

Curriculum

PHASE 1





Phase 1 Curriculum

First Edition: September 2018

Support for this project is provided by USAID Southern Africa under the United States President's Emergency Plan for AIDS Relief (PEPFAR) through Cooperative Agreement AID-674-A-12-00002 awarded to Tulane University. The views expressed in this document do not necessarily reflect those of USAID or the United States government.

This manual and related curricular materials are freely available for use with written permission from the Highly Vulnerable Children's Research Center (HVC-RC) or the United States Agency for International Development (USAID) Southern Africa. If you would like to implement this program, please contact hvcteam@tulane.edu for access to curricular and training materials, as well as technical guidance to ensure that the program is implemented with fidelity to the model and within the intended terms of use. HVC-RC continues a body of work related to the program including evaluation efforts; further information on this research can be ascertained via the above email.



The Let's Talk Teens printed curricular materials are licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

Copyright © Tulane University Highly Vulnerable Children Research Center (HVC-RC)



ACKNOWLEDGEMENTS

This curriculum is the result of a collaborative effort by researchers in South Africa and the United States plus program partners working to better the lives of HIV-affected children and families. Curriculum development was overseen by Dr. Tonya R. Thurman and her team from Tulane University's Highly Vulnerable Children Research Center (<http://hvc-tulane.org/>): Johanna Nice, Tory M. Taylor, Alexandra Spyrelis and Mel Carnay. The program development was realized in collaboration with the University of Pretoria, under the leadership of Dr. Maretha Visser from the Department of Psychology and her team: Dr. Michelle Finestone (Faculty of Education), Princess Mabota (Department of Psychology), Thembi Barnabas (Faculty of Humanities) and Wilhelm Haupt (Consultant). Critical reviews from consultants Jamie Lachman (Department of Social Policy and Intervention, Oxford University / Clowns without Borders South Africa), Dr. Arvin Bhana (Department of Psychology, University of KwaZulu Natal) and Irina Yacobson, MD (Senior Technical Advisor, GHPN/Research Utilization, FHI 360) were used to finalize curriculum content.

The curriculum is largely based on evidence-informed resources with a successful history of use in the United States and South Africa, including:

- The Teens and Adults Learning to Communicate (TALC) program, originally developed by the Center for HIV Identification, Prevention and Treatment (CHIPTS) at the University of California Los Angeles ([http://chipts.ucla.edu/projects/Let's Talk-la](http://chipts.ucla.edu/projects/Let's_Talk-la)) and led and evaluated by Dr. Mary Jane Rotheram-Borus.
- *The Kgolo-Mmogo Project*, an intervention for the enhancement of children's resilience designed for HIV-positive caregivers of young children and developed by the University of Pretoria and Yale University with support from United States National Institutes of Health.
- *Sinovuyo Caring Families Program for Parents and Teens*, implemented by Clowns without Borders South Africa in partnership with the National Association of Childcare Workers and the Universities of Oxford and Cape Town with funding from UNICEF and the World Health Organization.
- *Strengthening Support Group Facilitation* program designed for caregivers of orphans and vulnerable children and implemented by The Networking HIV, AIDS Community of South Africa.
- *Vhutshilo 2 and Vhutshilo 2.2*, a program designed specifically for adolescent OVC in South Africa, originally developed by the Centre for the Support of Peer Education (CSPE), a branch of the South African non-profit organization Health and Education Training and Technical Assistance Services (HETTAS) and updated under the ASPIRES project by FHI 360 and HETTAS.
- *Focus on Youth with Informed Parents and Children Together (FOY with ImPACT)*, a community-based program—identified by the United States Centers for Disease Control and Prevention's Prevention Research Synthesis program as a Best-Evidence Effective Behavioural Intervention—that equips youth with the skills and knowledge they need to protect themselves from HIV and other sexually transmitted infections. The original program was designed and evaluated by Dr. Bonita Stanton and a team of researchers at the University of Maryland, Baltimore.

- *Advocates for Youth* resources designed to promote research-based best practices in the field of adolescent sexual health and publicly available via their website (<http://www.advocatesforyouth.org/>).

The manual also relies heavily on the principles of cognitive behavioural therapy and basic principles and techniques were drawn from the 7 Steps to Cognitive Behaviour Therapy Self-Help website, (<http://www.get.gg/selfhelp.htm>); a useful resource also for users of this guide to glean further understanding of this evidence-based approach.

The intervention development team is particularly grateful for the ongoing support and insights that helped to realize this initiative provided by Anita Sampson, Naletsana Masango and Lauren Murphy at the United States Agency for International Development (USAID) Southern Africa. Financial support for this project was provided by USAID Southern Africa under the President's Emergency Plan for AIDS Relief (PEPFAR) through a Cooperative Agreement AID-674-A-12-00002 awarded to Tulane University.



TABLE OF CONTENTS

Guideline to the manual	4
Session and activity sequence	5
Phase 1:	6
Overview	7
Session 1: My strengths and goals	9
Session 2: Effective communication	34
Session 3: Emotional awareness	59
Session 4: Coping with sadness	83
Session 5: Coping with anger	105
Session 6: Conflict resolution	124

GUIDELINE TO THE MANUAL



Gives you an overview of the session.



Highlights the time you should spend on each activity.



Tells you what to do.



Tells you what to say.



Tells you when to invite a group discussion.



Tells you when to use a flipchart.

SESSION AND ACTIVITY SEQUENCE

This manual contains essential information and materials for implementing the Let's Talk Teens curriculum. Sessions are designed to be implemented fully and in the order provided. The exercises in each session have also been carefully sequenced. **Facilitators should never skip or move around sessions or exercises**, which could compromise the effectiveness of the program as well as participants' experience. Exercises conducted early in a session prepare participants for later activities, both emotionally and logistically. Preliminary exercises are carefully structured to help adolescents "ease into" difficult topics, and to reacquaint them with the group dynamic and expectations for participation. Later exercises reinforce specific skills and information introduced earlier in the session, preparing participants to apply newly acquired knowledge and ideas outside of the group with confidence. Changing or omitting exercises disrupts this balance, and carries the potential to limit progress for everyone in the group. Facilitators will find that with experience, the importance of each exercise becomes apparent, and implementing sessions as written feels both natural and effective.

Phase 1:

Coping & Communication Skills

PHASE 1: OVERVIEW

The program's first phase covers coping and communication skills, and consists of six sessions.

Session 1 sets the foundation for the group's meeting and examines participants' strengths and goals.

Adolescents collaborate to establish norms for the group, including group rules and an opening ritual. Participants also become familiar with the program's objectives and begin to contribute to the creation of a supportive environment for sharing information and asking questions. Participants identify their strengths and play a game where they must promote their best qualities. Adolescents are also guided to understand best practices for goal setting and to begin the process of establishing personal goals and monitoring progress toward them. Finally, they are introduced to the idea of problem solving as a structured process, and practice this process using realistic scenarios.

Session 2 focuses on effective communication.

Adolescents learn skills for active listening and assertive communication. They discuss how assertiveness differs from passivity and aggression, and why assertive communication is effective communication. Facilitated role-plays about asking a friend to repay an overdue loan, and an adolescent whose caregiver wants her to be more responsible at home, help guide participants to practice using other realistic communication scenarios. Finally, adolescents are given tips for active listening, including checking for understanding, not interrupting with questions, not judging, and offering suggestions for how to fix the situation

Session 3 focuses on emotional awareness.

Adolescents learn and discuss ways to become more aware of their own emotions. The "Feeling thermometer" is introduced as a tool for affective expression as well as reiterating linkages between feelings, thoughts and behaviours. Adolescents discuss positive and negative experiences in their own lives, and begin to examine how these events may have affected them emotionally and behaviourally. Following a relaxation exercise, the group uses the cultural value of Ubuntu as a basis for understanding the supports that are already in place in their lives, and to begin to develop a vision of future support.





Session 4 teaches participants to cope with sadness.

Participants discuss how sadness may be experienced and conveyed, and practice connecting feelings of sadness to resulting thought patterns and behaviour. They consider a scenario in which an adolescent, Kabelo, has failed a maths test and tries to respond with constructive rather than unhelpful thoughts and actions. Adolescents also discuss a more serious scenario involving rape, and continue to identify opportunities to substitute helpful emotions, thoughts and behaviours for negative ones. The facilitator leads participants to use a systematic approach to recognise and change negative thinking, and to identify enjoyable activities that can help mitigate sadness.

Session 5 covers skills for coping with anger.

It builds on the previous session about coping with sadness by reinforcing effective techniques such as emotional awareness and identifying sources of emotional support. Participants hear a story about a lion trapped in a cage and use it to consider how anger can have pervasive effects. Adolescents discuss how anger can follow stress and often leads to predictable negative thoughts and behaviours. They consider both harmful responses to feelings of anger, as well as healthier alternatives. A story about Tumi, an adolescent whose caregiver will not allow her to attend a friend's party, is used to demonstrate these ideas. In group discussion about the story, participants also have the opportunity to integrate previously-acquired skills such as active listening and changing negative thoughts. In pairs/small groups, adolescents practice role-playing scenarios about responding to anger.

Session 6 addresses conflict resolution.

The session offers opportunities for real-life conflict resolution while building participants' skills in communication, negotiation and listening. It opens with a game designed to illustrate how different responses to conflict can have vastly different effects. Next, participants review problem and conflict solving strategies and enact a role-playing exercise designed to increase their understanding of other's perspectives using scenarios reflecting both caregiver and peer conflicts. Then participants role-play and discuss possible responses to real conflicts in their lives.

SESSION 1

My strengths & goals



TIME

120 minutes

RATIONALE

This session sets the foundation for the program: it introduces participants to the intervention, one another, and the facilitator. Activities contribute to group cohesion by building consensus on a set of rules for the sessions. This session also guides participants to identify strengths within themselves and others, and to set achievable goals that they can work towards over the course of the program. Finally, this session introduces an important strategy for coping with common challenges: problem solving. Exercises are designed to engage participants and encourage attendance at future sessions.

GOALS

- To build trust in the group and define group rules
- To introduce the goal setting workbook as a tool to set achievable long- and short-term goals
- To identify and to use their own and other people's strengths
- To guide adolescents in using the Problem Solving Steps to solve problems

SESSION OVERVIEW

Introduction of group members (10 minutes)

Introduction to the workshop (5 minutes)

Exercise 1: Group rules and identity (20 minutes)

Exercise 2: Positive qualities (20 minutes)

Exercise 3: I can DO IT (25 minutes)

Exercise 4: Problem solving steps (20 minutes)

Reflection and sharing (10 minutes)

Goal setting and practice at home (10 minutes)

Closing the session

MATERIALS NEEDED

- Name tags for participants
- Flipchart or black/white board and marking pens
- Star stickers (3 per participant)
- Lottery prize

WORKBOOK HAND-OUTS REVIEWED

- Program overview & session outline
- I can DO IT guidelines for setting goals
- Goal setting workbook
- Long-term planning sheet
- Problem Solving Steps
- Problem Solving Steps worksheet

SPECIAL PREPARATION

- This session sets the tone for the entire program. It is important to create a space that feels welcoming and safe. Take the time to prepare the program space before participants arrive.
- Welcome each participant as they arrive and thank them for attending.
- Ensure name tags are available for all participants. Be alert to participants with limited literacy or writing skills and assist respectfully as needed.



INTRODUCTION OF GROUP MEMBERS



(10 minutes)

Rationale

The purpose is to introduce group members to one another in order to enhance group cohesion and to set a positive climate for the group.



Instructions

1. Welcome participants and introduce yourself and the co-facilitator. Refer to '**Introduction**' text provided as needed.
2. Explain how each person should introduce themselves and give personal information: name, age, who is part of their family and something they are proud of.
3. Model the introduction to show participants how to share about themselves. Refer to '**Example personal introduction**' text as needed.
4. Let the group members introduce themselves to the group.
5. Listen and praise them for taking part.
6. Review the '**Take home point.**'



Introduction

Welcome to the workshop. My name is and I will be your facilitator. This is the co-facilitator of the group. I am very glad to see you here.

Let us start the session by introducing ourselves so that we know more about one another. I would like you to say something about yourself so that others know more about you, like saying your name, your age, who is part of your family and something you feel proud about.

Example personal introduction

For example, you could say, "My name is, I am 14 years old,. I stay with my mother and two sisters. I am proud that I do well in school."



Take home point

It is important we take the time to share a little about ourselves. We are strangers now, but soon we will know each other well.

INTRODUCTION TO THE WORKSHOP

(5 minutes)



Rationale

The purpose is to introduce the themes of the workshop and to give participants an overview of what they can expect.

Instructions

1. Explain the workshop purpose. Refer to '**Workshop purpose**' text provided as needed.
2. Ask participants to open their participant workbook and refer to the Program overview & session outline hand-out. Review and read through the hand-out with participants. Refer to '**Overview**' text provided as needed.
3. Explain the schedule for the sessions (e.g., every Wednesday at 17:00).
4. Conduct the '**Group discussion**' to answer any questions and solicit comments from participants.
5. Review the '**Take home point.**'



Workshop purpose

The purpose of this workshop is to help you to learn skills to cope with difficult situations in your everyday life, so that you can build positive relationships, and your life can be better. In each session we will address a specific topic. Each session builds on the one before it, so we encourage you to attend all of the sessions.





