when you get married?
- ? How old do you want to be when you have children?

**RESOURCE 8.1:**  
ACTIVITY CLOCK





## RESOURCE 8.2<sup>40</sup>

### CHILDREN'S RIGHTS

Female and male caregivers are responsible for the upbringing and development of their children, and they must do what is best for the child at all times (both for girls and boys). For example, they must not cause harm to a child. This also includes children who are under 18 and in their care e.g. daughters-in-law.

Girls and women have the right to a full development, advancement and guarantee to the enjoyment of their human rights and fundamental freedoms on a basis of equality and fair treatment with men and boys.

Girls and boys who belong to an ethnic, religious or language minority should have access to the same rights as all other girls and boys. They should be allowed to enjoy their own culture, use their language and practice their religion.

Girls and boys have the right to privacy. Girls and boys have the right to health, education, equality, non-discrimination, and to live free from violence and exploitation (including child marriage). Girls and boys have the right to be protected from being hurt and mistreated, in body or mind.

Women and girls have the same right as men to enter into marriage, to freely choose a partner and to enter into marriage only with your free and full consent, in addition to have the same equal rights and responsibilities during marriage and at its dissolution.

Girls have the right to special protection and help if they are a refugee (if they have been forced to leave their home and live in another country), as well as all the other rights we have and will talk about.

Women and girls have the same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise to these rights.

40 [1] Taken from Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) [https://www.unicef.org/gender/files/CEDAW\\_In\\_Brief\\_](https://www.unicef.org/gender/files/CEDAW_In_Brief_)

[For\\_Adolescent-Web\\_Version.pdf](#)

United Nations Convention on the Rights of the Child (UNCRC) [https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC\\_summary-1.pdf](https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf),

Universal Declaration of Human Rights (UDHR) <https://www.un.org/en/universal-declaration-human-rights/>,

Convention on the Rights of Persons with Disabilities (CRPD) [https://www.ihrec.ie/download/pdf/report\\_easy\\_read\\_summary\\_final.pdf](https://www.ihrec.ie/download/pdf/report_easy_read_summary_final.pdf)

Girls and boys have the right to protection from work that harms them, including because it is bad for their health and education. If they do work, they have the right to be safe and paid fairly.

All necessary measures should be taken to make sure that girls and boys with disabilities can have the same access to rights as girls and boys without disabilities.

Women and girls have the same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation.

Girls and boys have the right to a good quality education. Caregivers should encourage them to go to school to the highest level they can, this also includes married girls.

Girls and boys have the right to give their opinion, and caregivers should listen to them and take them seriously.

Girls and boys with disabilities should enjoy a full and decent life and be able to actively participate in the community.

Girl and boys have the right to know about their rights, and caregivers should discuss these rights with them.

Both caregivers are responsible for the upbringing and development of the child.

Girls and boys have the right to play and rest, including married girls.

Girls and boys should not be punished in a cruel or harmful way.

