

ADOLESCENT GIRLS FOCUSED CARE SESSIONS



Norwegian Ministry
of Foreign Affairs



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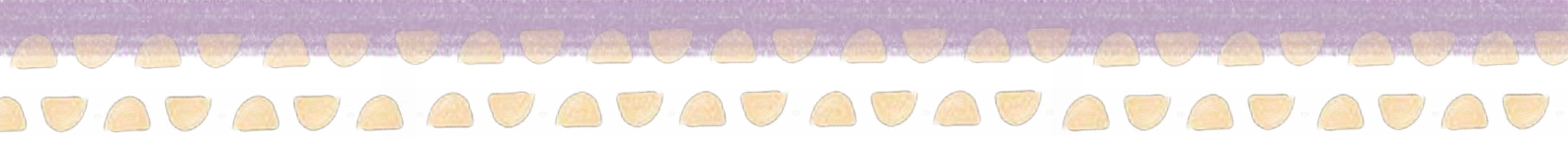


TABLE OF CONTENTS

INTRODUCTION CEFM: ADOLESCENT GIRLS – FOCUSED CARE SESSIONS TOOL	1
SESSION 1 GETTING TO KNOW EACH OTHER: ESTABLISHING TRUST AND CREATING A SAFE SPACE	11
SESSION 2 OUR WELL-BEING	17
SESSION 3 NAMING EMOTIONS: SADNESS	23
SESSION 4 NAMING EMOTIONS: HAPPINESS	30
SESSION 5 NAMING EMOTIONS: ANXIETY	35
SESSION 6 NAMING EMOTIONS: LONELINESS	40
SESSION 7 UNDERSTANDING STRESS	46
HANDOUTS	52



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CEFM: ADOLESCENT GIRLS – FOCUSED CARE SESSIONS TOOL

FOCUSED CARE SESSIONS FOR ADOLESCENT GIRLS ON CHILD, EARLY AND FORCED MARRIAGE (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 ‘Adolescent Girls – Focused Care Sessions’ is a learning tool, which is designed to be adapted based on the needs of adolescent girls in a specific programme cycle.

This manual is intended to assist facilitators through each session. Facilitators should be familiar with the session content, gender-based violence, life skills and child and early and forced marriage before commencing implementation. This tool is intended to be a flexible, modular approach rather than a prescriptive manual.

INTERMEDIATE OUTCOMES:

- Girls build their assets and develop positive coping mechanisms for challenging situations.

LONG-TERM OUTCOMES:

- Girls experience improved wellbeing, resilience and happiness.
- Girls participate in decisions that affect them, including regarding relationships.



TOOL STRUCTURE

The 'Adolescent Girls – Focused Care Sessions' tool is intended to assist facilitators through each session, as they engage with adolescent girls. The activities are designed for girls who are at risk of marriage and for those already married (or in formal unions, widowed, divorced or who might need additional support). Facilitators should be familiar with the sessions' content; understand the concepts of gender-based violence, child, early and forced marriage; recognise the particularities of working with adolescents, before commencing implementation. Focused care activities should be delivered by a caseworker or skilled facilitator.

This tool uses an adolescent-centred approach whereby girls can participate in scalable activities – life skills and focused care group – depending on their specific needs, emotional wellbeing, adversity and status. Girls who are at risk of CEFM will participate in life skills and girls who have been identified through case management services and who need additional support can participate in focused care group activities and/or life skills; modules are complementary, enabling girls to participate in both interventions. The groups will be segregated by sub-group (unmarried girls and girls at imminent risk / already married / divorced / widowed girls); activities mentioned below contextualised appropriately by participant group and age. As this tool is modular, facilitators have the option of using specific sessions as refresher or 'short' interventions.

The sessions are designed to build the assets and develop positive coping mechanisms for challenging situations and participants should only be referred to participate through case management services. The following participants are eligible to participate in the focused care sessions activity:

- Adolescent girls at imminent risk of CEFM
- Adolescent girls who are already married girls
- Adolescent girls who were married as children but who are widowed or divorced.

⚠ NOTE: *Eligible girls can participate in the focused care sessions as a stand-alone or complementary intervention to life skills workshops. Girls participating in focused care activities must be referred through case management services.*

The programme is a cycle-based intervention designed for adolescent girls 10-14 and 15-19 years old and consists of the following structure:

- 6 sessions (plus introduction session).
- Up to 10 individuals can participate in each cycle. The participants should be the same throughout the cycle, with no new persons enrolled during the cycle.
- Sessions take place 1-2 times a week if the context allows and participants agree.
- Each session is 1.5 – 2 hours in length. Additional time may be allocated to activities depending on the group dynamics (e.g. age, persons with disabilities).

2 • Adolescent Girls – Focused Care Sessions Tool • Introduction



STRUCTURE OF SESSIONS

The sessions in the ‘Adolescent Girls Focused Care Sessions’ course are all structured in the same way. The following activity types are found in each session in the order below:



Warm Up Activity

Quick activity at the beginning of each session to energise the participants and set up a relaxed atmosphere for interaction. It is an opportunity to view together the aims of a particular session, as well as to recap on what was done during the previous sessions.



Discussion Activity

The discussion activities are the core learning activities, organised as group discussions around a specific skill or an emotion identified. Through such group discussions participants understand why it is important and how they can apply a certain skill or competence to their life.



Positive Strategies Activity

The positive strategies activities are designed for creating positive reinforcement and building individual and peer coping mechanisms. These activities also focus the participants’ attention on the learning planned for that session.



Reflection Activity

The reflection activities allow participants to consider what they have learnt throughout the day. They also provide a chance for the participants to explore their feelings and the changes that take place in their thinking and actions over the learning course. Participants will keep learning journals to record their reflections and learnings from the sessions. As a facilitator, you should review these journals to monitor participants’ growth and development throughout the course. Participants also get information and opportunity to access to one-to-one support, as required.



Monitoring & Evaluation Activity

Before the first session takes place, the individual needs assessment should be conducted with adolescent girls that have been selected to participate in the Adolescent Girls Focused Care Sessions. The information generated as a result of this assessment will constitute the baseline data for the participating girls (Refer to Implementation Guide “Individual Adolescents Life Skills Assessments” section for the details). There is also a pre/post questionnaire included in the Implementation Guide to be used for the assessments. It is required to use the same questionnaire again, after the end of the last session, to document the progress on the intervention on the participated girls’ personal wellbeing.

Many of the tools included in the toolkit require the facilitator to obtain informed consent from participants before administering the tool. Gaining informed consent and assent for children generally requires more stringent standards of consent, thus specific guidance is provided in the respective session.



Facilitator Notes

Each session contains key notes for the facilitators to emphasise critical facilitation points and objectives for various activities. Throughout the toolkit the respective instructions icons are used to help you to facilitate the sessions.

INDIVIDUAL SESSIONS OVERVIEW:

⚠ **NOTE:** Start with pre-session planning and individual needs assessment/baseline data collection for participating adolescents.

SESSION 1

GETTING TO KNOW EACH OTHER: ESTABLISHING TRUST AND CREATING A SAFE SPACE

OBJECTIVES

- Understanding the purpose of the programme
- Agreeing to the rules of the group
- Getting to know each other and sharing ideas about being an adolescent girl

WARM UP & INTRO

(15MINS)

- Welcome and introduction to the programme
- Programme Agenda

DISCUSSION ACTIVITIES

(30-45MINS)

- Group agreement

POSITIVE STRATEGIES

(30-45MINS)

- Collage poster. What it feels like to be a young person in (your country)?

REFLECTION & CLOSING

(15MINS)

- Circle round
- Closing comments

SESSION 2

OUR WELL-BEING

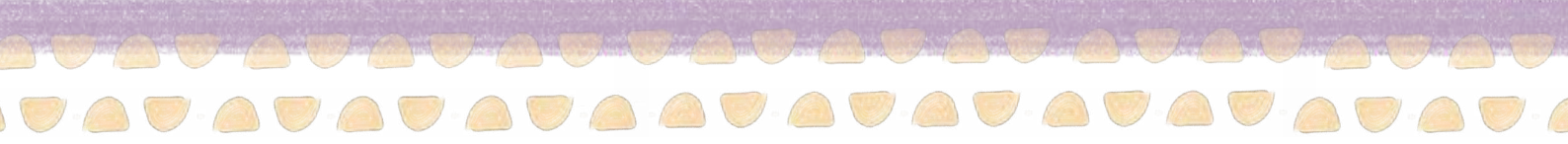
OBJECTIVES

- Improving their understanding and normalising reactions to adversity
- Understanding the importance of emotional well-being

WARM UP & INTRO

(15MINS)

- How long is a minute?
- Recap



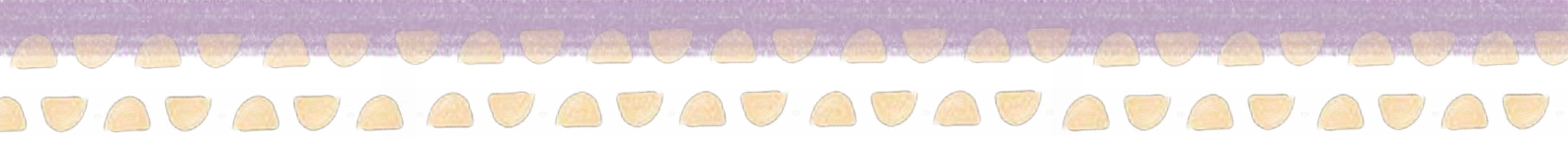
SESSION 2

DISCUSSION ACTIVITIES (30-45MINS)	<ul style="list-style-type: none">• Five ways to well-being
POSITIVE STRATEGIES (30-45MINS)	<ul style="list-style-type: none">• My emotional well-being First Aid Kit
REFLECTION & CLOSING (15MINS)	<ul style="list-style-type: none">• Circle round• Closing comments