Overview

The first part of the workshop is designed to help you understand and cope effectively with your emotions and challenges and prepare for the future. We will start today by examining your positive qualities, and set goals for what you would like to achieve in the future. Then in later sessions we will focus on specific strategies we can use for coping with emotions such as sadness and anger.

In some of the later sessions we will learn communication skills, how to solve problems and conflicts, and how to prevent getting involved in risky behaviours. The sessions will end with future planning. The goal is to give you information and skills needed to make healthy decisions.

You will have a small home practice assignment each session—a goal of something you should try to accomplish before the next session. These goals are an opportunity to practice some of the skills we discuss in your real life. We will also have a lottery draw at the end of each session as a small, fun reward for your attendance and participation.



Group discussion

- Are there any questions or concerns about topics covered in this group?
- Does anyone think something important is missing?



It's important that everyone participate actively in the sessions because we will learn through talking and doing new things. The facilitators will work alongside you to explore solutions to your problems and practice new ways of doing things.



Take home point

This group is designed to help participants cope with challenges in their lives. Topics will include communication, problem-solving, and goal setting. Playing an active role in the group will help participants learn and develop new skills.

EXERCISE 1: GROUP RULES AND IDENTITY¹

(20 minutes)



Rationale

The purpose of the exercise is to establish a common set of agreements on expected behaviour of all participants so that there can be mutual trust, respect, and commitment in the group.

Instructions (Part 1)

1. Conduct the **'Group discussion 1'** to introduce the exercise and encourage ideas for group rules. Write ideas on the flipchart. Refer to the **'Facilitator guidance'** for guidelines on setting rules and a sample set of rules. Encourage the guidelines of positive rules, clarity and consensus. If a rule that you think should be included from this list is not mentioned, bring it up for consideration.
2. Encourage discussion of the rules. Ask for comments and explanations. Try for consensus. Make modifications as needed. For example, say: "Let's review your ideas and select the ones you agree with."
3. Conduct the **'Group discussion 2'** to emphasize rules of respect and confidentiality and to determine consequences for breaking any of the rules.
4. Attach a list of group rules to the wall to be visible throughout the sessions.



Group discussion 1

We need to decide how we want to treat each other in the group so that the group is a safe space for everyone, where you can share your experiences and learn from one another. To do that, we will make some rules for our interaction. How would you like to be treated in the group?

I will note your suggestions on the flipchart.



¹ Adapted from Miller, S. (1995) Teens and Adults Learning to Communicate (TALC: LA), Phase 1, Session 1. Los Angeles: Center for HIV Identification, Prevention and Treatment Services.

Facilitator guidance

Guidelines and suggested group rules

Group rules should be written in a positive way

- Emphasize what they should do, rather than what they should not do. Assist the group to write the rules in that way. For example, if a participant offers “Do not talk about what goes on in the session outside of the session” the facilitator should help the participant rephrase the statement so it is about the behaviour they want to see (i.e., “Keep confidentiality in the group.”)

Ensure clarity and consensus for suggested rules

- For each rule mentioned, ask the participant to explain the rule. This helps make sure that everyone understands and there is group consensus regarding the rule. For example, if someone mentioned “Respect” ask what that means to him/her. What sort of behaviour shows respect?

Sample Group Rules

- Everyone should get a chance to speak so that we can hear each other.
- Accept and respect each other’s opinions by listening to each other.
- Take part in the group, it is your group. Make the most of it.
- Keep confidentiality – what you say is yours. What you hear is theirs and should not be shared with anyone outside the group. What is said in the group, stays in the group.
- Share your emotions and opinions in such a way that you do not hurt yourself or another group member. Only share what you feel comfortable with.
- Feel free to ask any questions – there are no stupid questions.
- Listen to what others have to say.
- Keep the health status of other group members confidential.
- Members should come to the group sober and alert. Participants who come to the sessions high on drugs or alcohol will be sent home.
- Try to be on time and attend every session.
- Notify the facilitators 1 day prior to the session if anyone is not able to attend.
- Turn your cell phones off so that everyone can give attention during sessions.
- Practice what we do in the sessions at home.
- Have fun – make the most of the group sessions.

Group discussion 2

I want to emphasize the rules of respect and confidentiality. You have to agree not to talk about issues discussed in the group outside of the group. This can be hurtful to participants and you would not like it to happen to you.

- Does anyone have any other comments about why respect and confidentiality are important?

In addition to respect and confidentiality, we have agreed on a lot of important rules and should now consider how we will handle it if they are not followed.

- What should be done if someone breaks the rules?



Instructions (Part 2)

1. Introduce determining a group name; refer to '**Group name**' text provided as needed.
2. Ask for responses and ideas. When you have a few ideas, allow discussion and if there is not a clear preferred name, put it to a vote.
3. Introduce determining a group chant; refer to '**Group chant**' text provided as needed.
4. Allow for discussion and decision on group chant. Once you decide on a chant, have the group perform it.
5. Review the '**Take home point.**'



Group name

Groups are made up of individual people. Just as we all have individual identities, we can form a group identity. A group works well when every person feels both him/herself as an individual and as part of the group. Think about sport teams – for instance Kaizer Chiefs, Orlando Pirates, or Sundowns – to name a few. As a group let's decide on a name for the group. The name should be something all of you can identify with that we can use to describe the group.





Group chant

Another thing you need to decide is your group chant. We will allow time at the start of each session to repeat our chant, as an opening ritual. An example of the chant can be:

We are..... We can..... and we plan to.....(fill in the blanks)



Take home point

Group rules are an important foundation for how we will treat each other in the sessions and ensure that the group is a safe place for everyone to share, learn, and have fun. Our group identity and chant will also help us to build group unity.

EXERCISE 2: POSITIVE QUALITIES

(20 minutes)



Rationale

The aim of this exercise is for adolescents to identify and recognise strengths in themselves and others. This will help improve group members' confidence and their appreciation of others.

Instructions (Part 1)

1. Introduce the exercise and prompt a list of positive qualities participants possess; refer to '**Introduction: Positive qualities**' text provided as needed. Encourage responses and reflect on what they are saying.
2. Make notes on the flipchart of positive qualities mentioned by participants. Refer to the '**Facilitator guidance**' for positive qualities and probing questions to aid the discussion as needed.
3. Give each participant a sheet of paper and ask them to write down one positive quality.



Introduction: Positive qualities

I want to start the discussion about strengths by asking you to think about all the positive qualities you have – everything that's good about you. This could include your personality, your talents, or the things you do to help others.

I'll write your suggestions on a flipchart.

This is a great list. Now, I want you to choose one good quality about yourself and write this one quality on a piece of paper.



Facilitator guidance

Examples of positive qualities and probing questions

Examples

- I am clever
- I am loving
- I am good at sports
- I can sing
- I can cook well
- I am honest
- I am a good friend
- I never gossip

Probing questions to identify positive qualities

- What are you good at?
- What type of friend are you?
- What do you think your best friend says about you?
- What positive things does your caregiver say about you?



Instructions (Part 2)

1. Read the '**Scenario: The positive qualities party.**' After reading the scenario, clarify any questions the group might have about the task.
2. Divide the group in half. Half are doormen and the other half are party-goers.
3. Doormen are given star stickers. Party-goers are instructed to promote their quality to get into the party.
4. Doormen place a star on the positive quality piece of paper after they are convinced of its value. It takes three stars, from three different doormen to get into the party.
5. After 5 minutes, have them split roles and perform the activity again so everyone has a chance to be both a party-goer and doorman.
6. Reconvene the group after 10 minutes. Conduct the '**Group discussion,**' asking them to state the positive quality they promoted and their reactions to the activity. Look for responses like "It was not easy to promote myself," and remind them it is okay to be proud of their positive qualities. Encourage them to consider all the ways their positive quality will be beneficial to them, as they had to convince someone else of its benefits.

Scenario: The positive qualities party

We want to go to a positive qualities party. But it is guarded by doormen. The only way to get inside is to prove to three doormen that you have a positive quality—something you all have and have written on your piece of paper. You must promote your quality so that they will let you inside. You may promote it in any way you wish. You might explain why the quality is valuable, or give examples of what the person could do with this quality. When the doormen are convinced, you will get a star—they put it on your piece of paper. It takes three stars to get into the party, each one must be from a different doorman. Remember that your quality is already inside of you so you will not lose it by promoting it.



Group discussion

We have now promoted our positive qualities. Every person will now have a chance to read out aloud the qualities they promoted to get into the party.

- Who will share their positive quality first? Then we will go around the circle and each of you do the same.
- How did it feel to promote your own quality?
- You also had the opportunity to learn about other people's qualities. How did it feel to hear about other people's positive qualities?



Instructions (Part 3)

1. Introduce the **'Paired discussion,'** refer to text provided as needed, and then divide the participants into pairs for them to discuss how they will use their positive quality in the future.
2. Allow a few minutes for the paired discussion, then reconvene the whole group. Conduct the **'Group discussion,'** inviting a few participants to share how they would use their positive quality in the future.
3. Review the **'Take home point.'**





Paired discussion

As you see, positive qualities are valuable. How we use them is important. It depends on the individual and their needs and values. Imagine other ways you might use this or other positive qualities you have in the future. Could it help you to get a job, or perform well at a certain type of work? Could it attract friends, or improve your feelings about yourself?

I would like you to group yourselves into pairs. Have a discussion with your partner and tell them how you will use your positive qualities in the future. You can focus on the one positive quality you promoted as well as other positive qualities you possess. Think about how different positive qualities are useful in different settings.



Group discussion

- *Who would like to share how they will use their positive quality in the future? Can we have some volunteers?*



Take home point

It is important for us to always remember that we all have positive qualities, many of which are unique to us. We should also always remember that other people have unique qualities too, look for them and acknowledge them – just like you would want others to do for you.

After looking at your individual strengths and how you can use them, we are now going to discuss the importance of setting goals and how to achieve them.

EXERCISE 3: I CAN DO IT²

(25 minutes)



Rationale

The purpose of this exercise is to introduce the group members to the practice of setting goals and to explain how goals will be an integral part of the workshop and something they can apply in their own lives. The characteristics of a good goal are explored and discussed. Setting realistic, specific goals offers participants something to work towards and a sense of mastery and optimism as they progress towards achievement.

Instructions

1. Introduce the exercise and conduct the **'Group discussion.'** Encourage responses and reflect on what they are saying. Refer to **'Facilitator guidance'** as needed for the importance of goals to aid the discussion.
2. Explain that goal setting will be a key component of the program, and that they will set a personal long-term goal, and short-term goals to complete between each session. Refer to the **'Goal-setting'** text as needed.
3. Introduce the DO IT method of goal setting; refer to the **'I can DO IT'** text as needed. Review the 'I can DO IT guidelines for setting goals' hand-out and refer them to the goal setting section of their workbook. Explain to them that each letter in the word "Do it" stands for something.



Group discussion

Raise your hand if you ever had something you wanted to achieve that you did achieve.

Thanks for sharing. In order to achieve these things, you had to set a goal that you wanted to achieve and then work towards doing so.

- *Why do you think it is important to have goals?*



² Adapted from ETR Associates (2008). I can DO IT!. Focus on Youth with Informed Parents and Children Together (ImPACT) Curriculum, Session 7. Santa Cruz: ETR Associates.

Facilitator guidance

Guidelines on the importance of goals

Goals are important and possible to achieve

- It is important for everyone to have goals.
- If you don't have goals then it is harder to strive for or accomplish anything.
- The best way to figure out your goals is to look at your life and see what you want:
 - » Example: If your goal is to go to university, then you should set a goal that will help you to do well at school.
- Each of you is capable of accomplishing great things if you believe in yourselves and your own strengths and capabilities, and if you set and work towards achieving your goals.



Goal-setting

As part of this program, we will be setting both long-term and short-term goals. Setting a personal long-term goal is like setting a point on the horizon and then walking towards it. In your journey toward that point, you may have to adjust your course based on changes in your life or what you learn along the way. Short-term goals are often the smaller steps you take towards achieving long-term goals, or they can be new goals you want to achieve in a smaller time. We will begin setting goals this week, both long- and short-term goals.

- **Long-term goal:** *You will work towards setting a long-term personal goal today for something you want in 5 years. Begin to think about the steps (short-term goals) to achieve it and then we will revisit this goal later in the program.*
- **Short-term goals:** *In addition to short-term goals needed to reach your long-term goal, you will also have an opportunity at the end of every session to set a short-term goal, something to work on completing between our sessions.*

I can DO IT

One model to help us to set and work towards goals is the DO IT Model. We provide you with a copy of this in your workbooks. Let's review the 'I can DO IT guidelines for setting goals hand-out'.

- **Discover** your interests and options
- **Obtain and Organise** information
- **Identify** your goal and Implement a plan
- **Take action** and Take stock

Do you understand how to set and achieve goals using 'DO IT'?



Instructions (Part 2)

1. Introduce the activity; refer to '**Wants activity**' text provided as needed.
2. Give adolescents a pen and paper to complete the activity. Ensure you have a watch or timer and set it to measure 2 minutes. After 2 minutes have passed, instruct the adolescents to put their pens down.
3. Give them one minute to determine and star their two most important "wants" from their list.
4. Conduct '**Group discussion 1**,' inviting adolescents to share one of the main "wants" they starred and note these on the flipchart. Then explain that further consideration of the first two steps (DO) may be required by them personally, before finalizing their long-term goal.
5. Conduct '**Group discussion 2**,' and select and/or refine current "wants" to ensure they are specific and realistic, and then to think of the steps/short-term goals necessary to achieve these as long-term goals. Use 1 to 2 of the example "wants" participants suggest and encourage them to outline the steps/short-term goals it would take to achieve the "want" as a long-term goal. Refer to the examples in the '**Facilitator guidance**' as needed.
6. Introduce the Long-term goal planning sheet hand-out and request that they complete it before the program concludes and explain they will be invited to present it at a later session. Refer to '**Long-term goal planning**' text as needed.
7. Review the '**Take home point**.'