## RESOURCE 12.1

### INDEX CARDS OF HOUSEHOLD EXPENSES



**SCHOOL FEES**



**HOUSE PAYMENT**



**WATER**



**TRANSPORTATION**



**FOOD AND BEVERAGES**



**CLOTHING AND  
FOOTWEAR**



**HEALTH COSTS**



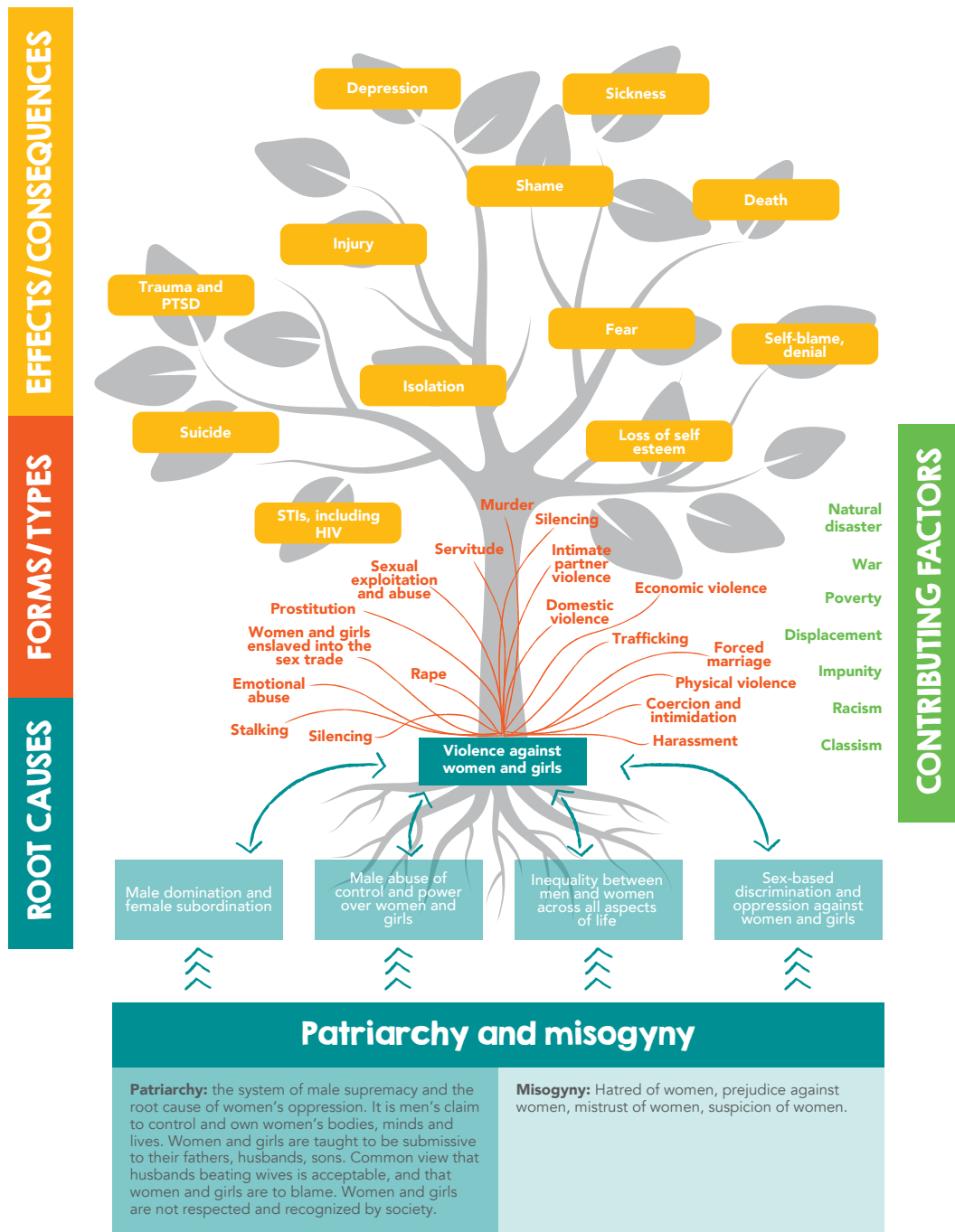
**PHONE CREDIT**



**ELECTRICITY/GAS**

# RESOURCE 13.1

## ROOT CAUSES AND CONSEQUENCES OF GBV



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## RESOURCE 13.2: TYPES OF VIOLENCE

Some types of violence may cut across different categories. For example, neglecting somebody physically can also lead to emotional violence in terms of how it makes them feel. The list is indicative and you can also open a discussion about how some types of violence cut across different categories.

### PHYSICAL (HURTS THE BODY)

Hitting	Punching	Throwing things at her pulling hair	Throwing her to the ground
Hurting her using objects	Not allowing her to wash herself or her clothes	Giving her medical interventions without her consent	Withholding medical care from her
Slapping	Locking her in the house	Neglecting her	Punishing her for bringing “shame” on the family (honour crimes)

### EMOTIONAL (HURTS THE FEELINGS AND SELF-ESTEEM)

Telling her she is stupid, ugly, useless	Threatening her with abandonment	Threatening to get another wife	Making her beg for essentials
Making her beg for money	Making her afraid all the time	Threatening to withhold food	Telling her the violence is her fault
Making her eat with animals or off the floor	Telling her no one cares about her	Telling her no one will believe her	Making her keep harmful secrets
Humiliating her	Using abusive language	Telling her she is a bad mother	Disregarding her privacy and dignity
Stopping her from seeing her friends and family	Threatening to kill or hurt her or others (children, family members, anyone who helps her)		



**ECONOMIC**  
**(CONTROLS ACCESS TO MONEY, PROPERTY, OR RESOURCES)**

Taking control of her money	Not supporting her or her children intentionally	Misusing her resources
Excluding her from decisions about how to use resources	Denial of inheritance rights	Denial of property rights
Denial of children born outside marriage	Making her responsible for others' debts	Denial of opportunities for education or income generating activities
Giving preference to other wives and children	Making her responsible for children without the	Means to be so (for example, telling her she must
Opportunity to generate income)	Withholding money and other resources	Pay their school fees when she has little or no
Not telling her how much money is in the household	Taking the profit from her labour without her permission	

## SEXUAL (CONTROLS SEXUALITY)

Sexual violence can include any form of undesired sexual contact such as:

Stalking	Grooming	Incest	Child marriage
Forcing someone to watch pornography	Making comments about her body and her sexuality	Refusal to allow women to choose their own partners	Forcing a widow to marry her brother-in-law
Forced marriage	Early marriage	Forced childbearing	Forced nakedness
Abusing women through sex work	Forced sex in front of others	Enabling others to sexually abuse her	Refusing to allow her to use contraception
Sexualised name-calling	Knowingly transmitting an sti	Any sexual activity with children	Sexual exploitation and abuse
Selling or buying women and girls to/from others for sexual exploitation		Sexual humiliation by saying things to others that would create a “bad” reputation	

It also includes rape and attempted rape. Rape is when a girl or woman is forced to have sex against her will, including penetration of any part of the body (mouth, vagina, anus) with a body part or object.