NAMING EMOTIONS: SADNESS

SESSION 3

OBJECTIVES	<ul style="list-style-type: none">• Understanding loss and grief• Helping someone who is sad
WARM UP & INTRO (15MINS)	<ul style="list-style-type: none">• Fruit Salad• Recap
DISCUSSION ACTIVITIES (30-45MINS)	<ul style="list-style-type: none">• Sadness tree• Role-play
POSITIVE STRATEGIES (30-45MINS)	<ul style="list-style-type: none">• Feelings Jar
REFLECTION & CLOSING (15MINS)	<ul style="list-style-type: none">• Circle round• Closing comments



SESSION 4

NAMING EMOTIONS: HAPPINESS

- OBJECTIVES**
- Exploring happiness
 - Discussing how we can build happiness through simple activities
 - Discussing the importance of positive feedback and being grateful

- WARM UP & INTRO**
(15MINS)
- Happy Days
 - Recap

- DISCUSSION ACTIVITIES**
(30-45MINS)
- Happiness
 - Gratitude

- POSITIVE STRATEGIES**
(30-45MINS)
- Gratitude Exercise

- REFLECTION & CLOSING**
(15MINS)
- Circle round
 - Closing comments

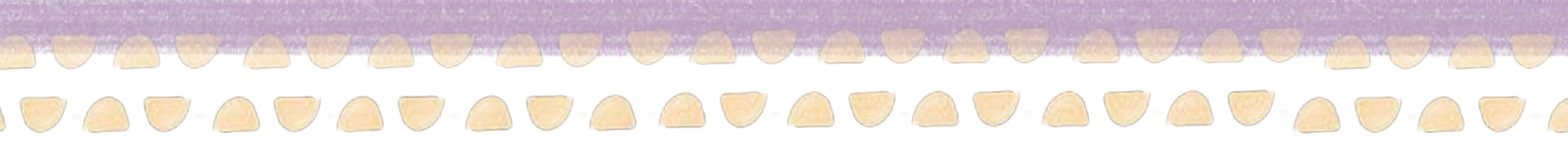
NAMING EMOTIONS: ANXIETY

- OBJECTIVES**
- Understanding the feelings of fear and anxiety and practicing ways to deal with intrusive or negative thoughts

- WARM UP & INTRO**
(15MINS)
- Zip, Zap, Boing
 - Recap

- DISCUSSION ACTIVITIES**
(30-45MINS)
- Cycle of anxiety
 - Our worries

SESSION 5



SESSION 5

POSITIVE STRATEGIES
(30-45MINS)

- Grounding Techniques

REFLECTION & CLOSING
(15MINS)

- Circle round
- Closing comments

NAMING EMOTIONS: LONELINESS

OBJECTIVES

- Exploring loneliness and how it affects us
- Identifying how to help a friend in need

WARM UP & INTRO
(15MINS)

- Human bingo
- Recap

DISCUSSION ACTIVITIES
(30-45MINS)

- Loneliness
- Friendship Soup

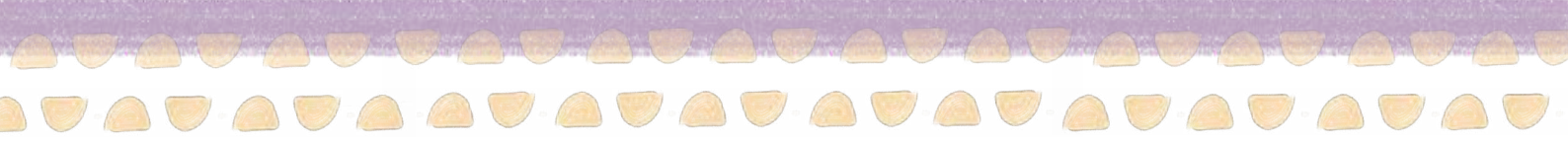
POSITIVE STRATEGIES
(30-45MINS)

- Finding a Buddy
- A Friend in Need

REFLECTION & CLOSING
(15MINS)

- Circle round
- Closing comments

SESSION 6



SESSION 7

UNDERSTANDING STRESS	
OBJECTIVES	<ul style="list-style-type: none">• Identifying their psychosocial and emotional needs• Learning positive strategies for managing stress
WARM UP & INTRO (15MINS)	<ul style="list-style-type: none">• Happy and You Know It• Recap
DISCUSSION ACTIVITIES (30-45MINS)	<ul style="list-style-type: none">• What is stress
POSITIVE STRATEGIES (30-45MINS)	<ul style="list-style-type: none">• Caring for ourselves• Breathing Techniques
REFLECTION & CLOSING (15MINS)	<ul style="list-style-type: none">• Setting Goals• Celebrating Our Experience• Closing comments



ADOLESCENT GIRLS FOCUSED CARE SESSIONS



SESSION 1

GETTING TO KNOW EACH OTHER: ESTABLISHING TRUST AND CREATING A SAFE SPACE

🎯 SESSION OBJECTIVES

By the end of the session participants will:

- Understand the purpose of the programme
- Agree to the rules of the group
- Get to know each other and share ideas about being an adolescent girl

👉 FACILITATORS NOTES

- The purpose of this session is to create a safe and fun environment for the participants.
- Activities need to focus on getting to know each other, team building and creative activities, which encourage cooperation. Do not discuss anything too intense, we do not want them to feel intimidated!
- Make sure there are opportunities for everyone to speak and engage. Move around the small groups to check-in on group dynamics.
- Sharing food is also a good way to bring people together.
- Establish ground rules related to engaging girls in deep discussions, interviewing the adolescents or taking their photos. Make sure you explain what you are doing, why, how the material will be used and shared, and then ask permission of the adolescent to continue. Ensure getting informed and written consent from adolescents and, as required, from their caregiver, prior to engaging, interviewing, taking photos and videos (use the Consent Form attached in Handout 1.1). Make clear that the adolescent does not have to agree, and that there will not be any negative consequences if they choose not to speak or have their photo taken.
- If among participants there are members who are unable to read, make sure to read respective session instructions aloud to the group. Allow participants to draw their responses or just share verbally, if they are unable to write.



PREPARATION AND MATERIALS

- Flipchart papers and pens
- Old magazines and newspapers, print outs of popular social media sites (anything with words and images that represent popular culture) relative to their own environment
- Crayons
- Glue sticks and scissors
- Learning journal
- Print out programme sessions and the objectives of each session



WARM UP (15 MINS)

1 WELCOME AND INTRODUCTION TO THE PROGRAMME

- DO:** Sit in a circle.
- SAY:** Turn to the person next to you and in pairs introduce yourself and share something about yourself. (e.g. favourite food, music, etc.)
- DO:** Go around the circle and introduce your pair to the whole group.
- NOTE:** *Facilitator repeats the participants name and welcomes them to the group.*






2 PROGRAMME AGENDA

- DO:** Go through the programme sessions and the objectives of each session. You can use the summary outline presented in the section “Structure of Sessions”.

DISCUSSION ACTIVITY (30-45 MINS)

3 GROUP AGREEMENT

-  **EXPLAIN:** that over the following weeks you will be discussing a whole range of issues. To help create a safe environment so that everybody feel comfortable to contribute, it is important to agree on rules for the group.
- DO:** Participants should turn to the person next to them and think about what rules they would like to have for the group. Wait a few minutes. The pairs to make a group of 4 and agree on a few rules.
- DO:** Go around the groups.
-  **ASK:** Who has more ideas for ground rules?
- DO:** Go around the groups and ask for ideas. Discuss each one and make notes on the paper.
-  **NOTE:** *This paper will need to be displayed on the wall each week.*

EXAMPLES OF RULES:

Have fun and be creative

Be on time

Get involved

Speak one at a time/
listen to others*


Be respectful and a good listener


There is never a wrong or silly answer

Take time out if needed

Confidentiality/child protection*

**These are essential rules to be included and discussed.*

 **ASK:** the girls how you could create a safe space – a space where everyone feel safe and free to move, discuss our thoughts and share our feelings without judgement?

 **EXPLAIN:** that the group will meet once (or twice) per week and all of the activities will be done together as a group and the same rules should be respected each week. The rules should be written down and hung up during each session.



For younger girls, it is good to do this as a group activity. The facilitator should lead the discussion and elicit feedback from the participants.



POSITIVE STRATEGIES (30-45 MINS)

4 COLLAGE POSTER. WHAT IT FEELS LIKE TO BE A YOUNG PERSON IN (YOUR COUNTRY)?

- ✓ **DO:** Split the participants into groups of 4 and give participants flipchart paper, scissors, glue, pens and printed materials.

- 🗣️ **ASK:** What it is like to be a youth / girls today?

- 🗣️ **EXPLAIN:** to the group that they should think about any feelings, expectations, challenges and opportunities they have in their context and use the newspapers, magazines to cut and glue images to create a collage poster.

- ✓ **DO:** Give them 20 minutes to complete the task then ask each group to present their poster.

- ⚠️ **NOTE:** *This activity should encourage the girls to reflect and share thoughts on a common topic (youth), and help the facilitator understand and get to know the group.*




For younger girls, they can also draw and write on the poster should they feel more comfortable with this form of expression.





REFLECTION (15 MINS)


5 CIRCLE ROUND


 **ASK:** each participant: What's one thing you have enjoyed about today?


6 CLOSING COMMENTS


 **DO:** Thank everyone for their participation.

 **Remind:** everyone about the time, location and the person/s responsible for the recap quiz questions for the next session.

 **EXPLAIN:** to the girls that your role as a facilitator is to be available should anyone wish to discuss anything after the session. Highlight that your role is to provide support, but that you are not a caseworker or counsellor; however, you are able to provide a referral to required services that exist in the area.

 **DO:** Give everyone a blank notebook and explain that this is a learning journal, that will be used for every session. Explain that handouts can also be stuck in the learning journal. Encourage everyone to write/draw something in the learning journal after every session.