Wants activity

First, let's do an activity to conduct the 'DO' part of achieving goals—to identify the things we want and set priorities.

Each of you should write the word "WANTS" at the top of the paper. You have two minutes to write down all of the good things you want to accomplish in the next five years.

Now, pick two "wants" that are the most important to you and put a star next to them. You have one minute to decide.

I now want us to work together to help create goals from some of your "wants."



Group discussion 1

- Who wants to share their "want" - something they want to achieve within the next 5 years?

I will note your "wants" on the flipchart.

These "wants" can be seen as your draft goals. You might want to think more about them, using the DO IT approach. For instance, ensure they match your interests and options (D); then begin to gather information about what you would like to do, to help set your priorities (O)—these are things for you to think about in helping you to 'identify your goal and implement a plan' (I).



Group discussion 2

Let's consider some of your goals and see if we can help to make sure that they are specific and realistic.

- Which of these listed might not be specific or realistic?
- How can we improve them to be more specific and realistic?

Now that we have narrowed the list to specific and realistic goals, let's select a couple of these goals and consider what short-term goals can be set to achieve the long term "wants."

- What goal should we focus on first? Let's pick an easy one to practice.
- What steps or short-term goals would we need to take to achieve this long-term goal?

Facilitator guidance

Adolescent goals

Encourage adolescents to focus on things that will improve their lives and make them a better person.

Examples of Specific and Realistic goals

- Goals should be Specific, simple, clear and not overly complicated. You should be clear about what you want to happen:
 - » Not a Specific Goal: I want to get good marks.
 - » Specific Goal: I want to graduate with an 85% average in all of my subjects.
- Goals should be Realistic, so you won't get frustrated:
 - » Unrealistic: I want to score 50 goals this soccer season.
 - » Realistic: I want to score 3 out of 5 goals that I attempt this soccer season.

Example long-term goals with short-term goals/steps to achieve them

Long term goal: To go to university

- Short-term goals to achieve long-term goal: spend an extra twenty minutes studying or doing homework every day; learn about different careers by interviewing at least one person working in a field that interests you this month; research universities costs and degrees to identify a few target universities; research and apply for bursaries/loans.

Long term goal: To learn how to drive a car

- Short-term goal/steps to achieve long-term goal: Study for the Learners test; take the Learners test; find a family/friends car that you can use to practice driving or source money to take driving lessons; take the driving exam.



Long-term goal planning

We want you to finalize what your five-year goal is — something to achieve within five years, one of these key “wants” turned into a goal. And then think how to implement a plan — the short-term goals it takes to achieve it. We provide you with a [Long-term planning sheet](#) in your workbook to help you to begin to think through some steps to achieve your goal. Let’s review this quickly.

We want you to begin to consider the steps it will take to achieve your long-term goal and complete that list before the end of the program. You will be asked to share the long-term goal and steps of short-term goals during the final session. You are welcome at any time during the sessions to change this goal or add a goal.



Take home point

Setting a long-term goal is important, so that you can work towards achieving the things you want to have in your life. Once you know what you’re working towards, you can decide what specific steps you’ll need to take to get there. And by following through on these steps, you will start to see real progress towards the goal.

Sometimes, we encounter obstacles on the path to achieving our goals. One of the ways we can get around these obstacles is to learn how to solve problems effectively. We will learn how to do this in the next exercise.

EXERCISE 4: PROBLEM SOLVING STEPS

(20 minutes)



Rationale

Problem solving strategies are useful to cope with any problem that can be solved by taking action. This exercise uses a structured approach to help participants learn and follow the problem solving process.

Instructions (Part 1)

1. Introduce the exercise and story, refer to '**Introduction: Problem solving**' text provided as needed.
2. Read the '**Story: The fire.**'
3. After reading the story, ask the first question in the '**Group discussion**' to encourage participants to come up with a solution to the problem in the story. Encourage responses and reflect on what they are saying. Make notes on the flipchart of possible solutions.
4. Ask the second question in the '**Group discussion**' to help them to choose an option and explain their choice.
5. Introduce the '**Problem Solving Steps**' and review the hand-out: Problem Solving Steps.



Introduction: Problem solving

We are going to learn many skills in this program, including in today's session where we will focus on problem solving.

In helping us to consider problem solving, I want to start by sharing a short story.





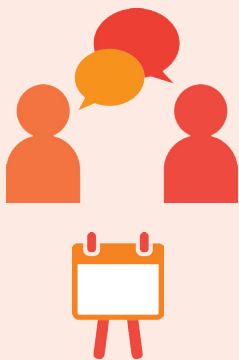
Story: The fire³

Four children went to play in the veld nearby their homes. Their favourite spot where they usually play was near a pool of water with trees and grass. They played many games. Later in the day it started to get cold. "Let's make a fire so that we can get warm," the children decided. They collected dry leaves, grass and twigs, and one of the children had a box of matches. Quickly they had a fire. They warmed their hands by the fire. They continued to play close by. Suddenly a strong wind came up and the dry grass around the fire caught fire and started to burn. The children were shocked and scared.

One said: "Let's run away."

Another said: "No, fire is dangerous. It can burn down the whole veld."

The third one said: "Let's take a moment to think what we can do."



Group discussion

- The children have a problem. They have to put out the fire. What can they do? What suggestions do you have?

I will note your suggestions on the flipchart.

- Consider the options on the flipchart. Which option do you think they should choose? Why would you select this option to try first?



Problem Solving Steps

To solve this problem you have used some of the steps in problem solving. Let's review the Problem Solving Steps hand-out together that outlines these steps:

- **Define** the problem
- **Understand** the problem
- **Set** a goal
- **Determine** options
- **Decide** on a plan of action
- **Try it** and see if it works

³ Adapted from Eloff, I., & Forsythe, B. (2014) Kgolo Mmogo Project Intervention programme for the enhancement of children's resilience, Session 7. South Africa: University of Pretoria.

Instructions (Part 2)

1. Present the '**Scenario on Thabo's field trip.**'
2. Conduct the first four '**Group discussion**' questions to assist the group to follow the Problem Solving Steps to agree on an acceptable strategy. Encourage responses and write the responses for his goal and options on the flipchart.
3. Ask the final '**Group discussion**' question to assist the group to decide on what action he should try.
4. Refer to '**Facilitator guidance**' as needed to aid the discussion.
5. Praise participants and encourage them to apply the Problem Solving Steps in their own life.
6. Review the '**Take home point.**'



Scenario: Thabo's field trip

To put this skill into action, let's use the following scenario.

Thabo wants to go on a field trip organised by the school. It will cost him R100. He knows that his family does not have enough money to send him on the field trip, but he really wants to go. How can Thabo solve his problem?



Group discussion

Let's use the problem solving strategy to decide how Thabo can solve his problem.

- What is the problem? (Define the problem)
- How does the problem affect the people involved? (Understand the problem)
- What is the goal? How does he want things to be? (Set a goal)
- What are the options? What can he do? (Determine options)

I will note your suggestions on the flipchart.

Let's consider the options one by one.

Which one do you think would work best to solve his problem?

Why? (Decide on a plan of action)



Facilitator guidance

Suggested responses for Thabo's problem

1. What is the problem?

Thabo wants to go on a field trip organised by his school but his family does not have enough money to send him on the trip.

2. How does the problem affect the people involved?

Thabo will not be able to go on the field trip if he does not pay the R100.

3. What is the goal?

The goal is for Thabo to go on the field trip, and therefore have enough money to pay for it.

4. What are the options/possible actions? What can he do?

Thabo can ask another family member for money. He can do small jobs in the community such as washing cars or selling sweets. He can sell his old toys and clothes he doesn't want anymore. He can do chores around the house to earn money. He can ask for sponsorship at the shop.

5. Decide on a plan of action

Allow the group to decide which option is best and to justify their reason.



Take home point

The Problem Solving Steps offer a helpful strategy for dealing with challenges. Practicing the steps can help you to get better at using it.

REFLECTION AND SHARING

(10 minutes)

We are at the end of today's session on your **strengths and goals**. This is your time to share your ideas about the session with the group.

I would like each person to share one important thing you learned today and how you might use it in your day-to-day life.



GOAL SETTING AND PRACTICE AT HOME

(10 minutes)

We want these sessions to be productive and for all of you to get something out of them every week, and in the long-term. You can achieve great things in your life, even every week or day if you make a plan to work towards them. Thus, during this session, and every other session, you're also going to have the chance to set a short-term goal related to what you learned in the session – something you can accomplish between now and when we meet again. The special goal will be something that you can achieve before our next session and that is related to the things we talked about in today's session.

How could you practice one of the skills you learned today when you get back home? Try to use this as the basis for the short-term goal you will set. Remember, your goal should be something you can accomplish before the next time we meet as a group. **We have spoken about problem solving using the Problem Solving Steps. I would like to encourage you to set a goal to define a specific problem in your life that requires a solution and use the Problem Solving Steps to solve it. Use the Problem Solving Steps worksheet hand-out in your workbooks to complete each of the steps. What will you set out as your goal to do, to solve a problem this week? We will each have a chance to report on our successes and challenges in the next session.**

You should also begin to think about your long-term goal and the short-term goals to achieve it, and start working on the Long-term planning sheet in your Workbook. We will discuss this at the final session.





CLOSING THE SESSION

We will close the session by having a lottery draw. Please put your name tag with your name on it into this cup. We will then draw a name and that person will win this lottery gift.

Thank you for attending the session. I would be happy to speak with anyone individually about your experiences with the session and if we can improve anything for next time. I'm looking forward to the next session when we will work on **communicating effectively**.

I will see you next time at _____ (time and place) on _____ (day and date).

SESSION 2

Effective communication

TIME

120 minutes

RATIONALE

The purpose of this session is for youth to learn two specific skills, namely assertiveness and active listening. These skills will help them to communicate more effectively with their caregivers and their peers. Effective communication creates a positive atmosphere at home, as it limits conflict, and helps adolescents to meet their own needs. The direct expression of feelings as an "I" message can promote effective joint problem solving. Assertive communication is also an important tool to help adolescents protect themselves in relationships outside the home.

GOALS

- To provide adolescents with skills to improve their communication
- To assist adolescents to communicate assertively
- To enable adolescents to express their feelings through "I" statements instead of "you" statements
- To assist adolescents to learn to listen effectively to others

SESSION OVERVIEW

Opening ritual

Feedback from previous session (15 minutes)

Exercise 1: Assertive communication (25 minutes)

Exercise 2: Practice assertive responses (30 minutes)

Exercise 3: Broken telephone (5 minutes)

Exercise 4: How can I really listen? (30 minutes)

Reflection and sharing (10 minutes)

Goal setting and practice at home (5 minutes)

Closing the session





MATERIALS NEEDED

- Name tags for participants
- Flipchart or a black/white board and marking pens
- Two copies of the role-play script for volunteers (Appendix)
- Lottery prize

WORKBOOK HAND-OUTS REVIEWED

- Communication styles
- Assertive communication
- Guidelines for active listening



SPECIAL PREPARATION

- Practice '**Role-play: The loan**' from Exercise 1 between the facilitator and co-facilitator so you are prepared to deliver it easily.
- Make two copies of the role-play script for volunteers found in the appendix for Exercise 2.
- Write out the two scenarios in Exercise 2, that the group will conduct in smaller groups, on a piece of flipchart paper for their ease of reference during the activity.
- Practice '**Role-plays 1 & 2: She loves me**' from Exercise 4 between the facilitator and co-facilitator so you are prepared to deliver it easily.

OPENING RITUAL

FEEDBACK FROM PREVIOUS SESSION

(15 minutes)



Instructions

1. Ask someone to summarize the home assignment. Refer to the '**Home practice assignment summary**' text if clarification is needed.
2. Encourage feedback from participants on their completion of the home practice. Ask them about their emotions, thoughts and behaviours related to the home practice.
3. Spend some time on areas where there were challenges and use group problem solving to get ideas on how the situation can be dealt with. Use one of the challenges as a role-play. The co-facilitators can model it.
4. Praise participants for their efforts to problem solve.



Home practice assignment summary

Your assignment was to set a goal to define a specific problem in your life that requires a solution and use the Problem Solving Steps to solve it.

You were also asked to begin working on your Long-term planning sheet, identifying your long-term goal and short-term goals to achieve it.



EXERCISE 1: ASSERTIVE COMMUNICATION⁴



(25 minutes)

Rationale

The purpose of this exercise is to improve the adolescent's knowledge of the different types of communication styles and how to communicate assertively. Guidelines are provided and then modelled. Assertion is a healthy communication technique that empowers individuals to get their needs met and avoid being taken advantage of, while still respecting the needs of others.