## RESOURCE 13.3:

### COMMON RESISTANCE RESPONSES:

Below are examples of Common Resistance Responses that facilitators should be prepared to identify and respond to throughout the intervention.

 **NOTE:** *All of these reactions listed below:*

- *Are learned. They are taught by our society in order to reinforce traditional and harmful norms.*
- *Prevent men from having to take responsibility for their or other men's actions.*
- *Allow for women to distance themselves from victims of violence.*
- *Involve minimising, denial, and justification.*
- *Are not right, and perpetuate violence and harm against adolescent girls and women – and ARE*

#### **FACILITATORS TO ADDRESS.**

##### **1. Denial:**

Asserting that something is not true or not a problem: “That is not an issue.” “Violence is a normal part of any relationship – stop making an issue of it.” “I do not know where she got the bruises on her face, she must have fallen.” “There is no problem here – nothing happened.”

##### **2. Minimising:**

Making something smaller or less serious than it is: “I don’t know why girls (and women) make this such a big deal.” “We were hit when we were growing up – it’s a normal part of discipline.” “It was only a slap.” Joking about violence against adolescent girls and women is a minimising response as well.

##### **3. Justification:**

Stating that something is right or reasonable: “The bible requires girls and women to serve men, this is natural.” “Women need to learn to stay in line and listen to their husbands.” “She deserved it.”

##### **4. Woman/Girl Blaming:**

Stating or implying that the female survivor is at fault for any violence that she experienced: “Well if she had listened to her father, this wouldn’t have happened.” “She asked for it by (behaviour).” “She provoked me, I had no choice.”



## 5. Comparing Victimhood:

Changing the focus of the discussion/situation by stating that another group also experiences the same problem: “Men experience violence too.” “Both boys and girls are victims of violence – why is it always about girls?” “Women can be abusive to men, too.”

## 6. Remaining Silent:

Choosing to keep quiet or not speak up in the face of an injustice or problematic act. Not speaking up when violence/disrespect occurs, ignoring something, or pretending you didn’t notice.

## 7. Reinforcing Norms:

Engaging in behaviours that support power inequality and harmful beliefs and attitudes. Taking control of women’s work in the community around violence against adolescent girls and women. Perpetuating violence and/or discrimination.

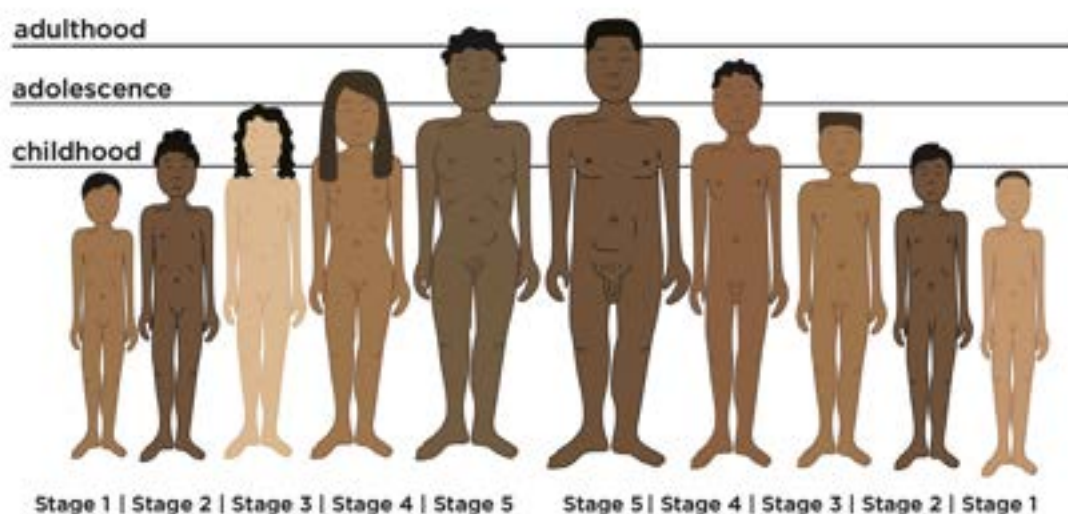
## 8. Colluding:

Participants supporting harmful beliefs and attitudes of other participants. Agreeing with any of the above responses – by verbal expression or silence. Believing or supporting excuses and justifications for violence. Laughing at harmful attitudes and beliefs that other participants express.

## RESOURCE 17.1: THE TANNER SCALE

The Tanner Scale was created by doctors to show the progressive stages of body development for boys and girls. Everyone progresses from childhood to adulthood at his or her own pace.