 **EXPLAIN:** to the girls that journaling has positive outcomes on wellbeing: it can reduce stress, increase happiness and improve self-esteem. The girls can journal about anything that they would like: anything at all. These journals are confidential although they can share entries if they feel comfortable.

 **TELL:** girls that if they do not feel comfortable bringing their journals home, you are able to safely and securely keep them until the next session.

SESSION 2

OUR WELL-BEING

🎯 SESSION OBJECTIVES

By the end of the session participants will:

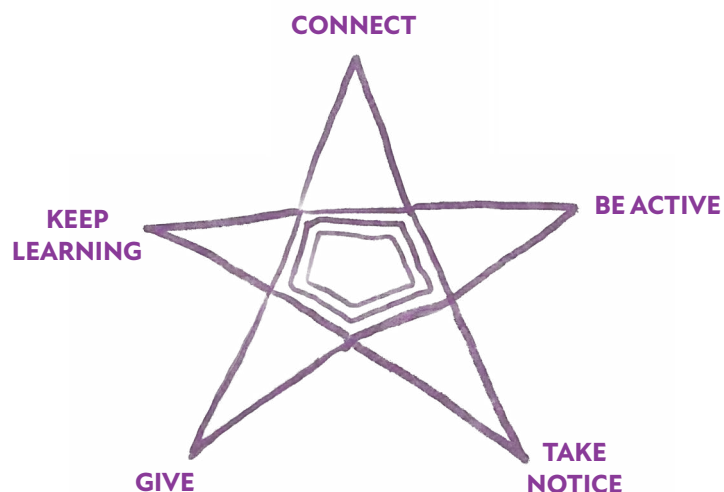
- Improve their understanding and normalise reactions to difficulties
- Understand the importance of emotional well-being

👉 FACILITATORS NOTES

- Take extra care when describing the Wellbeing Star.

📝 PREPARATION AND MATERIALS

- Flipchart papers and markers
- Prepare a flipchart with the well-being star:





WARM UP (15 MINS)

1 HOW LONG IS A MINUTE?



DO:

- ✓ At the beginning of session, cover any clocks in the room, then ask participants to remove their wrist watches, put away their phones and stand up.
- ✓ Instruct them to sit down when they think 1 minute has elapsed after you shout “Start” to begin the countdown.
- ✓ Request participants to not count in their heads!
- ✓ Inform all participants to sit after 1 min and 30 seconds.
- ✓ To make it more interesting, do this same activity a second time wherein time is changed to 2 minutes.



EXPLAIN that even though everyone has an equal understanding of time (24 hours a day or 60 seconds for the previous exercise), in fact, individuals experience it and use it in different ways. Some of us experienced it as a short period, others as a long.



ASK: Why do you think some people sat early while others stayed standing longer?



EXPLAIN: Like time, everyone has different reactions to challenging situation. It is important for us to have several tools in our toolkit, so we know how to react when we are faced with adversity.



2 RECAP



REVIEW last session objectives (below) and review the aims of this session (above).

Last session objectives:

- ✓ Understood the purpose of the programme
- ✓ Agreed to the rules of the group
- ✓ Got to know each other and shared ideas about being an adolescent girl




DISCUSSION (30-45 MINS)

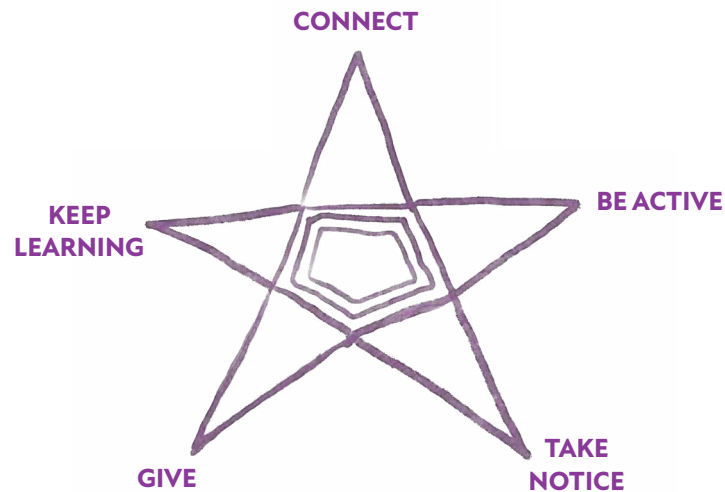
3 FIVE WAYS TO WELL-BEING

✓ DO:

- ✓ Introduce the five ways to wellbeing and explain that these have been shown to promote well-being through simple things that individuals can do in their everyday lives.
- ✓ Divide the group into five groups (or pairs, depending on participant numbers).
- ✓ Assign each group one of the points on the wellbeing start.
- ✓ Ask each group: 'How is your point connected to wellbeing?'
- ✓ Ask them to discuss in groups if it is important to recognise our own strengths and also if it is important to recognise when we are facing some additional challenges in our life. Why? Give them 5 minutes to discuss.
- ✓ Lead a discussion on how we can increase our wellbeing and confidence and feel better about ourselves.

 **SAY:** The wellbeing star shows us the interconnectedness of our mind and body.

FIVE WAYS TO WELL-BEING¹



Explain that one of the most important ways to promote mental health and emotional well-being is to encourage young people to find their own ways to support themselves. Not everyone has learnt to have healthy coping mechanisms, so it is important to encourage this as a skill in itself. Encourage the girls to share ideas about what helps them to cope and about developing new strategies.


DO: Ask the group about what they do to help their physical health and write the responses on a flip chart. Include everyday activities like walking, exercise, or things like not eating too many [chips].

¹ Adapted from 'Heads Up!' – a toolkit of sessions to run with young people to promote mental health and emotional wellbeing. (2015) UK Youth/Paul Hamlyn Foundation



POSITIVE STRATEGIES (30-45 MINS)

4 MY EMOTIONAL WELL-BEING FIRST AID KIT.²

 **SAY:** There are many things that we can do to help foster well-being. Well-being is the perception that our lives are going well. It comes from good family conditions, quality relationships, positive emotions and resilience. It is important to recognise that sometimes we are confronted with situations that are stressful and demanding, so it is important to optimise our well-being through our first aid kits. A doctor, for example, usually has a kit of supplies to provide basic health. Likewise, we need a kit to nurture our well-being.

 **DO:**

- ✔ Ask the girls to draw a first aid kit – this is their emotional first aid kit.
- ✔ Ask participants to write something in each box that they do to help themselves when they are feeling stressed angry or upset.
- ✔ Encourage them to include things they might not have done in a while or might like to start to do in the future.

REFLECTION (15 MINS)

5 CIRCLE ROUND

 **ASK:** What's one thing you have enjoyed about today?

² Adapted from 'Heads Up!' – a toolkit of sessions to run with young people to promote mental health and emotional wellbeing. (2015) UK Youth/Paul Hamlyn Foundation



6 CLOSING COMMENTS

DO:

- Thank everyone for their participation.
- Encourage them to journal about anything that they would like: anything at all. These journals are confidential although they can share entries if they feel comfortable.

Remind participants about:

the time and location of the next session.

your role as a facilitator is to be available should anyone wish to discuss anything after the session. Highlight that your role is to provide support, but that you are not a caseworker or counsellor; however, you are able to provide a referral to required services that exist in the area.



SESSION 3

NAMING EMOTIONS: SADNESS

SESSION OBJECTIVES

By the end of the session participants will:

- Understand loss and grief
- Help someone who is sad

FACILITATOR NOTE

- The stages of grief are not universal and not everyone experiencing grief necessarily passes through these stages in this order. Culturally, grief might be expressed in different way, so it is important to ensure appropriate adaption.

PREPARATION AND MATERIALS

- Flipchart papers and markers
- Print out Handout 2: Role Play Scenarios for the participants to work in pairs
- Print out Handout 3: Feelings Jar to give to each of the participants
- Coloured in 'feelings jar' with key described in Activity 4 (for younger girls)





WARM UP (15 MINS)



1 FRUIT SALAD



DO:

- ✓ Explain the rules to the participants: girls pair up and each pair chooses a different type of a fruit. They then stand opposite each other (but facing towards each other) in two lines and make a tunnel with their hands. The leader then calls out fruit names randomly.
- ✓ Once a pair's fruit has been called, they run through the tunnel, then back round the outside and race back to their original places.
- ✓ If appropriate, this can be made more interesting by using animals and making the noise of the animal rather than calling out just the name.



2 RECAP



REVIEW last session objectives (below) and review the aims of this session (above).

Last session objectives:

- ✓ Improved their understanding and normalised reactions to difficulties
- ✓ Understood the importance of emotional well-being



DISCUSSION - WHY DO PEOPLE FEEL SAD? (30-45 MINS)

3 SADNESS TREE

✓ DO:

- ✓ Divide girls into groups of 3
- ✓ Ask each group to draw an outline of a tree on a large piece of paper.
- ✓ Ask the following questions, allow 5 minutes for the groups to discuss a question then ask for feedback, writing the words on the corresponding part of the tree.

What are the **ROOTS** of sadness – what causes people to be sad? (e.g. a bereavement)

What are the **BRANCHES** of sadness – what are the outcomes of sadness?

What are the **LEAVES** of sadness – what happens when sadness does not go away?

EXPLAIN the stages of grief: Sometimes people feel sad because someone they love has died or something has changed in their lives – for example, forced to leave home or got married even if they did not want to. This is a normal part of the grieving process. When we grieve, we go through stages:

1

DENIAL:

“This cannot be happening.”

2

ANGER:

“Why is this happening to me?”

3

BARGAINING:

“I will do anything to change this.”