Instructions

1. Introduce the exercise and conduct the '**Group discussion 1.**' Encourage responses from the group members and get feedback for each question before moving on to the next one. Refer to '**Facilitator guidance**' on the different communication styles.
2. After the group has discussed, refer to the Communication styles hand-out and review any points in the hand-out that were missed.
3. Conduct the '**Group discussion 2.**' Introduce the Assertive communication hand-out and review it. Elicit responses on the importance of assertiveness and examples for each guideline, referring to '**Facilitator guidance**' on assertiveness as needed. Make sure to emphasize the importance of "I" statements in the examples they provide.
4. Introduce the role-play example. Refer to '**Role-play: The loan**' text provided as needed. Act out the role-play with co-facilitator.
5. Conduct the '**Group discussion 3.**' Guide the conversation to stay focused on assertiveness and use of the guidelines. Refer to '**Facilitator guidance**' as needed for examples of it used in the role-play.
6. Review the '**Take home point.**'

⁴ Adapted from Miller, S. (1995) Teens and Adults Learning to Communicate (TALC: LA), Phase 1, Session 3. Los Angeles: Center for HIV Identification, Prevention and Treatment Services.

Group discussion 1

Today we are going to discuss communication. Generally there are 3 ways to communicate. These include aggressive, passive, and assertive communication. Let's first look at the differences between these different communication styles.

- What do you think a passive response is like?
- What do you think an aggressive response is like?
- What do you think an assertive response is like?

Let's review a few other points about communication styles on the Communication styles hand-out.



Facilitator guidance

Passive, aggressive & assertive communication

- A **passive response** doesn't communicate the person's needs. This allows others to walk straight over the person's needs. This person may think their needs are less important than other people's needs. A passive response might be: "*Whatever you want me to do*". The person says nothing about the thing that is bothering him/her, or just accepts what others say and does not take care of his/her emotions or needs. **This person is often suppressing their anger, which can be unhealthy.**
- An **aggressive response** focuses mainly on the person's own needs. This response does not show care for other people's needs and does not take into account what it may do to another person. An aggressive response may be something like: "*You bastard. You cannot tell me what to do*". The person may attack people, act explosively or forcefully, use a loud voice, and does not act respectfully towards the other person. **This person is expressing their anger but in an unhealthy way.**
- An **assertive response** is a balance between what the person needs and what others need. The goal of an assertive response is to assure that both people are satisfied. Assertiveness makes life easier for the person talking, and for the people around them. An assertive response expresses our opinions in a clear and respectful way. We take care of our own needs and the emotions of the other person. An assertive response might be: "*I do not agree with what you say. I would rather do it in another way*". **This person is expressing their anger in a healthy way.**



Group discussion 2

- Why do you think it is important to be assertive?

Let's review some guidelines for being assertive and standing up for yourself on the hand-out: Assertive communication.

- What are some example statements of assertive communication for each of these guidelines?

Facilitator guidance

Assertive communication

Why is it important to be assertive?

- Say "No" when you want to, in a way that is respectful.
- Express your positive emotions towards someone.
- Express your opinion even if it differs from the opinions of others.

Assertiveness is actually a way of life. An assertive person is saying to the world: "Here I am, just as important as everybody else and my opinion counts. This is me, this is how I feel and I have a right to express it, and to have my needs met."

Examples of applying the assertive communication guidelines

1. Say clearly what you want and need

"I don't want to feel like I have to do something I don't want to do."

2. Say how you feel in a situation and why you feel that way

"I feel upset because I need....." "I am ... because."

3. Say how you will feel if you get what you are asking for

"I would feel relieved if we talked about this because I've been concerned for some time now."

4. Say what you want the other person to do, be specific

"I want you to stop pressuring me because it makes me feel tense..."

5. Make it clear that you understand the other person's point of view

"I know you want me to spend more time with you, but....."

Examples of using the additional tips:

- **Start with a positive remark**

"I appreciate the help you have given me, but I can unfortunately not spend more time, I have to go now."

- **Say "I" instead of "you."**

How does it make you feel? For example: "I do not like this," rather than "Your suggestion is really stupid," or "I feel upset," rather than "You make me angry." And "The way I see things is..."

- **Be aware of your body posture**

Don't cross your arms, roll your eyes or look at them angrily.

Role-play: The loan

Here is an example to give you an idea of how to be assertive. We are going to act out a scenario. Please pay close attention and think about whether or not we followed the guidelines for assertive communication. Pick out what you liked and examples of assertiveness.



Background: Portia and Winnie are best friends. Winnie borrowed money from Portia. Portia needs the money she lent to Winnie to buy books for college. Portia has to ask Winnie to pay back the loan.

PORTIA: I need to talk to you.

WINNIE: Go ahead. (Winnie turns her back to Portia)

PORTIA: I am going to college next week.

WINNIE: So what.

PORTIA: I hate it when you act like this.

WINNIE: Sorry.

PORTIA: I need money for my books.

WINNIE: I thought your books were included in your tuition fees.

PORTIA: Some, but not all of them. You know, I can't keep on talking to your back. (Portia walks around Winnie until she faces Winnie).



WINNIE: I wish I could go to college.

PORTIA: Maybe next year.

WINNIE: *I am not getting my hopes up.*

PORTIA: *We can talk about it, but I am here to get my money I loaned you in August.*

WINNIE: *How much was that?*

PORTIA: *It was R500.*

WINNIE: *I don't have it.*

PORTIA: *Where is the money I loaned you? I am not happy with this situation.*

WINNIE: *I spent it of course. What else do you think?*

PORTIA: *Maybe you saved up some money to pay me back.*

WINNIE: *No chance of that. Who else is going to pay for braiding my hair every second week?*

PORTIA: *I know your hair is important to you, but how are you planning to pay me back?*

WINNIE: *I have not thought about this yet.*

PORTIA: *Look college is very important to me. I am not willing to fail a course because I haven't got all my books. I don't care how you get it, but I want the money. I have to have the money. I will feel very relieved if I get my money back.*

WINNIE: *Maybe I can ask my sister for a loan.*

PORTIA: *That will be good. I need my money in a week.*



Group discussion 3

- What do you think about this conversation and Portia's way of talking?
- What are examples of assertive communication in this scenario?

Facilitator guidance

Suggested discussion points on assertiveness scenario

Possible answers facilitators should try to elicit from participants:

- Portia made it clear what she wanted and explained why she needs the money: She wanted her money back that she loaned to Winnie “to buy her college books.”
- Portia said how she felt about the current situation: She is “not happy.”
- Portia said how she would feel if she gets what she was asking for: “Feel relieved.”
- Portia said what she wants Winnie to do: “Pay back her money in a week’s time.”
- Portia made it clear she understood Winnie’s point of view: “I know your hair is important to you.”
- Body language: Portia faced Winnie.
- I statements: Portia used “I” statements to express herself.

Take home point

Assertive communication is healthy communication. It helps you meet your needs while respecting others’ needs as well. Using “I” statements aids in communicating assertively.



EXERCISE 2: PRACTICE ASSERTIVE RESPONSES



(30 minutes)

Rationale

The purpose of this exercise is to practice and improve assertiveness skills.



Instructions (Part 1)

1. Introduce the role-play scenario, referring to '**Introduction: Role-play**' text as needed. Request and select two volunteers. One will play a caregiver and the other will play an adolescent. Be sensitive to illiteracy issues as the role-play requires reading a brief script.
2. Allow role-players to review the '**Role-play: Friends matter.**' Check to make sure they understand their tasks. Instruct the rest of the participants to act as observers and look for key points for improving assertiveness skills.
3. Have the role-players act out the scenario. Make note of where the role-players are showing assertiveness so you can bring these points up in the discussion.
4. Conduct the '**Group discussion**' to obtain feedback. Conduct separately the four question sets: 'Questions for the observers', 'Questions for the adolescent', 'Questions for the caregiver', and 'Questions for the full group.' Guide them to consider the points in the Assertive communication hand-out. Refer to '**Facilitator guidance**' as needed.



Introduction: Role-play

Now I need volunteers to play the roles in a new scenario. I need someone to play a caregiver and someone to play an adolescent. We will rely on a script as part of this role-play. The volunteers will review and then act out the scenario. Everyone else will act as observers and look for key points for improving assertiveness skills.

May I please have two volunteers for the role-play?

Role-play: Friends matter



CAREGIVER: You are always with your friends and you never do your chores at home. Who do you think must wash the dishes? Who must clean the floors and take care of the chickens? I work and I get home late at night. If I don't work you will not have food to eat. It is the least that you can do! I am not very happy with you!

ADOLESCENT: You are unfair and don't love me! I am a teenager and teenagers like to visit with their friends. Why are you so mean?

CAREGIVER: I am not unfair and I do love you, but I am just sick and tired of doing your chores when you are out playing soccer or whatever you do with your friends.

ADOLESCENT: I am sorry mme, I did not think of my chores. When I start playing soccer with my friends, I forget that I have chores. I do like my friends and I like spending time with them. But I also now see how much extra work you must do if I don't do my chores.

CAREGIVER: I am glad you see that it is difficult for me. What are you going to do about it?

ADOLESCENT: I do want to do my chores, but I also have to see my friends. I will lose my friends if I do not spend time with them. I would like to suggest something that may work for both of us. What if I feed the chickens early in the mornings, wash the floor every second day and do the dishes at night? Can I then play soccer with my friends over the weekend and on some afternoons during the week? What do you think of this idea?

CAREGIVER: Well it sounds like a good plan, but will you also have time to do your homework?

ADOLESCENT: Thank you mme for agreeing with this idea. I promise that I will do my chores and also do my homework.



Group discussion

Questions for the observers

- What did the adolescent want?
- What did the caregiver want?

Questions for the adolescent

- Please tell us how you felt, one thing you liked about the way you handled it?
- What is one thing you would do differently?

Questions for the caregiver

- What is one thing you liked about the way the adolescent tried to negotiate about his chores?
- What is one thing you would you have done differently if you were the adolescent?

Questions for the full group

- What were good examples of the assertive guidelines that you saw in this scenario?

Facilitator guidance

Good examples of using assertive guidelines

Try to elicit the following:

- "I" statements
- Say what they wanted and why
- Tell the other person specifically what is wanted from them
- Say how he/she will feel if he/she gets it
- Recognise and communicate what the other person wants
- Physically face the person you are speaking with

Instructions (Part 2)

1. Divide the group into small groups of three: two who each play the adolescent roles, and an observer to offer feedback. Ask each group to choose one of the two scenarios provided in '**Small group role-play**' (written out on a flipchart piece of paper) and give them a couple of minutes to act out their scenarios.
2. Conduct the '**Group discussion.**' Encourage feedback on good responses. Relate their examples to the assertiveness guidelines. Provide feedback on what participants may still have difficulty doing or understanding.
3. Review the '**Caution in being assertive**' text provided with the group.
4. Review the '**Take home point.**'



Small group role-play

Choose one of the following scenarios to use:

1. Tshepo wants to do his homework, but his sisters are watching their favourite television show. The TV is so loud that Tshepo cannot concentrate on his work. Role-play the interaction between Tshepo and his sisters, with Tshepo being assertive.
2. Thembi's sister always borrows her clothes. This time her sister wants to borrow her new skirt that Thembi is really fond of. Thembi is upset and does not want to give her the skirt. Play out the situation where Thembi is assertive.



Group discussion

- What are some examples of good assertive responses you had in your role-plays?
- Is there anything about assertiveness that you still have questions about?





Caution in being assertive

Some caution when you are assertive:

First, just because you have expressed your anger in a calm and straightforward manner doesn't mean that other people will give you what you want. Expressing your anger will work out better than bottling it up, but you won't have success in every situation.

Second, even when you are assertive, people may react with aggression towards you. Be prepared for this kind of response.

Third, expressing anger to some people - no matter how you do it - can be dangerous. You can get hit or verbally abused. Be aware of dangerous situations. If you know a person is going to react with aggression, rather avoid the situation.

If you are currently experiencing aggression or abuse from someone in your life, you can collect a form from me containing the contact details of relevant services and organisations where you can seek assistance, at the end of the session.



Take home point

Practice can help you communicate more assertively. State your feelings and needs clearly, and acknowledge the other person's needs as well.

Another very useful skill is being able to listen to what people say and to communicate that you know how they feel. Before you can respond in an assertive way you need to also be able to really listen to what somebody is saying. We call careful listening 'active listening' and will now practice doing that as well.

EXERCISE 3: BROKEN TELEPHONE⁵

(5 minutes)



Rationale

The purpose of this exercise is to engage participants in an activity that requires careful listening in order to highlight the importance of active listening skills. Active listening is a key component of effective communication.

Instructions

1. Ask participants to stand in a semi-circle. Stand on one end of the semi-circle and introduce the exercise, refer to '**Introduction: Broken telephone**' text provided as needed.
2. Whisper the message provided in the '**The message**' text into the first person's ear standing next to you in the semi-circle. Whisper so that the next person in the circle is not able to hear what you are saying.
3. Allow each participant to repeat the message to the person standing next to them, whispering so that nobody else can hear it.
4. Ask the last person in the semi-circle to say the message out loud to the group.
5. Read the '**The message**' that was given to the first participant and compare it to the message said out loud by the last participant in the semi-circle.
6. Conduct the '**Group discussion**' questions. For the second question, about what may have happened to the message, look for responses about how the message was distorted along the way, and how communication can break down and information can be misinterpreted.
7. Review the '**Take home point.**'



Introduction: Broken telephone

Let's play a game to test our communication skills, called broken telephone.

I would like you all to stand in a semi-circle. I will whisper something to the person standing next to me. This person must whisper the same message to the person next to them, being careful that nobody else can hear. Each person will do this until we get to the last person in the semi-circle. The last person will say the message they heard out loud to the group.