### THE TANNER SCALE



#### CHANGES FOR GIRLS

##### STAGE 1 (USUALLY AGES 8-11)

Hormone production begins; ovaries enlarge.

##### STAGE 2 (AVERAGE AGES 11-12)

Breast buds grow.  
Height and weight increases.  
Fine pubic hair appears.

##### STAGE 3 (AVERAGE AGES 12-13)

Breasts grow.  
Pubic hair darkens.  
Vagina enlarges and begins to produce discharge.  
First menstrual period may occur.

##### STAGE 4 (AVERAGE AGES 13-14)

Underarm hair appears.  
First menstrual period is likely; ovulation begins in some girls, but is irregular.

##### STAGE 5 (AVERAGE AGE 15)

Growth is complete.  
Menstruation and ovulation are well established.

#### CHANGES FOR BOYS

##### STAGE 1 (USUALLY AGES 9-12)

Male hormone production becomes active.

##### STAGE 2 (AVERAGE AGES 12-13)

Testicles and scrotum begin to enlarge.  
Height increases.

##### STAGE 3 (AVERAGE AGES 13-14)

Penis begins to grow.  
Pubic hair darkens.  
Voice begins to deepen.  
Facial hair and pimples may develop.

##### STAGE 4 (AVERAGE AGES 14-15)

Penis and testicles continue to grow.  
Underarm hair appears and facial hair grows.  
Most boys have first ejaculations.

##### STAGE 5 (AVERAGE AGE 16)

Near-full adult height and physique attained.  
Shaving may begin.

HUMAN RELATIONS MEDIA

THE PUBERTY WORKSHOP AND CURRICULUM





## RESOURCE 17.2: EXTERNAL REPRODUCTIVE BODY PARTS OF A FEMALE

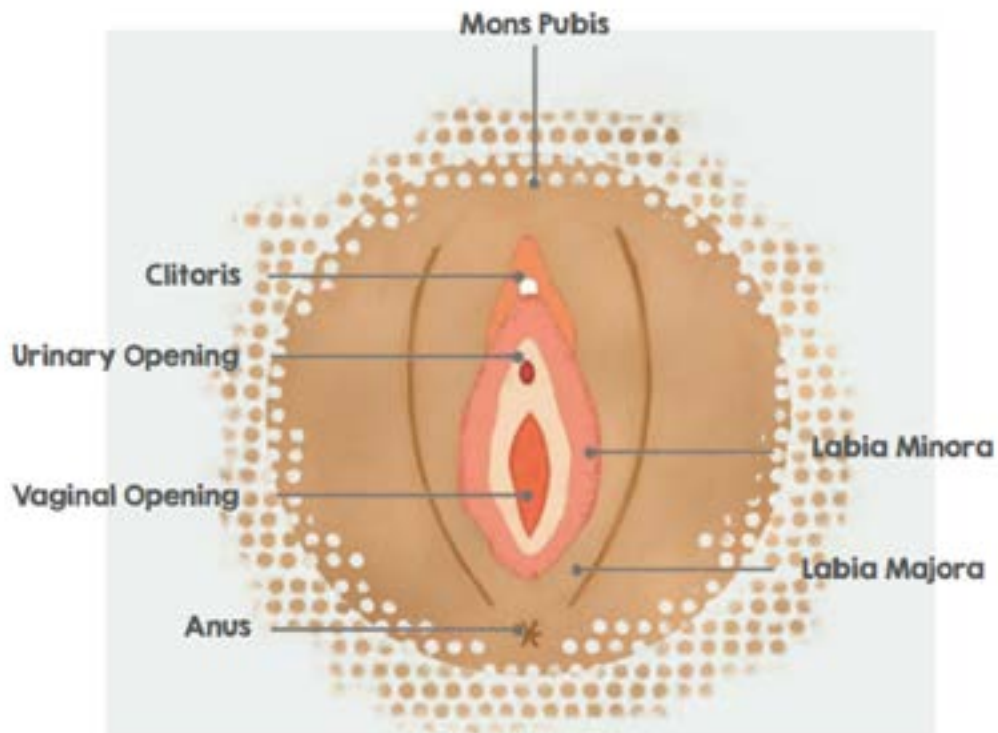


Illustration by Vidushi Yadav, Visual Designer, Illustrator and Communications Specialist.  
<https://in.linkedin.com/in/vidushi-yadav-10512220>  
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## RESOURCE 17.3:

### INTERNAL REPRODUCTIVE BODY PARTS OF A FEMALE

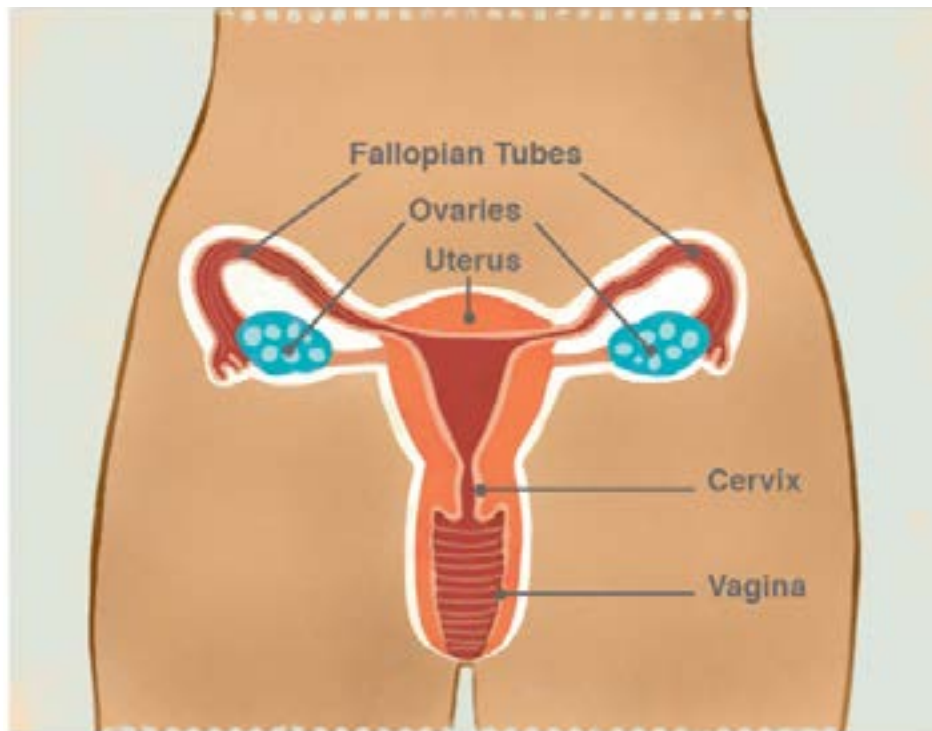
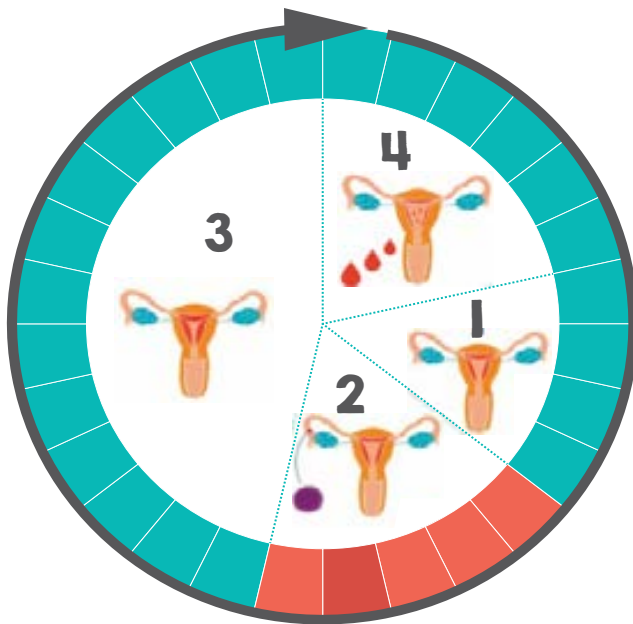


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## RESOURCE 17.4: OVULATING CYCLE



**1.** The uterus is connected to the ovaries by fallopian tubes. Typically, one egg matures every cycle.

**2.** Once mature, the egg is released from the ovary and passes through the fallopian tube. As the egg passes through the tube, the lining of the uterus thickens.

**3.** If the egg is fertilized, this lining of the uterus provides a home to a growing baby.

**4.** If there is no fertilization, the body sheds the uterus lining in the form of blood. Regular bleeding is part of a natural process for women and girls.

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## RESOURCE 17.5

### MENSTRUAL HYGIENE MANAGEMENT



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## Resource 18.1: Contraception

### RESOURCE

#### Contraception

##### What is a contraceptive?

Contraceptives are used for preventing pregnancy. If a woman is having sex, she always runs the risk of getting pregnant. A contraceptive can be used to decrease the likelihood that a woman will get pregnant. However, the only 100% effective way to not get pregnant is to not have sex. This is called abstinence.

##### What is a condom?

A condom is the only contraceptive that prevents against pregnancy AND sexually transmitted infections. A male condom is a thin piece of latex, a type of rubber that is worn on the penis. The male condom is far more commonly used than a female condom. A female condom is a sheath with a flexible ring at either end. One end is closed and inserted into the vagina; the other end is open and the ring sits outside the opening of the vagina.

##### How does the condom work?

Condoms work by keeping semen (the fluid that contains sperm) from entering the vagina. The male condom is placed on a man's penis when it becomes erect, before any sexual contact. It is unrolled all the way to the base of the penis, while holding the tip of the condom to leave some extra room at the end. This creates a space for semen after ejaculation and makes it less likely that the condom will break.