4

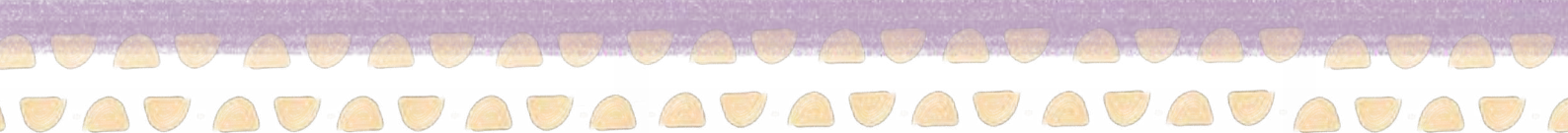
SADNESS/DEPRESSION:


“What is the point of going on after this loss?”

5

ACCEPTANCE:


“I know what happened, and I cannot change it. Now I need to cope.”




 **SAY:** Sometimes we get stuck on one of the stages. It is important to find ways to move to the next stage.







4 ROLE-PLAY


 **DO:** Ask the girls to work in pairs. Give each pair Handout 2: Role Play Scenarios. Ask each girl to take a turn playing both role A and B. After 2 minutes, girls should move on to the second scenario. Ask the girls to role play and think of positive strategies which they might be able to offer to their friend.

 **NOTE:** *Ensure you walk around the room throughout the exercise to clarify any questions/issues and support with resolving any problems/challenges, the participants might have. If among participants there are members who are unable to read and write, put them in pair with someone who can, or read the scenarios to them.*

 **DO:** Reconvene as a large group and go through both scenarios.


 **ASK:**

-  What causes people to be sad?
-  What are the outcomes of sadness?
-  What happens when sadness does not go away?
-  What can the friend do to help you overcome your sadness?



 **SAY:** It is okay to feel sad and in fact it is normal to feel sad sometimes. However, when sadness does not go away, we should talk to a friend or a trusted adult.


POSITIVE STRATEGY (30-45 MINS)


5 FEELINGS JAR³

 **ASK:** What can we do to help someone who is feeling sad?





 **DO:**

-  Write down the ideas on a flipchart.
-  Remind participants of the Wellbeing Star.

 **DO:** Read the following story.

I noticed I was having lots of different feelings today. I was feeling happy, worried and sad. Each time I noticed a feeling, I would catch it and put it in my feelings jar. I gave each feeling a different colour and coloured in the jar to show how much I was feeling each day. Yesterday my jar looked like this  (**NOTE:** *show prepared coloured in feelings jar*). *It was a good day. I felt a bit sad when I went to school. I was also worried about my exam. This made it hard to concentrate on my schoolwork. I felt very sad and worried about this.*



 **DO:**


-  Give participants time to ask questions about the feelings jar and/or the story.
-  Give each participant Handout 3: Feelings Jar.
-  Ask participants to think about their day and identify the feelings they experienced during the day.
-  Each participant should identify a feeling and a corresponding colour for that feeling.

 **EXPLAIN:** that participants should put a key of colours and feelings next to the jar. For example, **Red:** Anger or embarrassment, **Purple:** Pride or courage.

³ Adapted from My Feelings Jar (2017). <http://www.intraquest.co.uk/>

 **DO:**

-  Ask participants to colour in the jar with the different colours. The more of one colour means they felt this emotion more often.
-  Ask participants to share their jars with the group if they feel comfortable.

 **SAY:** Everyone feels different feelings in a day. One day we might feel lots of happiness and another day we might feel sad. Our feelings are always changing.


 **NOTE:** *Particularly for the group of younger girls, show prepared coloured in feelings jar, using the following key:*

RED	BLUE	YELLOW
Anger or embarrassment	Shyness	Happiness
GREEN	PURPLE	GREY
Calm	Pride or courage	Sadness

 **REFLECTION (15 MINS)**



6 CIRCLE ROUND

 **ASK:** What's one thing you have enjoyed about today?



7 CLOSING COMMENTS

DO:

- Thank everyone for their participation.
- Encourage everyone to journal about anything that they would like: anything at all. These journals are confidential although they can share entries if they feel comfortable.



Remind participants about:

the time and location of the next session.

your role as a facilitator is to be available should anyone wish to discuss anything after the session. Highlight that your role is to provide support, but that you are not a caseworker or counsellor; however, you are able to provide a referral to required services that exist in the area.



SESSION 4

NAMING EMOTIONS: HAPPINESS

SESSION OBJECTIVES

By the end of the session participants will:

- Explore happiness
- Discuss how we can build happiness through simple activities
- Discuss the importance of positive feedback and being grateful

FACILITATORS NOTES

- If a participant is finding it hard to think about happy events or positive achievements help them with some ideas from your observations.

PREPARATION AND MATERIALS

- Flipchart papers; markers; colouring pens/pencils for drawing.
- Cut each statement from Handout 4: Gratitude Statements, to give to each of 6 groups for a group work.
- Print a copy of Handout 4: Gratitude Statements for all participants to stick in their journals.
- Print out Handout 5 – Coat of Arms to give to each of the participants.





WARM UP (15 MINS)

1 HAPPY DAYS

- DO:** In a circle, ask participants to close their eyes and think of a moment when they were really happy in their lives. Ask them to think of one action/movement which captures the essence of happiness (e.g. kicking a football, going to school, eating an ice-cream, etc.). Each participant now mimes the movement. Go around the circle once then ask everyone to do the action at the same time.

 **NOTE:** *This activity works well to music, e.g. Pharrell Williams 'Happy'.*

 **ASK:** How you felt doing this activity?

2 RECAP



REVIEW last session objectives (below) and review the aims of this session (above).




Last session objectives:

- Understood loss and grief
- Helped someone who is sad




DISCUSSION ACTIVITY (30-45 MINS)

3 HAPPINESS

- DO:** Brainstorm words to describe happiness. Write answers on a flipchart.
-  **EXPLAIN:** that some examples named are temporary boosts of happiness, e.g. eating a biscuit, catching a fish, playing a game.
-  **ASK:** Which examples you shared are temporary boots and which are building blocks for longer term happiness? (e.g. talking to a friend).
-  **SAY:** Sustained happiness is very unique to each individual and each context but can be achieved over time. When we are happy, it can make us appreciate and be grateful for others.
- DO:** Read the following gratitude statement and elicit feedback from the girls.

 I am grateful for my family because:	 Something good that happened this week:	 I am grateful for my friendship with <hr style="width: 100%; border: 0.5px solid black;"/> because:
 I am pleased for who I am because:	 Something else I am grateful for:	

-  **SAY:** When we are happy, it can make us appreciate and be grateful for others.



4 GRATITUDE



DO:

- ✔ Divide the group into 6 and give each group one topic of the gratitude statements (Handout 4).
- ✔ Ask each group to prepare a short silent role play demonstrating the statement they've got. After each performance ask the participants to guess what the role play was about and what they could do to express their gratitude and be happy.
- ✔ Give each group couple of minutes to prepare and then perform for the rest of the participants.



ASK: How can you incorporate these activities into your daily lives?



DO: Give a copy of Handout 4: Gratitude Statements for all the participants to stick in their journals.



POSITIVE STRATEGIES (30-45 MINS)

5 GRATITUDE EXERCISE



SAY: All of these strategies above are useful and you will now be practicing the Gratitude's activity.




DO:

- ✔ Give Handout 5: Coat of Arms to each of the participants.
- ✔ In each of the shield's squares, ask the girls to draw, paint, or use any other medium, to represent something about themselves that they are grateful.
- ✔ The banner beneath the shield can be filled with a name that summarises their personal coat of arms (i.e. 'Fatuma's Shield of Gratitude', 'Grateful for Family').
- ✔ Ask the girls to share their 'Coat of Arms' if they feel comfortable sharing.





REFLECTION (15 MINS)

6 CIRCLE ROUND

 **ASK:** What's one thing you have enjoyed about today?

7 CLOSING COMMENTS

 **DO:**

-  Thank everyone for their participation.
-  Encourage everyone to journal about anything that they would like: anything at all. These journals are confidential although they can share entries if they feel comfortable.

 **Remind participants about:**

the time and location of the next session.

your role as a facilitator is to be available should anyone wish to discuss anything after the session. Highlight that your role is to provide support, but that you are not a caseworker or counsellor; however, you are able to provide a referral to required services that exist in the area.



SESSION 5

NAMING EMOTIONS: ANXIETY

SESSION OBJECTIVES

By the end of the session participants will:

- Understand the feelings of fear and anxiety and practice ways to deal with intrusive or negative thoughts

FACILITATORS NOTES

Girls might become anxious during this session as it might lead to uncomfortable symptoms such as worry, fear, a racing heart, sweating, or a feeling of being overwhelmed. Remind the girls that you are always available to provide psychological first aid and refer them to specialised services as necessary.

PREPARATION AND MATERIALS

- Flipchart papers and markers.
- Prepared flipchart with the Cycle of Anxiety (as per Activity 3).
- Print out Handout 7: Worries and Handout 8: Grounding Techniques to give to each of the participants.





WARM UP (15 MINS)

1

ZIP, ZAP, BOING



DO:

- ✓ In a circle the facilitator is pretending to hold a lightning bolt which they quickly need to pass around the circle. To pass it left or right they need to shout ZIP! To pass it across the circle the shout ZAP! To deflect it back to the person, the recipient can hold up their hands and shout BOING and this passes it back.
- ✓ The aim of the game is to pass it around the circle as quickly as possible, making sure everybody has been included.
- ✓ It is a good exercise to heighten energy and concentration.
- ✓ Play for about 3 minutes then ask the group how they felt doing the activity.



ASK: if anybody felt fearful or anxious?

2

RECAP



REVIEW last session objectives (below) and review the aims of this session (above).