⁵ Adapted from Eloff, I., & Forsythe, B. (2014) Kgolo Mmogo Project Intervention programme for the enhancement of children's resilience. South Africa: University of Pretoria.



The message

Mam Grace went to buy groceries at Shoprite and she remembered that she had to buy a school shirt and socks for Thandi.



Group discussion

- What did you notice about the two messages?
- What do you think happened to the message as it was shared from one person to the next?
- What do you think the purpose of this exercise is?



Take home point

It can be easy to misunderstand what people say. We have to really listen to people to understand what they are saying. We also have to communicate clearly.

EXERCISE 4: HOW CAN I REALLY LISTEN?

(30 minutes)



Rationale

The purpose of this exercise is to increase the adolescents' understanding of active listening and to improve their ability to reflect (stating back what they heard). Reflection is another key component of effective communication.

Instructions (Part 1)

1. Introduce active listening and the role-plays; refer to '**Introduction: Active listening**' text as needed.
2. Act-out '**Role-plays 1 & 2: She loves me**' with co-facilitator.
3. Conduct '**Group discussion 1.**' Refer to '**Facilitator guidance**' on the scenario as needed.
4. Introduce guidelines for active listening. Refer to text provided within the '**Guidelines for active listening**' as needed. Refer participants to the Guidelines for active listening hand-out and review it with the group.
5. Conduct '**Group discussion 2.**' After their brainstorming, provide any outstanding suggestions from the '**Facilitator guidance.**'



Introduction: Active listening

What we call 'active listening' helps people to understand each other, helps them to show compassion towards each other, and helps them to appreciate each other.

The main skills involved in active listening are:

- *seeing the situation from the other person's perspective, and*
- *communicating that you understand what he or she is telling you, reflecting back to them what you think you heard.*

We will role-play two examples of a scenario "She loves me." Your job is to consider which one shows good active listening skills and which one does not.





Role-play 1: She loves me

PATRICIA: I like you but I don't love you.

THABO: Why not?

PATRICIA: I'm just not that into you.

THABO: I love you, so why don't you love me?

PATRICIA: It doesn't work that way.

THABO: Listen! You have to love me. I know you really hate me and you are just trying to be kind to me.

PATRICIA: I have always enjoyed.....

THABO: Let me finish. I can tell. You love somebody else. Tell me who your new boyfriend is. I promise I won't hurt him. Just tell me his name.

PATRICIA: I have been trying to tell you something.

Now we are going to role-play a second version of the scene called "She Loves Me." See if you can hear the difference between the two versions.

Role-play 2: She loves me

PATRICIA: I like you but I don't love you.

THABO: I'm OK as your friend but not your boyfriend.

PATRICIA: There's lots I like about you as a friend. You're funny. I can talk to you about anything. You've cheered me up when I have been depressed. You don't hit on me and treat me like all I am good for is doing it.

THABO: You like the fact that I treat you as my friend and not some woman I'm trying to get in bed with.

PATRICIA: Yes. We've been friends for a long time. That helps.

THABO: It's good to really get to know somebody over a long period of time. You can get comfortable with them.

PATRICIA: I hope it doesn't hurt your feelings that I'm not in love with you like a boyfriend-girlfriend type of thing. I honestly think it is more important to have a friend like you than a boyfriend.

THABO: I understand that you want to be my friend and not my girlfriend. But there have been times when I wished you were my girlfriend. I really like Tumi now so it's OK.



Group discussion 1

- Which scene shows better listening skills and why do you think so?
- How did Thabo use active listening, what did he do?



Facilitator guidance

Suggested discussion points on “She loves me” role-play

Try to elicit the following:

- Listening carefully
- Checking for understanding
- Keeping the other person talking
- Not interrupting with questions or other statements
- Not judging
- Reflecting back what they heard the other person say



Guidelines for active listening

Active listening means seeing a situation from the other person's perspective. Listen carefully and fully until you think you understand what the other person is thinking and feeling, and then confirm that your understanding is correct. This is called reflecting; stating back what you heard the other person say. Reflection shows that you have heard what the person has said.

Active listening helps you to improve your relationship with another person and prepares you to talk about what you need from that person when it is your turn. Second, active listening helps the other person clarify what she or he wants and feels.

I would like us to look at the guidelines for active listening. Let's review the hand-out Guidelines for active listening in your workbooks.



Group discussion 2

- Why do you think reflecting back what the other person said would be good to do?

Facilitator guidance

Suggested discussion points on reflection

Look out for responses such as the following and add these reasons if they don't come up in the discussion.

Why should you reflect back what someone has said?

- It keeps the person talking about a problem
- It gives them the feeling that someone understands their problem
- It allows an opportunity to clarify, to ensure your understanding of the problem

Remember that the other person is expressing his/her point of view, and active listening helps the person clarify what he or she is feeling and thinking and ensures your understanding.

Instructions (Part 2)

1. Conduct '**Group discussion 1.**' After their brainstorming, provide any outstanding suggestions from the '**Facilitator guidance.**'
2. Divide the groups into pairs and introduce the role-play. Instruct each pair to do '**Scenario 1**' and '**Scenario 2**' twice so that each person gets a chance to play both roles in each scenario. Refer to '**Paired role-play**' text provided as needed.
3. Conduct '**Group discussion 2.**' Remind them of key points within the Guidelines for active listening and Assertive communication hand-outs as needed.
4. Review the '**Take home point.**'



Group discussion 1

We have discussed what to do to show you are listening actively, but what you shouldn't do is just as important as what you should do.

- *What do you think asking a lot of questions does to a person who is trying to express his/her thoughts and feelings?*
- *What should you do instead?*
- *Can someone share what they think will happen if you start judging the person who is speaking?*
- *What should you do instead?*



Facilitator guidance

What not to do when listening actively

What happens if you ask a lot of questions?

- Questions tend to break the speaker's chain of thought. You are taking the control away from the other person. If the other person hasn't told you the answer to the question yet, then the chances are good that the person wasn't ready to tell you.

What you should do instead:

- Wait for the person to finish talking before you give your views on the topic, or ask for clarification.
- When you become the speaker, you can ask questions or say what is on your mind. Let the other person figure out what it means and make their own interpretations.

What happens if the other person thinks you are judging them?

- That person is probably going to stop talking.
- If that person has taken the risk to tell you something personal and important, judging him/her will tell them not to take the risk of sharing with you again.

What you should do instead:

- Accept the other person without judgement. If you start judging the other person, they may be reluctant to continue sharing their feelings.
- Let the other person solve his/her problem unless they ask for your help.

Paired role-play

Now, let's practice active listening. You will each act out two role-plays. You will do each role-play twice so that each person gets a chance to be the other person.

The two scenarios for the role-plays are as follows:



Scenario 1

Tell your caregiver that the younger kids keep bothering you when you are trying to study and you don't like it. Make up what you want to say.

Scenario 2

You want your friend to stop copying your homework answers and to do his/her own work. Make up what you want to say.

Group discussion 2

- What did you say or do to show active listening in this conversation?
- What do you think you could have done or said differently to be a better listener?
- How did you use assertiveness in this conversation?



Take home point

Active listening is an important communication skill. You can listen actively by understanding what the other person is saying and repeating it back to them. You can be both assertive and an active listener.



REFLECTION AND SHARING



(10 minutes)



We are at the end of today's session on **assertive communication and active listening**. This is your time to share your ideas about the session with the group.

I would like each person to share one important thing you learned today and how you might use it in your day-to-day life.

GOAL SETTING AND PRACTICE AT HOME



(5 minutes)



How could you practice one of the skills you learned today when you get back home? Try to use this as the basis for the short-term goal you will set. Remember, your goal should be something you can accomplish before the next time we meet as a group. **We have spoken about assertive communication using "I" messages, and listening actively. I would like to encourage you to set a goal to practice one of these skills with someone important in your life. Maybe there is someone that you want to talk to, to tell them how you feel and what you think. Your goal could be to speak up. Or, if there is someone you don't understand, you could listen to them more carefully and check out if you heard them correctly. What will you set out as your goal to do, to practice these communication skills this week? We will each have a chance to report on our successes and challenges in the next session.**

CLOSING THE SESSION



We will close the session by having a lottery draw. Please put your name tag with your name on it into this cup. We will then draw a name and that person will win this lottery gift.

Thank you for attending the session. I would be happy to speak with anyone individually about your experiences with the session and if we can improve anything for next time. I'm looking forward to the next session when we will work on **coping with anger**.

I will see you next time at _____ (time and place) on _____ (day and date).

SESSION 2 APPENDIX

Role-play script for volunteers



Role-play: Friends matter

CAREGIVER: You are always with your friends and you never do your chores at home. Who do you think must wash the dishes? Who must clean the floors and take care of the chickens? I work and I get home late at night. If I don't work you will not have food to eat. It is the least that you can do! I am not very happy with you!

ADOLESCENT: You are unfair and don't love me! I am a teenager and teenagers like to visit with their friends. Why are you so mean?

CAREGIVER: I am not unfair and I do love you, but I am just sick and tired of doing your chores when you are out playing soccer or whatever you do with your friends.

ADOLESCENT: I am sorry mme, I did not think of my chores. When I start playing soccer with my friends, I forget that I have chores. I do like my friends and I like spending time with them. But I also now see how much extra work you must do if I don't do my chores.

CAREGIVER: I am glad you see that it is difficult for me. What are you going to do about it?

ADOLESCENT: I do want to do my chores, but I also have to see my friends. I will lose my friends if I do not spend time with them. I would like to suggest something that may work for both of us. What if I feed the chickens early in the mornings, wash the floor every second day and do the dishes at night? Can I then play soccer with my friends over the weekend and on some afternoons during the week? What do you think of this idea?

CAREGIVER: Well it sounds like a good plan, but will you also have time to do your homework?

ADOLESCENT: Thank you mme for agreeing with this idea. I promise that I will do my chores and also do my homework.

SESSION 3

Emotional awareness



TIME

120 minutes

RATIONALE

In this session, the cognitive behavioural therapy (CBT) model is used to understand the value of emotional awareness. The links between thoughts, emotions, behaviour, and bodily sensations are explained and applied to their life experiences. Facilitators gain information about participants' history and current level of functioning, and participants build trust and group cohesion as they support one another. The session ends by introducing coping strategies of relaxation and social support.

GOALS

- To become aware of emotional experiences
- To understand how bodily sensations, emotions, thoughts and behaviour are linked
- To build trust and support between participants
- To teach participants a relaxation technique
- To assist participants to identify their social support resources

SESSION OVERVIEW

Opening ritual

Feedback from previous session (15 minutes)

Exercise 1: Identifying emotions (10 minutes)

Exercise 2: Emotional awareness (20 minutes)

Exercise 3: Life experiences (40 minutes)

Exercise 4: Relaxation (5 minutes)

Exercise 5: Ubuntu makes us stronger (15 minutes)

Reflection and sharing (10 minutes)

Goal setting and practice at home (5 minutes)

Closing the session

MATERIALS NEEDED

- Name tags for participants
- Flipchart or a black/white board and marking pens
- 'Emotion' cards (Appendix)
- Pencils, enough for each participant
- CBT sign: Event, Bodily Sensations, Emotions, Thoughts, Behaviour
- Lottery prize

WORKBOOK HAND-OUTS REVIEWED

- Feeling thermometer
- Road map – Example
- Ubuntu: Circles of strength worksheet

SPECIAL PREPARATION

- Review the Guidelines on assertive communication hand-out from last session to inform feedback discussion.
- Print and cut out emotion cards found in the appendix. Ensure there are enough so that each participant has one emotion card. There are eight cards, so if you have more than eight participants you will need to print and cut extra cards.
- Prepare several copies of a CBT sign on flipchart paper. There should be one column each for Event, Bodily Sensations, Emotions, Thoughts and Behaviours. Leave room to write examples into each column during the session.



OPENING RITUAL

FEEDBACK FROM PREVIOUS SESSION



Instructions

1. Ask someone to summarize the home assignment. Refer to the '**Home practice assignment summary**' text if clarification is needed.
2. Encourage feedback from participants on their completion of the home practice. Ask them about their emotions, thoughts and behaviours related to the home practice.
3. Spend some time on areas where there were challenges and use group problem solving to get ideas on how the situation can be dealt with. Use one of the challenges as a role-play. The co-facilitators can model it.
4. Praise participants for their efforts to problem solve.



Home practice assignment summary

Your assignment was to set a goal and to practice assertive communication using "I" messages, and active listening with someone.

EXERCISE 1: IDENTIFYING EMOTIONS⁶

(10 minutes)



Rationale

The purpose of this exercise is to increase participants' awareness of their own emotions and help them learn to identify others' emotions by observing body language.

Instructions

1. Hand out one emotion card to each participant. Ask them to keep their card private. There may be more than one card with the same emotion, depending on the number of participants in the group.
2. Introduce the exercise, asking them to act out the emotion on their card without talking, using only body language. Refer to '**Introduction: Emotions game**' text as needed.
3. Let the participants demonstrate the feelings one by one, while the other participants guess what emotion it is.
4. After everyone has had a chance to demonstrate their emotion, conduct the '**Group discussion**' questions. For the second question, asking about different kinds of emotions, participants may mention emotions from the cards as well as other emotions such as confused, proud, etc.
5. Review the '**Take home point.**'



Introduction: Emotions game

Let's play a game to see how one can identify a person's emotions just by looking at them. Everyone will receive a card with an emotion written on it. You have to act out this emotion without using any words. You can only use your facial expressions and body to show how you feel. The others have to guess what emotion you are demonstrating. You have to carefully watch the actor's facial expressions and behaviour to guess what the actor feels.