After the man ejaculates, he should hold the condom at the base of the penis as he pulls out of the vagina. He must do this while the penis is still erect to prevent the condom from slipping off. If this happens, sperm could enter the vagina and a female could become pregnant.

##### Condom Do's and Don'ts

- DO use a condom each and every time you have sex.
- DO use water-based or silicone-based lubricants.
- DO NOT use a condom more than once.
- DO NOT use two condoms at the same time. The friction between the condoms may cause them to tear.
- DO check the expiration date.
- DO NOT use oil-based lubricants (like petroleum jelly or baby oil). They can cause the condom to break.
- DO NOT use a condom if the individual condom packet is ripped.

##### What are other contraceptives?

- Other contraceptives include birth control pills, injections, implants and IUDs.
- Birth control pills are pills that women take every day to avoid getting pregnant. For example, Microgynon and Microlut are brands of birth control pills.
- Women can also go to a doctor to get an injection once every few months to prevent pregnancy. One common brand is called Depo-Provera or "Depot."
- Another option is a tiny implant or small object inserted under a woman's skin that will prevent pregnancy. One brand of implant is called Jadelle.
- An IUD is a small, T-shaped device that is inserted into a woman's uterus to prevent pregnancy. It should be inserted and removed by a health professional. Depending on the type of IUD, it can be left inside the uterus from anywhere between five to 10 years.

##### How to choose the right form of contraception

For all of these options, a woman must first visit a doctor to find out which option is best for her. Not all of these options are readily available. The condom is one of the most widely available forms of contraception, which is why it is usually focused on.