Last session objectives:

- ✓ Explored happiness
- ✓ Discussed how we can build happiness through simple activities
- ✓ Discussed the importance of positive feedback and being grateful

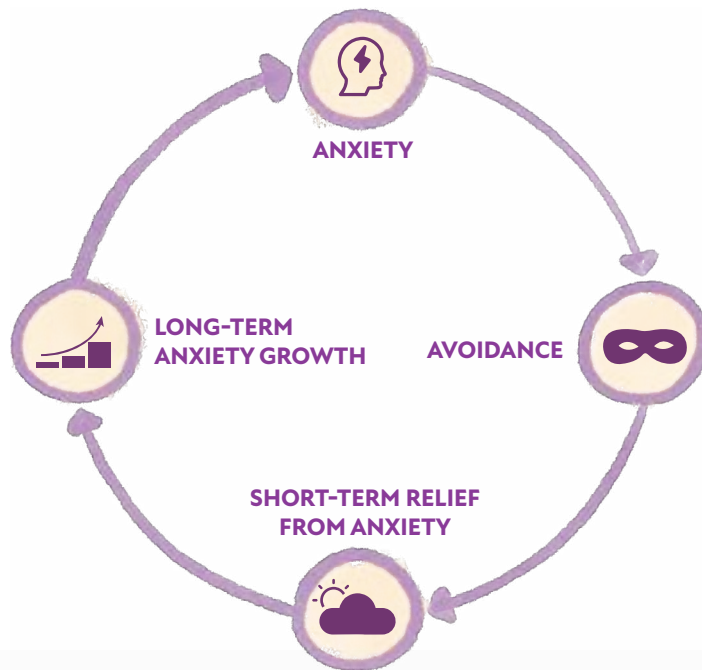


DISCUSSION (30-45 MINS)

3 CYCLE OF ANXIETY



SAY: Anxiety is a mental and physical reaction to perceived threats. In small doses, anxiety is helpful. It protects us from danger and focuses our attention on problems. But when anxiety is too severe, or occurs too frequently, it can become toxic. When a person avoids a feared situation—whether through physical avoidance or otherwise—the uncomfortable symptoms of anxiety quickly fade away. Unfortunately, the relief does not last long. And next time, the anxiety will be worse. The brain thinks: “Last time I avoided this situation, and that felt good.” The desire to avoid a situation becomes increasingly difficult to resist.



The **Cycle of Anxiety** illustrates this concept with a diagram and simple explanations of each step (Show drawn on a flipchart).



4 OUR WORRIES



DO:

- ✔ Give Handout 7: Worries to each of the participants.
- ✔ Ask the girls to work on their handout individually. For younger girls and those who have difficulties with reading/writing, facilitators can support.



SAY: Cognitive distortions are irrational thoughts that have the power to influence how you feel. Everyone has some cognitive distortions, which are a normal part of being human. However, when cognitive distortions are too plentiful or extreme, they can be harmful.

POSITIVE STRATEGIES (30-45 MINS)

5 GROUNDING TECHNIQUES



DO:

- ✔ Give Handout 8: Grounding Techniques to each of the participants.
- ✔ Explain that the handout describes three skills for controlling intense emotional experiences and regaining mental focus.
- ✔ Read each grounding technique and have the girls practice with you while you read them through.



SAY: Grounding techniques work by focusing attention on the present moment and bringing attention back to reality. After a challenging event, it is normal to experience anxiety and other uncomfortable symptoms. Grounding techniques help control these symptoms by turning attention away from thoughts, memories or worries and refocusing on the present moment.




Explain that the girls are able to use this technique whenever they are feeling worried or anxious.





REFLECTION (15 MINS)

6 CIRCLE ROUND

 **ASK:** What's one thing you have enjoyed about today?

7 CLOSING COMMENTS

 **DO:**

-  Thank everyone for their participation.
-  Encourage everyone to journal about anything that they would like: anything at all. These journals are confidential although they can share entries if they feel comfortable.

 **Remind participants about:**

the time and location of the next session.

your role as a facilitator is to be available should anyone wish to discuss anything after the session. Highlight that your role is to provide support, but that you are not a caseworker or counsellor; however, you are able to provide a referral to required services that exist in the area.

SESSION 6

NAMING EMOTIONS: LONELINESS

🎯 SESSION OBJECTIVES

By the end of the session participants will:

- Explore loneliness and how it affects us
- Identify how to help a friend in need

👉 FACILITATORS NOTES

- It is important to encourage overcoming these feelings with the help of a buddy. Spend time emphasising the importance of making friends.
- Emphasise about how sometimes people feel worried about talking to friends or family about their problems but how important it is to find someone to talk to.

📝 PREPARATION AND MATERIALS

- Flipchart papers; markers
- Blank sheets of A4 paper
- A cooking pot and a wooden spoon
- Print out Handout 9: Human Bingo to give to each of the participants
- Prepare three flipcharts, as per the example below, for working in groups:

WHAT IS LONELINESS?	WHY DO GIRLS FEEL LONELY?	WHAT CAN GIRLS DO TO NOT FEEL LONELY?
		



WARM UP

1 HUMAN BINGO



DO:

- ✔ Give Handout 9: Human Bingo to each of the participants.
- ✔ Explain that the aim of the game is to talk to everyone in the room and fill the bingo page with 9 *different* names by finding someone to say YES to each of these statements. Once a person says yes, they sign their name in the box of that question.
- ✔ Each person can sign as many different bingo cards as they would like, but they can only sign their name once per individual sheet.
- ✔ Once someone has filled the sheet with 9 names, the participant shouts 'BINGO!'.

2 RECAP



REVIEW last session objectives (below) and review the aims of this session (above).

Last session objectives:

- ✔ Understood the feelings of fear and anxiety and practiced ways to deal with intrusive or negative thoughts



DISCUSSION (30-45 MINS)

3 LONELINESS

✓ DO:

- ✓ Divide the group into 3 small groups. Give each group a prepared flipchart with 3 columns:

WHAT IS LONELINESS?	WHY DO GIRLS FEEL LONELY?	WHAT CAN GIRLS DO TO NOT FEEL LONELY?
<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>

- ✓ Ask the groups to spend 5-10 minutes on each question making notes on their flipcharts.
- ✓ After 15-20 minutes, reconvene and ask each group to share their group work.
- ✓ As one group presents, ask others to make additions/comments from what they have discussed in their group.



EXPLAIN: that it's not uncommon to feel and experience various emotions when they are feeling lonely.



NOTE: *Girls might feel isolated as brides, especially if they have had to leave their schooling. Ensure that you facilitate a discussion, addressing all of the girls' concerns and brainstorming what they are able to do to engage with their friends.*



4 FRIENDSHIP SOUP


✓ DO:

- ✓ In a circle hand out a piece of paper and pen for each participant.
- ✓ Put the cooking pot and spoon in the middle of the circle.
- ✓ Explain that you are going to make a 'Friendship Soup'. Each participant needs to think of one ingredient to make a good friend. For example, kind, non-judgmental, good listener, etc.
- ✓ When everyone has written something, they need to get up, put it in the pot and whilst stirring the pot say what is on the paper.
- ✓ Ensure that you repeat the "ingredient" and encourage participants to agree. You can pretend to taste the soup and say positive comments, like "how delicious".
- ✓ *If some ingredients are missing, feel free to add to the soup.*



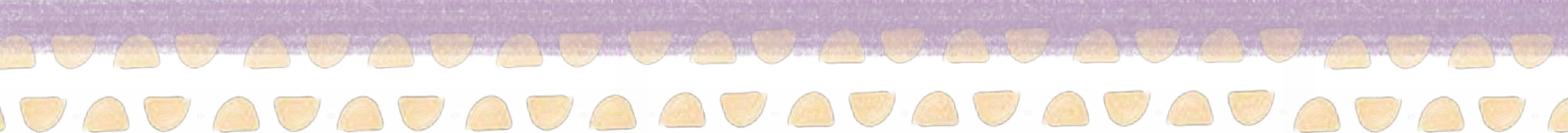
POSITIVE STRATEGIES (30-45 MINS)

5 FINDING A BUDDY

 **SAY:** Girls can feel and experience various emotions when they are feeling lonely. It is important to encourage overcoming these feelings with the help of a buddy. Spend time discussing each question, emphasising the importance of making friends.

✓ DO:

- ✓ Participants should form pairs.
- ✓ Each girl should choose a specific problem they are currently facing (the facilitator should check with each girl to ensure that the chosen problem is small and solvable).
- ✓ In pairs, girls should think of as many solutions to each other's problems.

- 
- ✔ Each pair should come up with at least 10 different ideas per problem. The ideas do not have to solve the whole problem or be successful.
 - ✔ Bring the girls back to the larger group.
 - ✔ Ask if anyone feels comfortable sharing their problem and possible ideas for solving the problem.
 - ✔ Ask for group feedback.



EXPLAIN: that being able to reach out to other people when we need help is important for building resilience.



6 A FRIEND IN NEED

✔ DO:

- ✔ Ask for 2 volunteers.
- ✔ Read them the story and give them a few minutes to make a short role play.

STORY:


Amena sees her old friend Bana on the street. Bana is sitting down on the ground and has been crying. Amena is in a hurry to get to the market; she shouts hello and walks straight past.

Ask the participants, after the role play:

- ? What has happened?
- ? How may Bana be feeling?
- ? How may Amena be feeling?
- ? How could their meeting be improved?

✔ DO:

- ✔ Ask the volunteers to act out the scene again, but this time ask the audience to step in and give advice or help to do things differently.
- ✔ Conclude by emphasising the importance of being able to provide support for one another.

 **SAY:** A friend is someone who is able to provide support, to listen to you and be a trusted person who you can communicate with. It is important to identify these support structures in our lives in case we are feeling sad and lonely.

REFLECTION (15 MINS)



7 CIRCLE ROUND

 **ASK:** What's one thing you have enjoyed about today?



8 CLOSING COMMENTS

 **DO:**

- Thank everyone for their participation.
- Encourage everyone to journal about anything that they would like: anything at all. These journals are confidential although they can share entries if they feel comfortable.

 **Remind participants about:**

the time and location of the next session.

your role as a facilitator is to be available should anyone wish to discuss anything after the session. Highlight that your role is to provide support, but that you are not a caseworker or counsellor; however, you are able to provide a referral to required services that exist in the area.