⁶ Adapted from Future Families (2013) Future Families Psychosocial Support Group: Facilitator Manual, Session 3. South Africa: Future Families.



Group discussion

- *How could you tell how someone is feeling?*
- *What are the different kinds of emotions that we have?*
- *Which emotions are easy to recognize?*
- *Which emotions are difficult to recognize?*
- *Which emotions are hard to show?*
- *Why is it hard to show them?*



Take home point

Emotional awareness starts with being able to identify different emotions. It is not always possible to recognise emotions in others, or to show our own emotions to others.

EXERCISE 2: EMOTIONAL AWARENESS⁷

(20 minutes)



Rationale

This exercise helps participants become aware of how bodily sensations are connected to emotions, and to use tools to understand and express emotional states.

Instructions

1. Read the following story, emphasising different words that describe emotions. Invite participants to relax and pay attention to their feelings and thoughts as they listen.
2. Conduct the '**Group discussion 1**' and identify emotions. Write the emotions on the flipchart.
3. Conduct the '**Group discussion 2**' and introduce the link between bodily sensations and emotions.



Story: Colours of the cattle

A young man, herding his father's cattle, noticed one day that there was a strange calf in the middle of the herd. At first he was confused. He thought that he must have made a mistake and that the calf had been there all along, but when he looked at it more closely, he saw that it was not one of the calves that belonged to his father. This calf was the most beautiful calf that the young man had ever seen. Unlike other calves, this calf had colours of all the cattle on it, and the young man was amazed at its beauty. As he looked at it, the calf stood and looked back at him with a sense of peace. It was not frightened by him and it seemed that the other cattle were treating it with great respect.

The young man was excited about the possibility of bringing the calf home to his family. When it came to the time for the young man to herd the cattle back to his father's kraal, this new calf would not move. The young man tried to push it, but the calf just looked at him and made him feel ashamed. So, in order to make it move, the young man sang a special song.

As the young man sang, the calf lifted up its head and when the song came to an end, it joined the other cattle and began to walk the way that the young man wanted. This made the young man happy, as he knew his father would be very pleased that he had acquired a beautiful calf that had all the colours of the cattle.



⁷ Adapted from Doubt, J., Lachman, J.M., Cluver, L., Ward, C., and Tsoanyane, S. (November 2015). Sinovuyo Caring Families Programme for Parents and Teens: Facilitator Handbook. South Africa: UNICEF and World Health Organization; and Miller, S. (1995) Teens and Adults Learning to Communicate (TALC: LA), Phase 1, Session 4. Los Angeles: Center for HIV Identification, Prevention and Treatment Services.



The young man's father was overjoyed when he saw the calf. "This calf has something very special about it," he told his son. "While it is young, we will keep it here at the kraal. Later, we will let it out to graze."

So the family kept this special calf at home and they fed it with sweet-smelling grass. Each day the calf became more beautiful and the family came to love it more. The presence of the calf made everyone feel calm and peaceful. The other cattle seemed to worship the calf.

When the calf had grown bigger, the father decided that his son could take the calf to join the other cattle where they were grazing. To do this, the son had to first sing to the calf, as it would never move unless it had first been sung to. Once the song was over, the calf would go quietly with the other cattle.

It was while the herd was out grazing that a stranger came and spoke to the young man. "I see that calf," pointing at the new calf. "It is mine."

The young man was worried. He did not know what to say. When the stranger asked him where he had got the calf from, he could only say that it had just joined the herd. The stranger said that this proved that the calf was indeed his. The stranger walked into the middle of the herd and began to tug at the calf's neck, trying to get it away from the other cattle. The young man was anxious as he watched silently, knowing that the calf would never move.

Seeing that he was getting nowhere, the stranger became angry. He called some friends. Together they tried to drag the calf away. The other cattle became frightened by the way these men were treating the new calf and they bellowed in distress. The stranger cut a stick from a bush and started to whip the new calf, trying to get it to move. The friends also whipped the calf. After a while, when it had been badly whipped, the calf let out a cry and fell to the ground. The men tried to pick up the calf, but it had died.

The young man ran home to his father. His eyes filled with tears and his heart filled with sorrow at what he had seen. The father was very angry with this stranger. They both ran to the place where the herd was. All the other cattle were still there, but there was no sign of the dead calf. All that could be seen, in the place where it had fallen, were many wild flowers with all the colours of the cattle.

Group discussion 1

- How did the young man feel when he discovered the calf?
- How did he feel when he brought the calf home?
- How did he feel when the stranger hit the calf?
- How did he feel when they found the flowers?

I will note your suggestions on the flipchart.



Group discussion 2

We have many different types of emotions. There are a few basic emotions such as happy, sad, angry and scared. Then there are others like excited, frustrated, peaceful, confused and proud.

When you feel uncomfortable, your body also responds. You may have a bad feeling in your stomach or you may feel sweaty or shaky. Let's think about where in your body you experience other emotions.

- How does it feel in your body if you are happy?
- How does it feel in your body if you are scared?
- How does it feel in your body if you are angry?
- How does it feel in your body if you are sad?

Emotions are like messages that tell you what is going on, and how you are reacting to a situation. Paying attention to your body can help you understand what you are feeling and why.





Instructions (Part 2)

1. Introduce the Feeling thermometer. Ask first about how we might measure emotions generally, and allow 1 minute for responses, then reference and explain the Feeling thermometer hand-out in their workbook. Refer to the '**Introduction of the Feeling thermometer**' text as needed.
2. Conduct '**Group discussion 1**,' to encourage participants to share and discuss past feelings related to the Feeling thermometer.
3. Conduct '**Group discussion 2**' where you return to the story of the calf to apply what they have learned using the Feeling thermometer.
4. Emphasize the importance of emotional awareness, refer to '**Importance of emotional awareness**' text provided.
5. Review the '**Take home point**.'



Introduction to the feeling thermometer

This is what we call a 'Feeling thermometer.' Similar to measuring heat, you can measure your feelings. The more you are aware of your emotions, the easier it can be to cope with them and even try to change them so that you feel better. The thermometer is a tool to help you do this. The high end is from 75 to 100 and the low end is from 0 to 25.

If a person is very uncomfortable in a situation (worried, angry, sad, embarrassed), then they might report a feeling of discomfort of 90.

If a person is very comfortable (relaxed, at ease, peaceful, happy), then their reading of the Feeling thermometer would be in the 0 to 25 range.



Group discussion 1

- *Can you give me an example of a time when you felt extremely uncomfortable, where your feelings might be near the top on the thermometer (90)?*
- *Can you give me an example of an experience that made you feel comfortable and happy, where your feelings may have been towards the bottom of the thermometer (0-25)?*

Group discussion 2

Let's talk about the story of the calf again.

- How would you rate the young man's feelings when he saw the calf for the first time?
- How would you rate his feelings when the calf died?



Importance of emotional awareness

There are two main reasons why we need to be aware of our emotions and be able to express them:

1. First, once we are aware of our emotions, we can begin to take actions to feel better. We can decide what we want to do about the situation causing the emotion. For example: If you can't tell whether the plate on the stove is hot or cold, you may get burned. But if you know that it's hot, you can avoid it. In the same way, recognizing negative emotions like sadness or anger can help you start thinking about what kind of things you can do to feel better.
2. Second, if you can't express your emotions, they can build up and even make you physically sick. It's like getting food stuck in your throat: you need to get it out or you will choke. Talking about your emotions not only keeps them from building up inside of you, it also helps the people around you understand so that they can offer help and support.



Take home point

Recognising our emotions allows us to take steps to improve how we feel, and helps to keep us healthy. A Feeling thermometer is one tool we can use to consider the intensity of our emotions.



EXERCISE 3: LIFE EXPERIENCES⁸



(40 minutes)

Rationale

Participants will use positive and negative events from their own lives to reinforce the idea that bodily sensations, emotions, thoughts and behaviour are connected. The life experiences that participants share can be used as examples during subsequent sessions.

Facilitator guidance

Discussing emotions

Your goal is to assist participants to think about their lives and become aware of different emotions they experience. Participants may report feeling happiness, sadness, anger, fear, guilt or embarrassment, among other emotions.

All these reactions are absolutely normal and for most people they will pass with time. Whatever the emotions, people have to learn to express and cope with them. Troubling emotions that are never expressed or dealt with can ultimately have negative effects on a person's health.

Discussing emotions and their life experiences may feel unfamiliar or uncomfortable for participants, so take care to be sensitive and encouraging during the discussion.

⁸ Adapted from Eloff, I., & Forsythe, B. (2014) Kgolo Mmogo Project Intervention programme for the enhancement of children's resilience, Session 5. South Africa: University of Pretoria.

Instructions

1. Show the group the '[Example - Road map](#)' and explain it to them. Refer to '**Introduction: Road map**' text provided as needed.
2. Ask participants to think of their own road map for their lives, and to think about one high and one low in their life and how they felt during those times.
3. Allow participants to think about their lives privately for about 3 minutes.
4. Conduct '**Group discussion 1.**' Post the blank [CBT sign](#) on the wall where everyone can see it and explain that you will complete it while the participants share their experiences. Then ask volunteers to share their one high and low experience.
 - » Participants should only share what they feel comfortable with, if at all. Some may want to share high but not low points.
 - » The atmosphere in the group must be supportive. Listen with empathy and make it comfortable for participants to share.
 - » Take note of the time. Do not allow one person to speak the entire time. Encourage multiple participants to share their experiences.
5. While the participants share, identify bodily sensations, emotions, thoughts, and behaviours related to their experiences. Write these on the [CBT sign](#).
 - » As needed, refer to the probe questions provided to complete the [CBT sign](#) and the examples in the '**Facilitator guidance.**'
 - » Praise participants for sharing their experiences.
6. After participants have shared their experiences, conduct '**Group discussion 2.**' For all but the last question, encourage responses and reflect on what they are saying. They are to think privately for the last question; give them a minute to do so.
7. Review the '**Take home point.**'



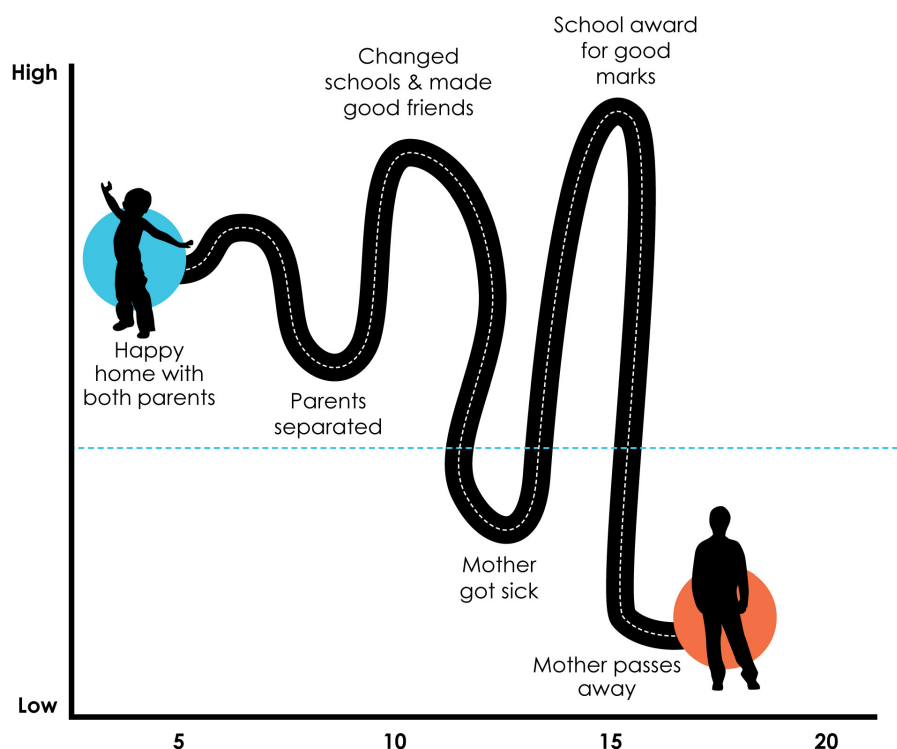


Introduction: Road map

Life is like a road that goes up and down, similar to the highs and lows in our lives. Some experiences are high points because we have enjoyed them, they were pleasant, or they made us happy. Other experiences are low points because they were difficult, unpleasant or they made us sad.

In this example of an adolescent's life road map you can see that they have experienced both high and low points. This adolescent had a happy early childhood when they lived at home with both parents, but this was followed by a more difficult time when their parents separated. One of the high points was moving to a new school and making good friends there, followed by a low point when the adolescent's mother was very sick. The adolescent then had a high point when they received a school award for their good marks, but this was followed by the lowest point in their life, when their mother passed away.

Example of life experience road map:



Now I want you to think of your own life road map. I want you to think of one high and one low point from your journey so far, and how you felt during these times. You will have a chance to share this with the group, if you want to.

Group discussion 1

To help us to understand how our life experiences affect us, I will use the CBT sign which includes the event, bodily sensations, emotions, thoughts and behaviours. As we share our experiences, I also want us to complete these aspects related to the event.

I will note these aspects on the CBT sign as we review them.

Who would like to share either one high or one low with the group?

Probe if needed:

How did you feel?

How did your body feel?

Can you remember what you were thinking?

How did this situation affect your behaviour?