## RESOURCE 18.2

### MAKING BABIES

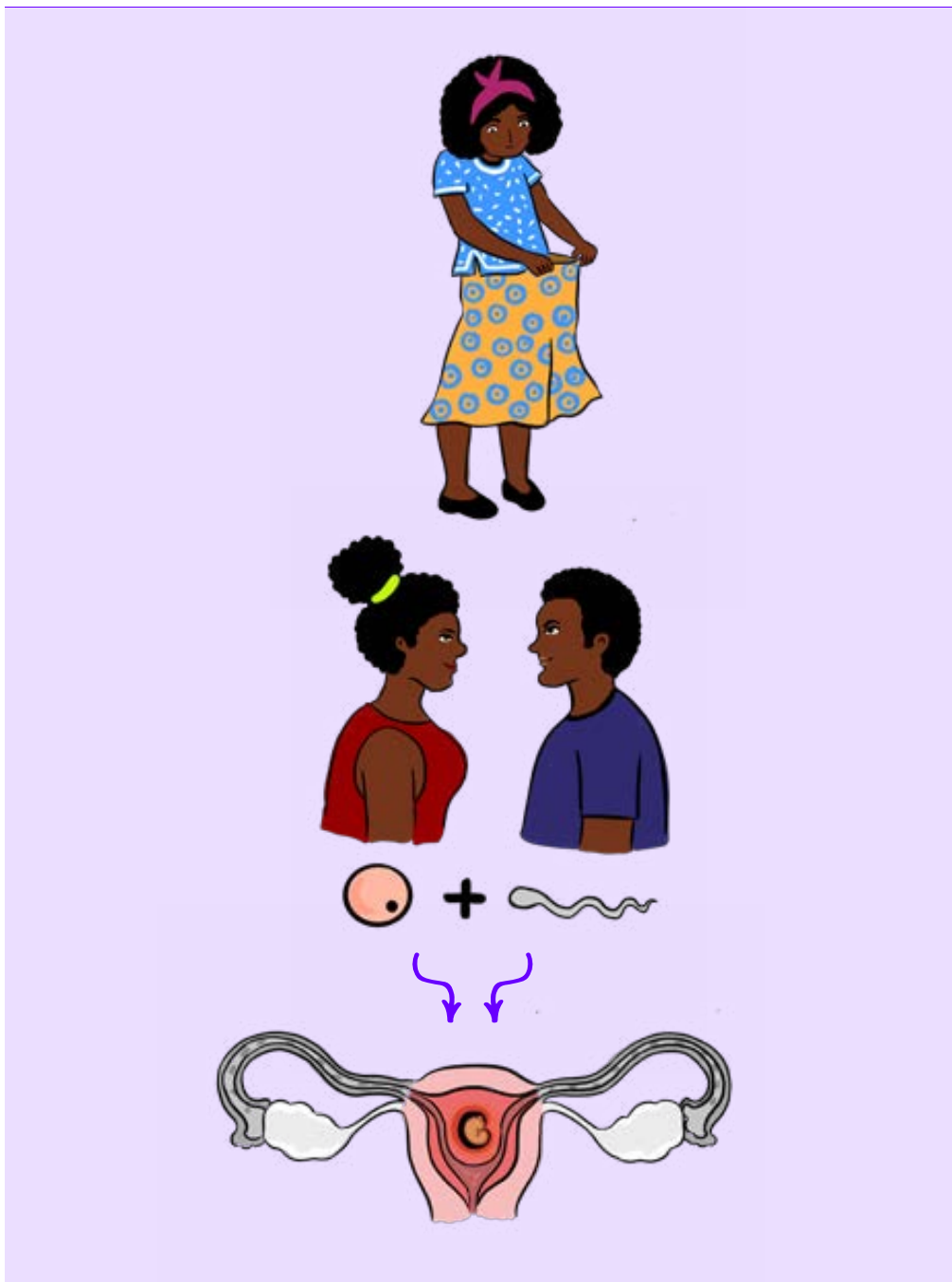


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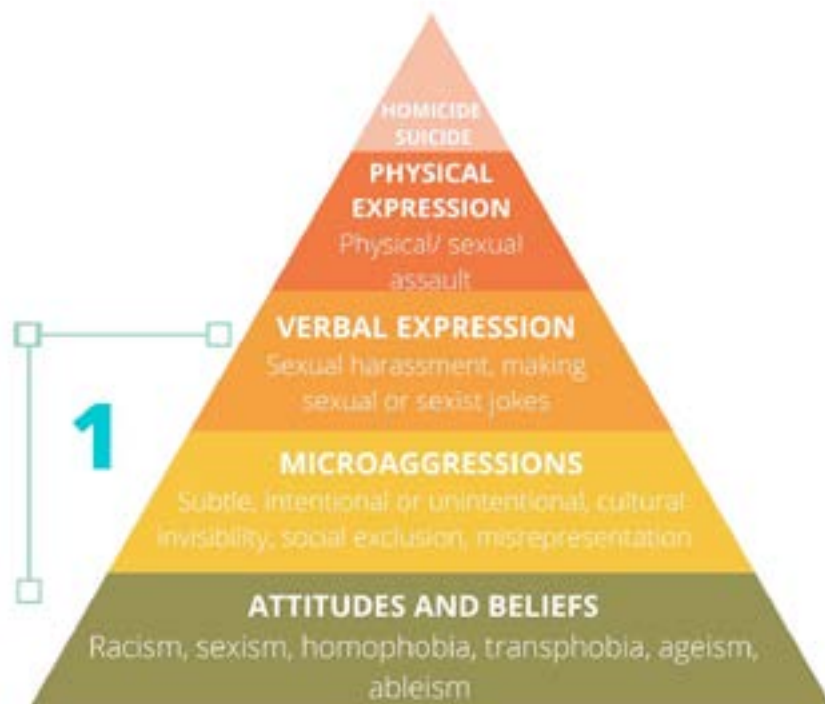
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## RESOURCE 19.1

### DISCRIMINATION PYRAMID

#### DISCRIMINATION PYRAMID NOTES<sup>41</sup>.



#### ● STAGE 1: BELIEFS AND ATTITUDES

Violence is not usually something that a perpetrator simply chooses to commit impulsively out of the blue. Violence directed at someone because of their identity (e.g. being female) starts with established attitudes and beliefs about other people (e.g. girls belong in the home), whether or not those attitudes or beliefs make sense. These include prejudices such as racism, sexism, ableism. These types of beliefs can be very strong in communities and by joining in and not standing up against them, it can become very strong and hard to break away from these attitudes and beliefs. This shifts us up the pyramid.

#### ● STAGE 2: MICRO-AGGRESSIONS

Micro-aggressions are all around us and normalised as part of our culture, these things represent the daily indignities experienced by people who have less power in society. They can seem harmless according to those who use micro-aggressions and sometimes people may not even realise they are doing it. For example, expressing shock or surprise when seeing a man doing household chores or a girl playing sport. This shifts us up the pyramid.

<sup>41</sup> Adapted from : <https://socialsciences.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/research/interventioninitiative/resources/PyramidDiscriminationViolence.pdf>