SESSION 7

UNDERSTANDING STRESS

🎯 SESSION OBJECTIVES

By the end of the session participants will:

- Identify their psychosocial and emotional needs
- Learn positive strategies for managing stress

👉 FACILITATORS NOTES

Reinforce the points from the previous sessions about the process of healing and finding strengths. Remind participants that sometimes the process of facing their situation or their past experiences can cause emotional turmoil and pain; this is part of the healing process.

📝 PREPARATION AND MATERIALS

- Flipchart papers; markers
- Print out Use Handout 10: Relaxation Exercise and Handout 11: Breathing Techniques for all the participants
- Prepare a flipchart with the following questions:

SETTING GOALS:

- Something I want to accomplish in the next week:

.....

- In the next month:

.....

- In the next year:

.....

- In the next five years:

.....

OBSTACLES AND STRATEGIES

- Obstacles to reaching my goals:

.....

- Things I will need to do to achieve my goals:

.....

- What can I begin to do now to work toward my goals?

.....



WARM UP (15 MINS)

1 HAPPY AND YOU KNOW IT (TO SPARK ENERGY AND RELIEVE STRESS)

✓ DO:

- Teach the girls the song below (or another culturally appropriate song).
- Ask girls about the songs they sing from their childhood or games they play; if possible, practice these during this period.

Song:

- ♪ When you're happy and you know it clap your hands (clap hands twice).
- ♪ When you're happy and you know it clap your hands (clap hands twice).
- ♪ When you're happy and you know then your face will surely show it.
- ♪ When you're happy and you know it clap your hands (clap hands twice).

2 RECAP



REVIEW last session objectives (below) and review the aims of this session (above).

Last session objectives:

- ✓ Explored loneliness and how it affects us
- ✓ Identified how to help a friend in need



DISCUSSION (30-45 MINS)

3 WHAT IS STRESS



EXPLAIN: that sometimes being an adolescent in our community can be challenging whether you are a working or not, going to school, or hanging out with friends. When we are worried, anxious, hurried, our body begins to feel tense.



ASK: Has anyone experienced similar emotions or situations?



NOTE: *Let participants share experience if they want to but do not spend too much time on negative feelings and experience.*




SAY:

- Stress is necessary for life. We need to distinguish between healthy stress that helps us to survive as human being and toxic stress – repeated or intense stress that overwhelm our systems to the point that it is harmful and becomes a problem to us and the ones around, including children. We need to be aware and to tackle it. Stress is only harmful when it becomes overwhelming and interrupts the healthy state of equilibrium that your nervous system needs to remain in balance.
- When stressors throw your nervous system out of balance, relaxation techniques can bring it back into a balanced state by producing the *relaxation response* – a state of deep calmness that is the opposite of the stress response.
- What is relaxation? We define relaxation as a mental and physical state, in which the individual is able to feel relieved from strain or tension. Reaching a relaxed state means – to control our emotions. When stress affects a person's normal functioning, relaxation has proved to be effective in lowering it.







POSITIVE STRATEGY (30-45 MINS)

4 CARING FOR OURSELVES

 **SAY:** Let's discuss how can you participate in caring for yourself, even when it feels like you do not have the time or space to do so.

 **ASK:**

-  What do you need to do to stay safe and healthy?
-  What are some ways in which you have successfully coped with difficult situations?
-  What resources do you have to turn to when you feel overwhelmed?

 **SAY:** Research demonstrates that mindfulness meditation reduces anxiety and increases positive emotions. Meditation is a skill and does require practice! We can meditate by:

PLANNING:

If possible, meditate daily. Start with just a few minutes a day.

POSTURE:


Make sure you are comfortable, but not too comfortable that you fall asleep!

THOUGHTS:

Allow your thoughts to come and go. The more you try to control them, the more distracting they will come. Acknowledge them and let them pass.

BREATHING:

Focus on your breathing. Take full, gentle breaths through your nose and notice the rise and fall of your belly.

 **DO:** Read the relaxation exercise and have participants practice in real time. Use Handout 10: Relaxation Exercise for that.




5 BREATHING TECHNIQUES

- ☑ **DO:** Practice each technique as a group for 10-15 minutes. Use Handout 11: Breathing Techniques for that.

REFLECTION (15 MINS)



6 SETTING GOALS

- ☑ **DO:**
 - ✔ Ask the girls to think about their goals.
 - ✔ Ask participants to choose 1-2 goals and then to write them in their journals.
 - ✔ Show prepared flipchart and instruct them to think about:

SETTING GOALS

- Something I want to accomplish in the next week:
.....

- In the next month:
.....

- In the next year:
.....

- In the next five years:
.....

OBSTACLES AND STRATEGIES

- Obstacles to reaching my goals:
.....

- Things I will need to do to achieve my goals:
.....

- What can I begin to do now to work toward my goals?
.....



7 CELEBRATING OUR EXPERIENCE



EVALUATE:

EXPLAIN: As today is the last session, we want to reflect on the changes we have experienced since we started participating in this course.



EVALUATE: Distribute the post assessment questionnaire and allow girls 20 minutes to complete. Collect completed forms and thank girls for their reflections.



NOTE: *For the post assessment use the same questionnaire that was used during the baseline assessment (Refer to Implementation Guide). Comparing pre and post assessment data will allow to analyse the impact of the adolescents' participation in the ENGAGE programme on their personal wellbeing.*



DO: Conduct two final circle rounds.



ASK: each participant:

? *Something I have really appreciated about the programme is...*

? *One word to describe how I am feeling...*

8 CLOSING COMMENTS



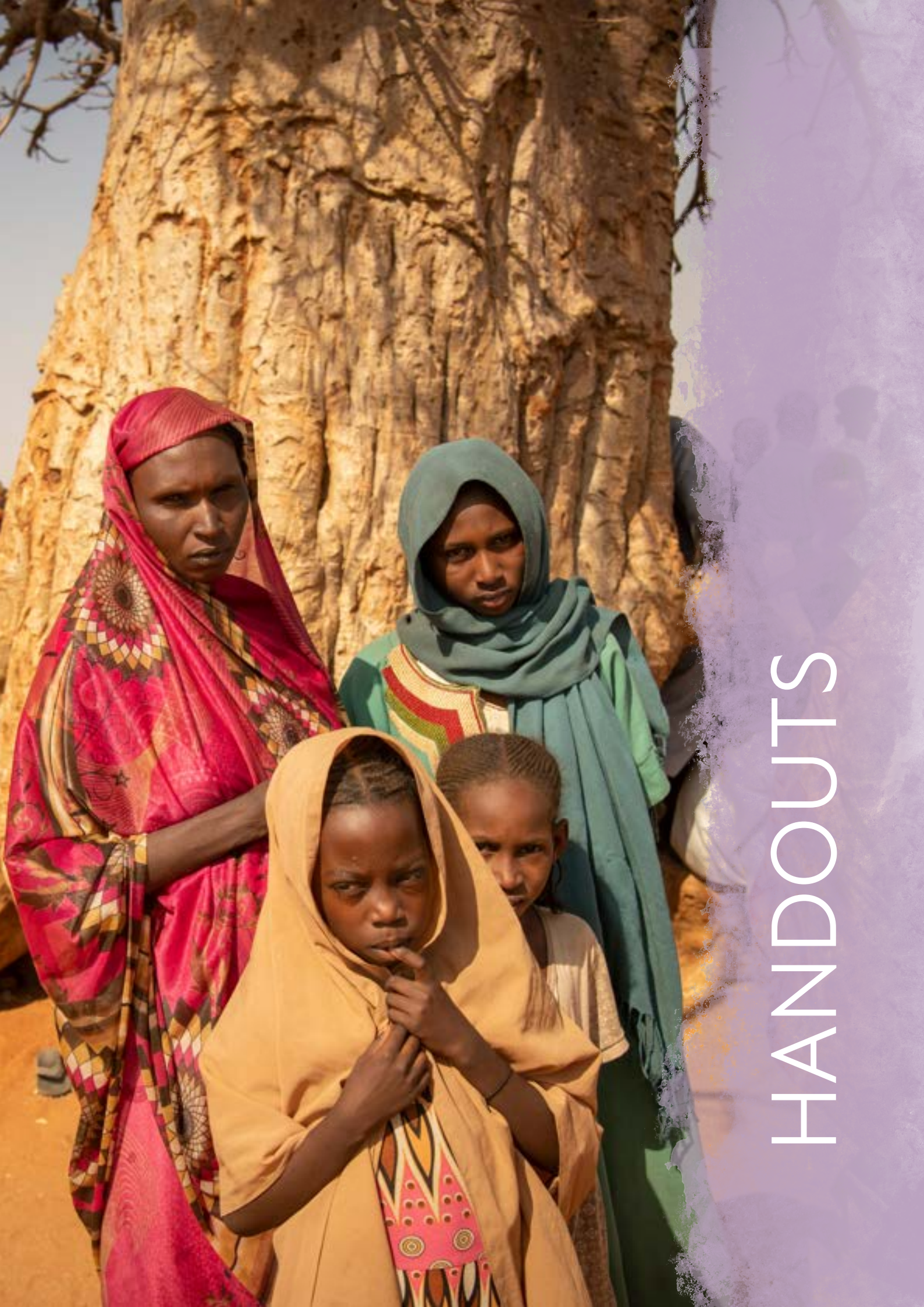
SAY thank everyone for their participation.



DO: Discuss any opportunities for follow up/ reunions and encourage participants to keep in touch. Set a date and time for girls to meet in the near future.



Remind: The girls that your role as a facilitator is to be available should anyone wish to discuss anything further. Highlight that your role is to provide support but that you are not a case worker or counsellor. You are able to provide a referral to the required services that exist in the area.