Facilitator guidance

Examples of a completed CBT sign

Event	Bodily sensation	Emotions	Thoughts	Behaviours
Parents separated	Stomach pain, shaky	Nervous, scared	My family is destroyed. They are fighting because of me	Hid in bed and cried
School award for good marks	Energetic, butterflies in stomach	Excited, relieved	I did it! I am so proud of myself!	Jumped up and down
Mother passed away	Pain in my chest, tiredness, no appetite	Sad, sorrow	How will I go on? I am so alone now	Cried, stopped eating



Group discussion 2

Thank you for sharing your very intimate experiences of events in your life. These emotions are natural and appropriate and for most people they will pass with time. Sharing them is sometimes difficult but can often help you to feel better.

- *How was it for you to share such intimate information about yourself with the group?*
- *What have you learned from the experiences of the other group members?*
- *What did you realise about the link between the event, emotion, thoughts and behaviour?*



Take home point

Events in our lives prompt emotions that, in turn, influence our thoughts and behaviour. Learning to identify and connect these aspects of our experience can help us make positive changes in how we feel and act.

EXERCISE 4: RELAXATION⁹

(5 minutes)



Rationale

The purpose of the exercise is to help participants learn to relax as a strategy to cope with negative emotions. It may be used to reduce tension and anxiety when difficult emotions arise during the session, or anytime.

Instructions

1. Introduce this exercise using the '**Introduction: Relaxation**' text as needed.
2. Lead the group in the relaxation exercise, '**Stillness.**' Use a calm and relaxed voice. Do not rush the exercise.
3. Conduct the '**Group discussion,**' asking them how they feel and reminding them they can do this at home.
4. Review the '**Take home point.**'



Introduction: Relaxation

We have dealt with a lot of emotions today. I would like to teach you a relaxation method that may help you to handle your emotions more effectively. Sit comfortably in your chair, close your eyes, and follow my voice.



⁹ Miller, S. (1995) Teens and Adults Learning to Communicate (TALC: LA), Phase 3, Session 4, Exercise 5. Los Angeles: Center for HIV Identification, Prevention and Treatment Services.



Stillness

(Do not read the word 'PAUSE,' you instead pause at this point).

Allow yourself to sit in a comfortable position.

Just let yourself breathe naturally.

Close your eyes.

Take a deep breath and let it out slowly. PAUSE

Feel the warm air flowing out. PAUSE

Feel the warm air releasing all the tension in your body. PAUSE

Make a fist and hold it. PAUSE

Open your fist and let the tension go. PAUSE

Bring your shoulders up to your ears and hold them. PAUSE

Let your shoulders drop and feel the tension release. PAUSE

Breathe in deeply PAUSE

And let it go. PAUSE

Say to yourself, "My breathing is quiet." PAUSE

Say to yourself, "My mind is calm." PAUSE

Say to yourself, "My mind is at peace." PAUSE

Say to yourself, "My mind is still." PAUSE

Just breathe naturally. PAUSE

Breathe naturally. LONG PAUSE

You can open your eyes now.



Group discussion

- *How do you feel after this activity?*



Take home point

Relaxation techniques can help when you are feeling anxious or need to cope with other difficult emotions. With practice, you may find that the techniques become even easier and more effective.

EXERCISE 5: UBUNTU MAKES US STRONGER¹⁰

(15 minutes)



Rationale

This exercise emphasises the importance of a support network. Support networks help people recover from difficulty, and provide opportunities to help others, increasing resilience and wellbeing.

Instructions

1. Introduce the final exercise; refer to '**Introduction: Ubuntu**' text provided as needed.
2. Ask participants to refer to the 'Ubuntu: Circles of strength worksheet' hand-out.
3. Conduct the '**Group discussion questions 1**' to assist participants to identify the people who have a positive influence in their lives. Refer to the '**Facilitator guidance**' for examples as needed.
4. Provide them with pencils and ensure participants have the hand-out in front of them. Read each block out loud and ask them to write the names of the people who make them stronger in the spaces provided.
5. After 5 minutes, conduct the '**Group discussion questions 2**' about how the participants can, in turn, make the people around them stronger, and how they help others. Refer to the '**Facilitator guidance**' for examples as needed.
6. Review the '**Take home point.**'



¹⁰ Adapted from Eloff, I., & Forsythe, B. (2014) Kgolo Mmogo Project Intervention programme for the enhancement of children's resilience, Session 4. South Africa: University of Pretoria; and National Association of Child Care Workers (NACCW), Liyema I Khaya curriculum, Session 4. Durban: NACCW.



Introduction: Ubuntu

Today we're going to talk about Ubuntu. Archbishop Desmond Tutu explained Ubuntu in the following way:

"Africans have this thing called Ubuntu; it is about the essence of being human, it is part of the gift that Africa will give the world. It embraces hospitality, caring about others, being willing to go the extra mile for the sake of others. We believe a person is a person through another person, that my humanity is caught up, bound up and inextricable in yours. When I dehumanise you, I inexorably dehumanise myself. The solitary human being is a contradiction in terms and, therefore, you seek to work for the common good because your humanity comes into its own community, in belonging."

So, Ubuntu means that you are stronger with other people than you would be alone. Let's look at the [Ubuntu: Circles of strength worksheet](#) in your workbooks. You will see that you are in the middle. This is because you can make another person stronger. But all of the circles/people around you also make you stronger.



Group discussion 1

Can you think of people or groups of people around you that can make you stronger? Look at each of the blocks, and think about who you would include in that block. Think about specific individuals.

- *Who will you include in the family block?*
- *The friends block?*
- *The school block?*
- *The block indicated as other?*

Facilitator guidance

Suggested examples of Ubuntu/support network

- Family: Mother, father, brother(s), sister(s), grandparents, uncles, aunts.
- Friends: Specific friends, friends at school, friends at home, friends in the neighbourhood, friends in other schools, friends in other provinces, friends in the program.
- School: Classmates, teachers, cleaners, after school teachers, counsellor/social worker, sport teams, clubs.
- Other: Choir, priest/pastor, local officials, members of a church group, community activity, or youth centre.

Group discussion 2

Now, think about how you make these same people stronger.

- *How do you help others?*
- *Can some of you give examples?*



Facilitator guidance

Suggested examples of ways they can make people stronger

- Family: I help my caregiver around the house so she has time to relax and spend time with us. I help my brother with his homework so he will do better at school.
- Friends: I listen to my friends when they have problems and help them to solve them.
- School: I practice a lot so I can help my sports team do better at competitions. I help my teacher to pass out assignments so she can pay attention to other student needs.



Importance of Ubuntu

You can see on this drawing that we make the people around us stronger and the people around you make you stronger. No matter how strong we or the people around us are, we still need skills to be able to communicate and interact with people around us.

We also have to be able to protect ourselves against the people or situations around us that can put us in danger. In the following weeks we are going to look at skills to help us live healthier, happier lives, as well as to identify and avoid negative influences.



Take home point

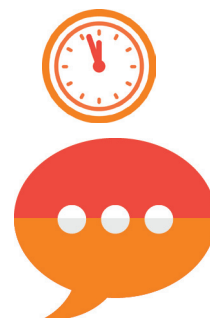
Everyone needs support from others to stay happy and healthy. Thinking about the different sources of support in your life can help you know where to go when you need it. You can also help others to be strong.

REFLECTION AND SHARING

(10 minutes)

We are at the end of today's session on **emotional awareness and how it is an important step in healthy coping strategies**. This is your time to share your ideas about the session with the group.

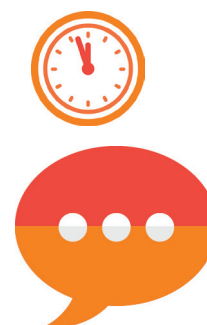
I would like each person to share one important thing you learned today and how you might use it in your day-to-day life.



GOAL SETTING AND PRACTICE AT HOME

(5 minutes)

How could you practice one of the skills you learned today when you get back home? Try to use this as the basis for the short-term goal you will set. Remember, your goal should be something you can accomplish before the next time we meet as a group. **We have spoken about Ubuntu and how we make each other stronger. I would like to encourage you to set a goal to do something that will make someone else stronger. What will you set out as your goal to do, to help someone this week?** We will each have a chance to report on our successes and challenges in the next session.



Facilitator guidance

Example goals

If the group cannot think of ways to help others, you can offer the following examples:

- Encourage my friends to stay in school.
- Share my lunch (meals) or pocket money with friends who don't have lunch money.
- Help the elderly lady next door with her bags.
- Help clean up my neighbourhood.
- Give my caregiver at least three compliments.



CLOSING THE SESSION

We will close the session by having a lottery draw. Please put your name tag with your name on it into this cup. We will then draw a name and that person will win this lottery gift.

Thank you for attending the session. I would be happy to speak with anyone individually about your experiences with the session and if we can improve anything for next time. I'm looking forward to the next session when we will work on **strategies to cope with negative emotions, such as sadness.**

I will see you next time at _____ (time and place) on _____ (day and date).

SESSION 3 APPENDIX

Emotion cards

ANGRY

HAPPY

SAD

CONFUSED

EXCITED

FEARFUL

SURPRISED

SHOCKED

SESSION 4

Coping with sadness



TIME

120 minutes

RATIONALE

Adolescents often experience difficult emotions, especially during stressful times. This session aims to teach them how to cope with negative emotions such as sadness, through identifying and changing negative thought patterns.

GOALS

- To help participants recognise their negative emotions, particularly sadness
- To help participants identify their thoughts related to sadness
- To develop participants' ability to change their negative thoughts in order to cope with sadness
- To help participants identify pleasant activities to incorporate into their lives

SESSION OVERVIEW

Opening ritual

Feedback from previous session (15 minutes)

Exercise 1: Identify negative thought patterns related to sadness (30 minutes)

Exercise 2: Change negative thought patterns (30 minutes)

Exercise 3: STOPP for personal negative thoughts (20 minutes)

Exercise 4: Pleasant activities (10 minutes)

Reflection and sharing (10 minutes)

Goal setting and practice at home (5 minutes)

Closing the session

MATERIALS NEEDED

- Name tags for participants
- Flipchart or black/white board and marking pens
- CBT sign: Event, Thoughts, Emotions, Behaviour
- Change Negative Thinking sign: Event, Thoughts, Emotions, Changed Thinking
- 'Change negative thinking' scenarios (Appendix)
- Lottery prize

WORKBOOK HAND-OUTS REVIEWED

- Feeling thermometer (Session 3)
- Unhelpful thinking patterns
- STOPP worksheet

SPECIAL PREPARATION

- Print 'Change negative thinking' scenarios found in the session appendix. Ensure there is one set of scenarios per small group (3-4 people).
- Prepare several copies of a CBT sign on flipchart paper. There should be one column each for Event, Thoughts, Emotions, and Behaviours. Leave room to write examples into each column during the session. Note that the Bodily Sensations column used in the Emotional Awareness session is no longer applied, unless your group feels it is necessary.
- Prepare several copies of a Negative thinking sign on flipchart paper. There should be one column each for Event, Thoughts, Emotions, and Changed Thinking. Leave room to write examples into each column during the session. Note that the Bodily Sensations column used in the Emotional Awareness session is no longer applied, unless your group feels it is necessary.
- Review list of situations that participants identified as making them sad in the previous session.
- Given the intensity of the session, an Energizer may be valuable; review Energizer options so you are prepared to conduct this as needed.



OPENING RITUAL

FEEDBACK FROM PREVIOUS SESSION



Instructions

1. Ask someone to summarize the home assignment. Refer to the '**Home practice assignment summary**' text if clarification is needed.
2. Encourage feedback from participants on their completion of the home practice. Ask them about their emotions, thoughts and behaviours related to the home practice.
3. Spend some time on areas where there were challenges and use group problem solving to get ideas on how the situation can be dealt with. Use one of the challenges as a role-play. The co-facilitators can model it.
4. Praise participants for their efforts to problem solve.



Home practice assignment summary

Your assignment was to set a goal to do something that will make someone else stronger.

EXERCISE 1: IDENTIFY NEGATIVE THOUGHT PATTERNS RELATED TO SADNESS¹¹

(30 minutes)



Rationale

This exercise teaches participants to identify negative thought patterns associated with sadness, including irrational thinking. This heightened cognitive-behavioural awareness can help adolescents shift their thinking, leading to improved emotional wellbeing.

Instructions (Part 1)

1. Introduce the activity, refer to '**Introduction: Sadness**' text provided as needed.
2. Conduct the first question in the '**Group discussion,**' asking the group to identify situations that contribute to sadness. Remind the group of situations mentioned in the last session as needed. Listen to their responses and write them on the flipchart.
3. Refer to the Feeling thermometer in their workbook (session 3). Ask the second question in the '**Group discussion,**' to ask them to share their level of sadness with the personal situation they identified using the thermometer.
4. Comment on their thermometer readings. Thank them for sharing.



Introduction: Sadness

Sadness is a natural emotion when you experience loss or disappointment. Everyone has experienced sadness at some point. Today we want to talk about coping with sadness so that we can live healthy lives. Let's start by talking about situations that make us feel this way.



¹¹ Adapted from Miller, S. (1995) Teens and Adults Learning to Communicate (TALC: LA), Phase 1, Session 4. Los Angeles: Center for HIV Identification, Prevention and Treatment Services.



Group discussion

In our discussion of the low points in our lives last time, we identified a few situations that make us sad.