- **STAGE 3: VERBAL EXPRESSION**

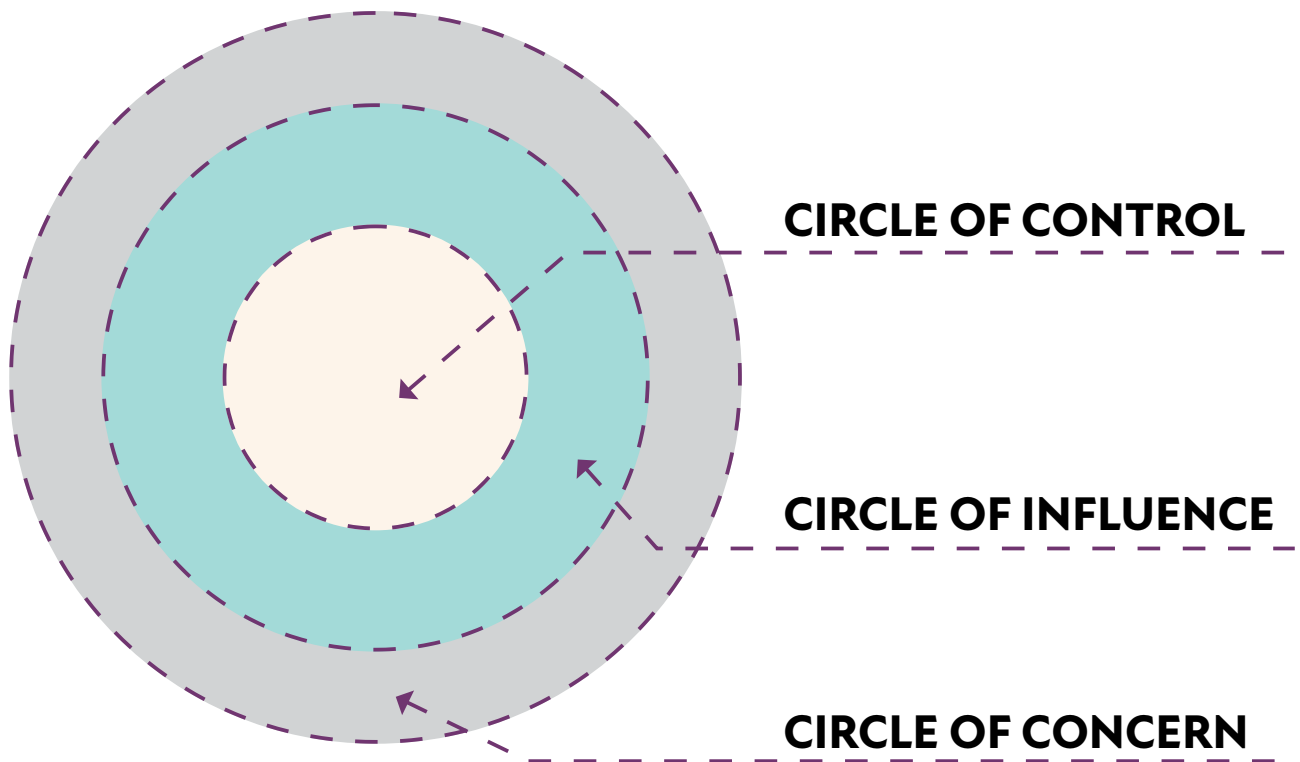
Soon, people with prejudiced attitudes begin verbally expressing these feelings of difference and superiority, testing the waters with jokes or stereotypical statements about others; even beginning to harass others, or boast about times they verbally or physically marginalised others. Once this type of behaviour begins, it may remain at this level or perpetrators may begin to normalise the perceived lower value of others – they actually begin to treat others as less than themselves. This shifts us up the pyramid.

- **STAGE 4: PHYSICAL EXPRESSION**

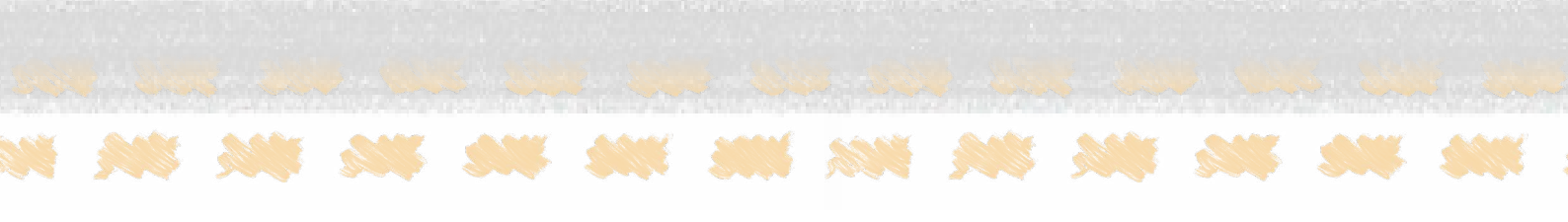
This is where physical and sexual violence happens. As perpetrators move up through the pyramid, they can start to believe they have a sense of entitlement can lead to violence. They often justify the pain they inflict on others because they believe the victim/survivor has done something to deserve the assault. They do not feel responsible for the crime they've committed and blame the victim or survivor for 'making this happen'.

## RESOURCE 19.2

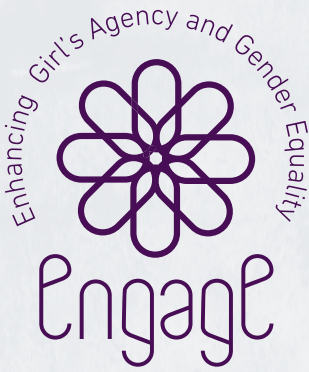
### CIRCLE OF INFLUENCE DIAGRAM<sup>42</sup>



<sup>42</sup> <https://www.thensomehow.com/circles-of-influence/>







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