HANDDOUITS

PHOTO / VIDEO CONSENT AND RELEASE FORM



NORWEGIAN CHURCH AID
actalliance

I confirm that I am informed and understand the purpose of the interviews / photographs / videos. I do not expect any financial compensation for participation, and I know that I can freely refuse to participate now or at any moment during the interviews / photographs / videos being taken. The interview/ photographs / videos must be taken and used in a way that uphold my dignity. I understand that if my image or name is published online it can be seen by people anywhere in the world for an unlimited amount of time.

I give my consent to Norwegian Church Aid (NCA) and its partner organizations to use images / videos of me and interviews I gave on their website, on social media, in its publications, and/or in other media activities.

I give my consent to NCA to:

- interview, film, photograph, tape, or otherwise make a video, photographic, or audio reproduction of me / my child;
- use the interviews, films, photographs, tapes, voice of me / my child in any publications, radio and television broadcasting, online, and archive them in NCA's database;
 Yes No
- use my full name

Name: _____

Signature: _____

Date: _____

Parent or Guardian

The below signed parent or legal guardian of the above-named minor child (below 18) hereby consents to and gives permission to the above on behalf of such minor child.

Signature or thumbprint of parent or legal guardian: _____

Print name: _____

NCA Responsible Person

I, _____, employed/contracted by NCA as _____

_____ hereby declare that I have received the informed consent in line with NCA's policies and Code of Conduct, including reading and explaining the contents of this release to the signed above in full as needed.

Name: _____

Signature: _____

Date: _____



HANDOUT 2

ROLE PLAY SCENARIOS

SCENARIO 1

PERSON A

You have been feeling really low for a while. You are not sleeping well and are not enjoying doing the things you usually like doing. You are worried about talking to anyone about it because you think they are already annoyed at you for being unsociable and think you have to put a brave face on it.

PERSON B

Your friend has not been hanging out with you as much as usual and seems to take offence at things really easily. You are alone together for the first time in ages and you decide to find out what the matter is.

SCENARIO 2

PERSON A

You have become frightened of going out to social events. This started a few months ago when you were out with friends and saw a fight going on – you became very panicky and your heart started to beat very fast – you felt frightened and made excuses to go home. Since then you have started to avoid going out in case it happens again. Recently you did go to a friend's house but you started to feel really uncomfortable and tearful and left early. You feel worried about talking to anyone about this because you think they will think you're being silly.

PERSON B

Your friend left in tears from your house the other day and you have noticed that she does not quite seem herself recently. You have not seen her on her own since then. You find yourself travelling on the bus next to her and you decide to bring it up.

HANDOUT 3
FEELINGS JAR





HANDOUT 4

GRATITUDE STATEMENTS



1. Gratitude: Write down three things for which you are grateful every day. Don't worry if they seem simple or mundane—just get something down on paper. Writing gratitude's will help you identify positive aspects of even the worst days.

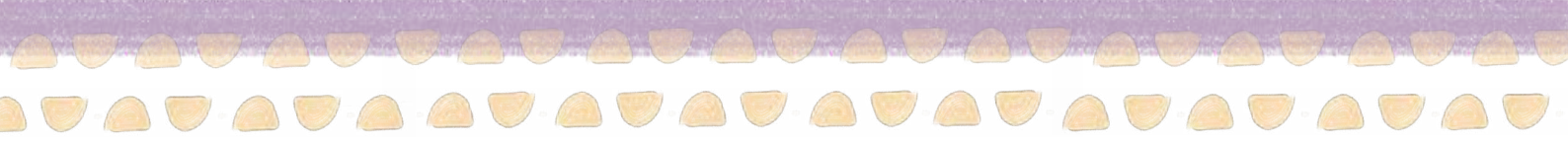
2. Acts of kindness: Make a conscious effort to do something nice for no reason other than to help. You might be surprised how a simple act of kindness can turn around the day for both you and the kindness recipient.

3. Exercise: The positive effects of exercise are astounding. Physically active people have increased energy, superior immune systems, and a frequent sense of accomplishment. Exercise can reduce insomnia, stimulate brain growth, and even act as an anti-depressant. If jogging or lifting weights seems like too much, don't be afraid to start with a 30 minute walk or a slow bike ride.

4. Meditation: Research has linked meditation with reduced anxiety and more positive emotions. Those who meditate regularly may even permanently restructure their brains to create sustained happiness.

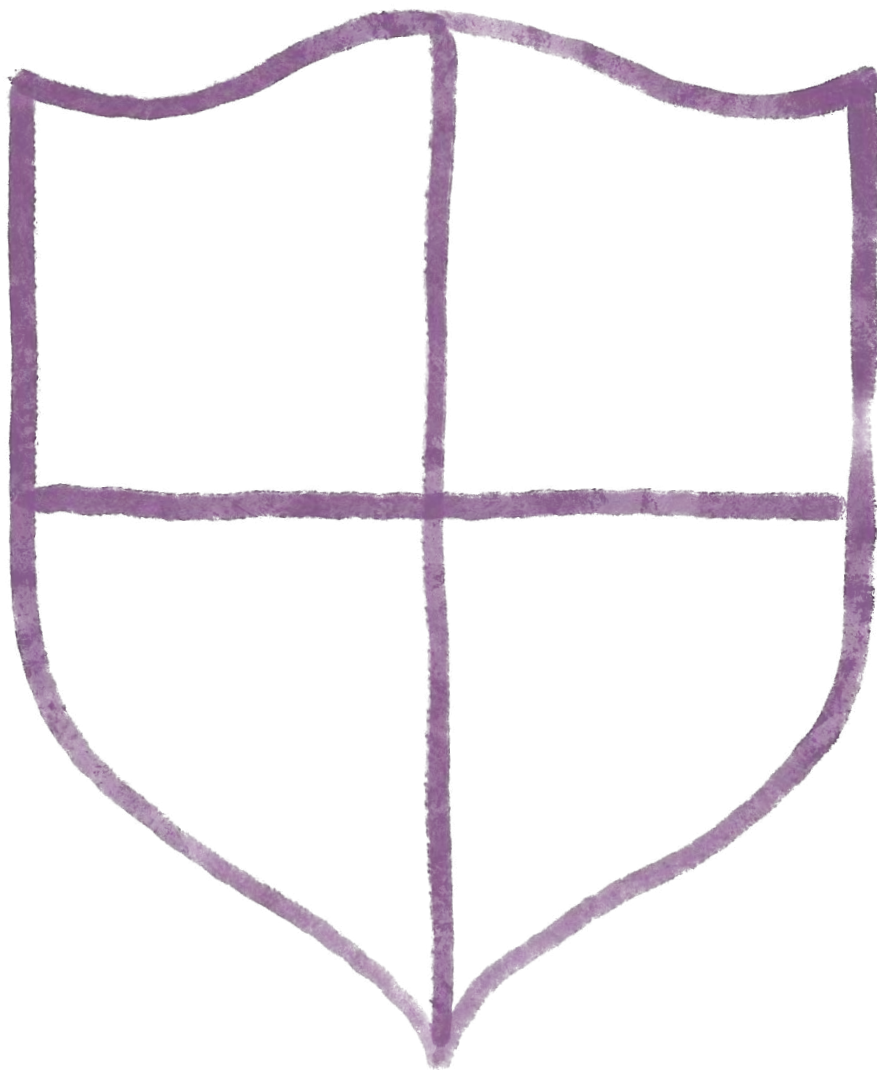
5. Positive journaling: Take some time to write about positive events in your life. Write about a fun day spent with friends, a good movie, or an activity you enjoyed. Positive journaling will get you into the habit of focusing on the positive.

6. Fostering relationships: Strong social connections are thought to be one of the most powerful influences on our mood. Those who are dedicated to spending time with friends and family show the highest levels of happiness. If you can't see your loved ones every day you can still send an email or make a phone call. If it feels like you never see your loved ones, schedule time that can be dedicated to them.



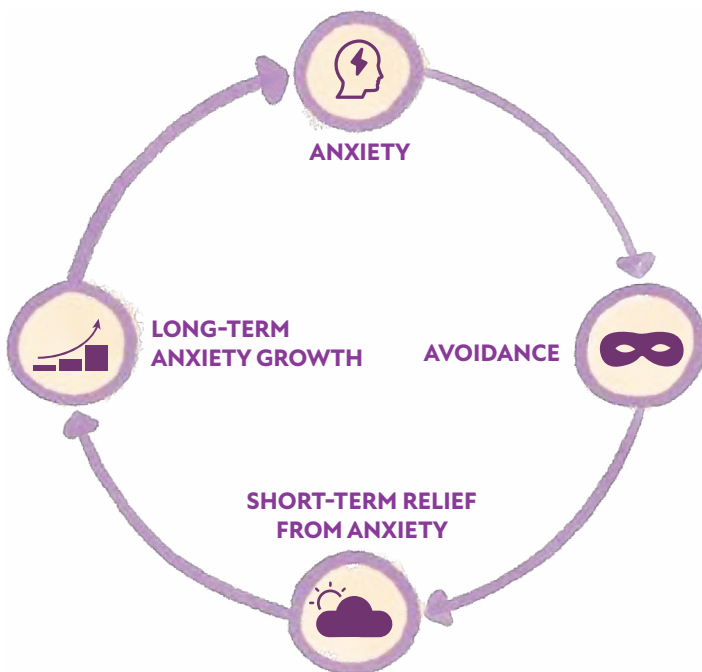
HANDOUT 5

COAT OF ARMS



HANDOUT 6

CYCLE OF ANXIETY



Anxiety

An anxiety-producing situation leads to uncomfortable symptoms such as worry, fear, a racing heart, sweating, or a feeling of being overwhelmed.

Avoidance

Uncomfortable symptoms are controlled by avoiding the anxiety-producing situation.

Examples of avoidance include:

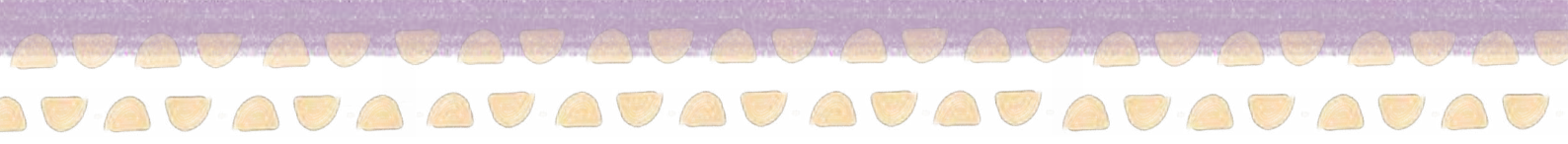
- Skipping class to avoid giving a presentation
- Using drugs or alcohol to numb feelings
- Procrastinating on challenging tasks

Short-Term Relief from Anxiety

Avoidance of the anxiety-producing situation gives an immediate sense of relief. The symptoms of anxiety lessen, but only temporarily.

Long-Term Anxiety Growth

The fear that initially led to avoidance worsens, and the brain learns that when the anxiety-producing situation is avoided, the symptoms go away.



HANDOUT 7:

WORRIES

Worries

Everyone has some worries—it is a normal part of being human. However, when they are too plentiful or extreme, they can be harmful.

A person starts having worries when the problem is exaggerated, or the worst possible outcome is assumed to be true. By learning to question your own thoughts, you can correct many of these worries.

What are you worried about?

How likely is it that your worry will come true? Give examples of past experiences, or other evidence, to support your answer.

If your worry does come true, what's the worst that could happen?

If your worry does come true, what's most likely to happen?

If your worry comes true, what are the chances you'll be okay...

In one week? _____%

In one month? _____%

In one year? _____%



HANDOUT 8

GROUNDING TECHNIQUES

5-4-3-2-1 TECHNIQUE

You will purposefully take in the details of your surroundings using each of your senses. Strive to notice small details that your mind would usually tune out, such as distant sounds, or the texture of an ordinary object.

What are 5 things you can see? Look for small details such as a pattern on the ceiling, the way light reflects off a surface, or an object you never noticed.

What are 4 things you can feel? Notice the sensation of clothing on your body, the sun on your skin, or the feeling of the chair you are sitting in. Pick up an object and examine its weight, texture, and other physical qualities.

What are 3 things you can hear? Pay special attention to the sounds your mind has tuned out, such as a ticking clock, distant traffic, or trees blowing in the wind.

What are 2 things you can smell? Try to notice smells in the air around you, like an air freshener or freshly mowed grass. You may also look around for something that has a scent, such as a flower or an unlit candle.

What is 1 thing you can taste? Carry gum, candy, or small snacks for this step. Pop one in your mouth and focus your attention closely on the flavours.



Categories

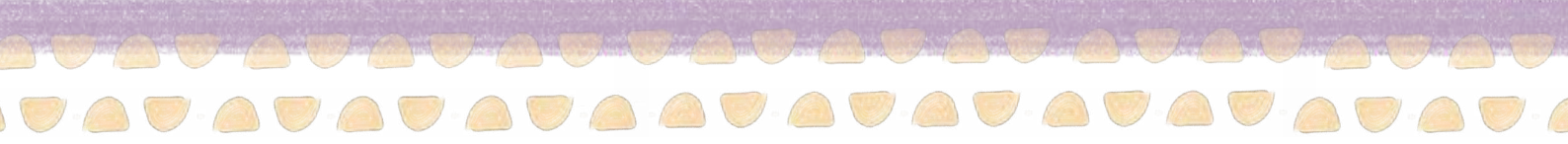
Choose at least three of the categories below and name as many items as you can in each one. Spend a few minutes on each category to come up with as many items as possible.

MOVIES	ANIMALS	MOVIE STARTS	SONGS
COLOURS	CITIES	BOOKS	VEGETABLES

Mental Exercises

Use mental exercises to take your mind off uncomfortable thoughts and feelings. They are discreet and easy to use at nearly any time or place. Experiment to see which work best for you.

- Name all the objects you see.
- Describe the steps in performing an activity you know how to do well. For example, how to shoot a basketball, prepare your favourite meal, or tie a knot.
- Count backwards from 100 by 5.
- Pick up an object and describe it in detail. Describe its colour, texture, size, weight, scent, and any other qualities you notice.
- Spell your full name, and the names of three other people, backwards.
- Read something backwards, letter-by-letter. Practice for at least a few minutes.



HANDOUT 9

HUMAN BINGO

**Have you made someone
laugh today?**

Did you eat breakfast?

**Do you play a musical
instrument?**

**Have you helped a friend this
week?**

**Do you know where to get
help if a friend is in crisis?**

**Have you thanked anybody
this week?**

Do you like animals?

**Have you done any exercise
this week?**

Did you sleep well last night?



HANDOUT 10

RELAXATION EXERCISE

Settle yourself in a quiet place, in a comfortable position. Imagine yourself to be in the most relaxing, secure, peaceful place you have ever known. Breathe deeply in and out, breathing into your stomach. Recite the following to yourself, with a quiet voice, very slowly, but imagine it is being spoken to you by a voice outside yourself, by a voice of love. If you do this with your spouse, let one read and the other close his/her eyes and listen: your breath is warm and soothing. As it spreads through your body it makes you warm. It brings peace and tranquillity to every cell in your body.

Let every cell in your body know and feel that you are loved. Many people love you. You are surrounded by love and caring. The love is all around you like warm light, comforting you, taking away all your pain.

The air that you are breathing in is warm and soothing. That warmth is spreading all through your body. As it spreads through your body, it causes your muscles to relax.

Now the warmth spreads to your head. Relax the top of your head. Relax your mind. There is nothing to think about right now, nothing to worry about. Release the burdens that you carry in your mind.


As you breathe deeply, the warmth spreads to your face. Let your face relax. Relax your eyes. Whatever your eyes have seen that is unhappy or that causes you pain, let it go. Release it with your breath.

Relax your cheeks and your mouth. Whatever you have spoken that you regret, let it go, release it with your breath. It's in the past and is gone now with your breath.

Relax your ears. There is nothing for you to listen to right now except the peacefulness of your own breath. Whatever you have heard that has hurt you, at any time in your life, let it go now. You don't need it anymore. Release it with your breath.

Relax your jaw. Any tension that you are holding in your jaw, let it go, release it. Feel the warmth spread through your mind, your face, your neck. Relax your neck.

Know that you are safe. You are protected. You are in a place of shelter. You are in a safe place, a good place. You have nothing to fear, nothing to regret. The past is gone, and the future has not arrived. All that exists is this peaceful moment, this safe place where you are protected and warm.



Continue to breathe deeply and softly. Your breath warms you. The warmth spreads now into your shoulders and relaxes your shoulders. Whatever burden you have been carrying on your shoulders, let it go. Let it go with your breath. Relax your shoulders.

Let go of your fear and your worry. You are at harmony with the entire universe and that is peaceful.

Breathe deeply and softly. The breath spreads now into your back and warms your back. Relax your shoulder blades, and the middle of your back. Relax your lower back. As you breathe out, release the burdens that you have borne on your back. All the troubles, all the weight on your back, release them with your breath, and let them disappear. You don't need them anymore.

Know that whatever challenges you face in life, you are strong and capable.

As you breathe, warmth continues to spread through your body, now moving into your chest and your stomach. Relax your chest. Whatever fears you have for the future, let them go. Release them with your breath. Relax your stomach. Whatever tightness you have in your stomach, whatever tension you carry there, release it, let it go with your breath.

Your breath is warm and soothing. As it spreads through your body it makes you warm. It brings peace and tranquillity to your mind, to your soul, and to your heart. Feel it now spreading into your arms. Relax your upper arms, and your forearms. Relax your hands and your fingers. Relax your thumbs. Your hands work hard for you every day, but right now let them relax. Whatever burdens you carry in your hands, release them. Whatever private pain or shame your hands have witnessed, release it. You don't need it anymore. Let it escape with your breath, let it go.

Beauty is inside you. Let yourself feel it and believe it.

Breathe deeply now and let it flow into your legs. Relax your thighs. Relax your knees. Relax your calves. Relax your feet. Relax your toes. Your legs work hard for you every day, they have earned a rest. Relax your legs and let the tension flow out of them; release the tension with your breath.

Now all of your body is relaxed and warm. Every cell in your body, every part of you inside and out is soothed and peaceful. All of your body is pure and light and warm.

Inside you, at your centre, is peace. Your breath is peace. Your centre is peace. Your soul is at peace, your mind is at peace, your heart is at peace, your blood is at peace, your breath is at peace, your eyes are at peace, your hearing is at peace, your tongue is at peace, your hands are at peace, your feet are at peace, every part of you is at peace. Every part of you is at peace with yourself. Every part of you is at peace. Every part of you is peaceful.

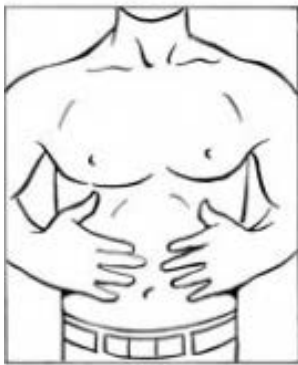
HANDOUT 11

BREATHING TECHNIQUES

Take 10 deep breaths⁴



BREATHING OUT (EXHALING) WITH THE DIAPHRAGM



BREATHING IN (INHALING) WITH THE DIAPHRAGM



Breathing exercises⁵

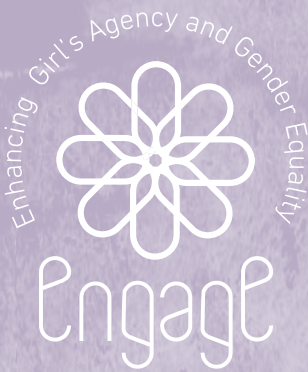


Count from 20 to 0



⁴ <http://cranberrycorner.ca/deep-breathing-exercises/>

⁵ <http://breathing-exercises.net>



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