- *I want each person to think about at least one situation that makes you sad. I invite you to share this with the group, if you want to.*

I will note these situations on the flipchart as we review them.

- *Use the Feeling thermometer to illustrate the level of sadness you experience because of the situation you identified. Remember, 75-100 means very uncomfortable and 0-25 means comfortable.*



Instructions (Part 2)

1. Introduce and read '**Scenario 1: Failed maths test.**'
2. Present the blank CBT sign. Conduct the '**Group discussion 1**' helping them to complete the CBT sign related to the scenario. Refer to the example in '**Facilitator guidance**' as needed.
3. Explain '**Unhelpful and irrational thoughts,**' refer to text provided as needed. Then refer participants to the Unhelpful thinking patterns hand-out and review it with the group, inviting them to indicate which patterns are common for them.
4. Introduce the '**Small group activity,**' splitting them into two groups and asking each to consider two situations that were listed in the first part of the exercise that made them feel sad, and identify thoughts associated with these feelings of sadness.
5. Give them 7 minutes to complete this and then reconvene the group.
6. Conduct the '**Group discussion 2**' eliciting examples from their small group activity; refer to '**Facilitator guidance**' to aid the discussion.
7. Explain the '**Internal bully**' concept, refer to text provided as needed.
8. Review the '**Take home point.**'

Scenario 1: Failed maths test

Often, we cannot change the facts of our lives, but we can think about things in a way that makes us feel better.

Let's use an example.

Kabelo feels sad because he failed his maths test even though he studied hard the day before the test. He thinks that he is stupid. He feels discouraged and that he will never be able to do it. He does not even want to do his homework because it will not help.



Group discussion 1

Let's fill out the CBT sign for Kabelo's situation.

- How does Kabelo feel?
- What does Kabelo think?
- How would Kabelo behave?



Facilitator guidance

Example CBT sign for Kabelo's scenario

Event	Thoughts	Emotions	Behaviour
Kabelo failed his maths test.	I am stupid, I tried so hard but I will never make it.	Sad, hopeless	Passive, not motivated to study.

Group discussion 1 continued

- Is this a realistic or healthy way to cope with the situation?
- It was unfortunate that he failed his test, but he also did not try very hard by only studying the day before. Kabelo need not give up or feel stupid.





Unhelpful and irrational thoughts

We can see that our thoughts have an effect on how we feel and how we behave. We often have destructive ways of thinking that link with negative emotions. For example:

- Sometimes we can make a mountain out of a molehill and feel like: "This is the end of the world."
- Sometimes we think in terms of all or nothing: "I do not feel well this morning, I will never feel good again."
- Sometimes we think negative things without any evidence: "I will suffer because I failed a subject."

To consider some more examples, let's review the Unhelpful thinking patterns hand-out in your workbook. I will read it out loud, and as I do, I invite you to indicate if you recognize this as something that you do.



Small group activity

I want you to divide into two groups. In each group I would like you to identify two of the situations on the flipchart that you identified that make you feel sad. Then, I would like for you to list out what negative thoughts are connected to these emotions. You will have 7 minutes to complete the activity and then we will reconvene as a group.



Group discussion 2

- What negative thoughts are connected to the feelings of sadness?
- What kinds of things do we tell ourselves that make us feel sad?
- What are some other examples of unhelpful or irrational thoughts people may have?

Facilitator guidance

Examples of unhelpful and irrational thinking

According to Cognitive Behavioural Theory, the experience of an event contributes to a person's emotions and behaviour (the consequences) largely because they are interlinked with what the person believes about the event.

There are many kinds of irrational thoughts that can contribute to our negative emotions; examples of different thoughts are provided below.

Mental filter

- Nothing ever turns out the way I want it to.

Judgements

- Nobody cares about me.

Mind-reading

- Everyone in my class thinks I am stupid.

Prediction

- Nobody will ever love me.

Mountains and molehills

- If I fail one test, I am going to fail the year.

Compare and despair

- My friends are more popular than me.

Catastrophising:

- Nothing good can come from this; my situation is hopeless and is getting worse.

Critical self

- I am weak because I cannot cope with it.

Absolute (black and white)

- The past always repeats itself. If it was true then, it must be true now.

Shoulds and musts

- I must be liked by all people.



Internal bully¹²

Remember the previous session on emotional awareness, and how important it is to be aware of these feelings of sadness. The next step is to become aware of the thoughts we have when we have these feelings.

You have offered many examples of things that we tell ourselves that make us feel sad. We can think of these thoughts as a bully that wants to hurt you. Do you know what a bully is?

Your negative thoughts are your internal bully. There are three ways you can react to your internal bully:

- 1. You can believe the bad things that the bully is saying about you and feel bad about yourself. The bully will definitely come back and tease you again because he gets a reaction from you.*
- 2. You can think about what the bully said and decide if it is true or not. If you decide what the bully says is not true, it will not hurt you and you will not feel sad about what he said. He may try to tease you again, but will soon give up.*
- 3. You can ignore the negative messages the bully gives you and carry on with what you were doing. The bully will not tease you again because he does not like to be ignored.*

Which of these options would you prefer?



Take home point

Sadness is a normal response to difficulty, but it can provoke thoughts that are negative, irrational, or otherwise unhealthy. By learning to recognise the negative thinking associated with sadness, we can begin to make changes that help us feel better.

¹² Adapted from Vivyan, C. (2015) An Introductory Self-Help Course in Cognitive Behaviour Therapy, p. 30. GET Self Help.

EXERCISE 2: CHANGE NEGATIVE THOUGHT PATTERNS¹³

(30 minutes)



Rationale

The purpose of the exercise is to develop practical skills for changing negative thoughts. This can help participants achieve emotional wellness by changing the way that they think about problems or difficult situations.

Instructions (Part 1)

1. Introduce the exercise and refer back to the completed CBT sign for '**Scenario 1: Failed maths test**' in the prior exercise. Update the sign with a new row that shows a changed (more positive) thought and how this changes his emotions and explain this to participants. Refer to '**Introduction: Kabelo's scenario**' text provided as needed.
2. Read the '**Background for the facilitator**' to ensure you are sensitive to the reactions that a discussion of rape could provoke.
3. Read '**Scenario 2: Tebogo is raped**'.
4. Conduct the first two questions in the '**Group discussion**', to obtain input on Tebogo's emotions and thoughts, introducing the Negative thinking sign. Use participant feedback to write this situation on the Negative thinking sign by completing 'events,' 'thoughts' and 'emotions'. Leave the 'changed thinking' column blank at first.
5. Refer to the last two questions in the '**Group discussion**' to invite the group to suggest alternative thoughts to complete the 'changed thinking' column of the Negative thinking sign and then also record the resulting new emotions. Refer to the example provided in the '**Facilitator guidance**' to aid the discussion as needed.



¹³ Adapted from Miller, S. (1995) Teens and Adults Learning to Communicate (TALC: LA), Phase 1, Session 4. Los Angeles: Center for HIV Identification, Prevention and Treatment Services.



Introduction: Kabelo's scenario

Now we will work on learning a way to change negative thoughts. We can change our thinking so that we can feel better. Remember the example of Kabelo. Let's focus on his thoughts and emotions.

ORIGINAL: NEGATIVE THINKING			
Event	Thoughts	Emotions	Behaviour
Kabelo failed his maths test.	I am stupid, I tried so hard but I will never make it.	Sad, hopeless	Passive, not motivated to study.

- How else can he think about the event?

If we consider the hand-out on unhelpful thoughts, Kabelo is too critical of himself. He interprets the situation negatively and did not see it as a result of his lack of preparation for the test. Imagine Kabelo could change his thoughts and tell himself: "I did not really do my best. If I do my homework regularly I will do better", then he would not feel so stupid and would be more motivated to study.

I will note this on the CBT sign.



The feeling-thought-behaviour analysis will look different, like this:

UPDATED: ALTERNATIVE THINKING			
Event	Thoughts	Emotions	Behaviour
Kabelo failed his maths test.	I did not really do my best. If I do my homework regularly I will do better.	Disappointed but motivated	Study 30 minutes each day.

By changing the way we think about a situation we can change the way we feel about it.

Background for the facilitator

Handling a situation of rape

While it is useful to consider more serious events in considering how to change negative thinking, it is possible that the next scenario will be especially difficult for some participants who may have a history of sexual abuse or exploitation or who may know someone with such experiences. Be prepared to recognize any participants who seem very uncomfortable or who react negatively to this exercise and give time at the end of the group for a one-on-one discussion and to provide counselling and other referral sources as appropriate.

Scenario 2: Tebogo is raped

Let us look at another example of a more serious situation.

Tebogo was raped and is very depressed. She wants to commit suicide.



Group discussion

We have talked a lot about negative thinking and will now look at this more in-depth by completing the Negative thinking sign related to Tebogo's situation.

- *How does she feel?*
- *What negative thoughts might she have that contribute to these feelings?*
- *Even though it's difficult, if Tebogo can recognize that these negative thoughts are not the only way to think about what happened to her, she may begin to feel better. What would be more rational and realistic thoughts that she can have?*
- *How will these new thoughts make her feel?*

I will note this feedback on the CBT sign.



Facilitator guidance

Example: Change negative thinking example for Tebogo's scenario

Event	Thoughts	Emotions	Changed thinking
Was raped	I am not a good girl anymore. Nobody will ever love me again. I am broken	Sad, depressed Sad but hopeful	It was not my fault. This terrible thing happened to me. But I am still me. It does not mean I am a bad person



Instructions (Part 2)

1. Introduce the '**Change negative thinking**' activity, refer to text provided as needed.
2. Divide the group into smaller groups of 3 to 4 persons. Give the scenarios to the small groups and encourage them to develop their own responses before providing feedback.
3. Allow participants 10 minutes for the activity.
4. Reconvene the group and refer to '**Group discussion**' to invite them to share their responses and resulting change in emotions. Refer to '**Facilitator guidance**' as needed to suggest alternative thoughts.
5. Praise them for positive ideas.
6. Review the '**Take home point.**'

Change negative thinking

These scenarios demonstrate that by changing the way we think about a situation we can change the way we feel about it.

To practice this I will give you a few scenarios with different situations. Most of them are minor problems. Learning to recognize and change negative thinking when the situation is not too serious can help make it feel routine, so that it's easier to do with bigger problems too.

There are no right and wrong answers; the point is just to discuss ways to change negative thinking. It is something you will have to practice. Often we are so used to thinking one way, that it may be difficult to change this way of thinking.

With the scenarios there are events and thoughts. Please complete the "emotions" column to show how the current thought would make you feel. Then think about what other reasons could explain the event, and other ways to think about it, and complete the "change negative thinking" column with an alternative thought. Divide into groups of three or four to discuss the scenarios. You will have ten minutes to discuss.



Group discussion

Let's take each scenario one by one, and at least one group share their ideas on the emotion from the original negative thought and the changed thought.

- *Who would like to share their ideas for the first scenario?*
- *How would one feel with this new thought?*



Facilitator guidance

Completed scenarios with possible “emotions” and “changed negative thinking” responses

Event	Thoughts	Emotions	Changed thinking
Your boyfriend/ girlfriend broke up with you	I'll never be able to enjoy life again	Sad	I feel sad now but it will get better again. I will meet someone else.
Your cell phone got stolen.	Everything terrible happens to me.	Angry and upset	A few negative things happened but it's not all gloomy.
Your friend said she is moving to another school.	I should have been nicer to her.	Regret and shame	I like her and I have been a good friend to her. I don't think she is leaving because of me.
You borrowed your friend's book to get the homework, but your friend got in trouble because he did not have his book at school.	It's my fault. I am a bad person.	Guilty and sad	I put my friend in a difficult position, but it was not my intention to get him in trouble. I will apologise.
You shouted at your sister and called her a liar.	I am a bad person. She will never forgive me.	Ashamed	I did something wrong. I will apologise and make up for it.



Take home point

Negative emotions and negative thoughts go together. Changing negative thoughts can change emotions, which will make you feel better.

EXERCISE 3: STOPP FOR PERSONAL NEGATIVE THOUGHTS¹⁴

(20 minutes)



Rationale

The purpose of the exercise is to introduce the STOPP technique as one way to assist participants to change negative thoughts. Participants also practice changing negative thoughts associated with personal situations of sadness identified in Exercise 1, in order to strengthen their skills for changing their own emotional wellbeing.

Instructions

1. Introduce the exercise and review the [STOPP worksheet](#) with participants, refer to '**Introduction: STOPP worksheet**' text provided as needed.
2. Introduce the '**Paired STOPP activity**,' refer to text provided as needed. Ask them to pick a partner and to each focus on an issue that causes them sadness, and to work together using the [STOPP worksheet](#) to change their negative thoughts about this situation. Refer back to the flipchart as needed to remind them of situations that made participants sad.
3. Give participants 5 minutes to discuss in pairs. Go around the room and assist participants as needed.
4. Reconvene the group and conduct the '**Group discussion**.' Encourage the group to help participants who have difficulty changing their own negative thoughts.
5. Praise them for their efforts.
6. Review the '**Take home point**.'



Introduction: STOPP worksheet

Now that we've discussed how to change negative thoughts, I want to introduce the [STOPP worksheet](#). Let's review this together.

When you feel sad or any other negative emotion, you can follow the STOPP method as one way to deal with these emotions:

Stop: Don't react immediately!

Take a breath: Take a moment to think about it and to calm down.



¹⁴ Adapted from Vivyan, C. (2009) STOPP. Get Self Help



Observe: Analyse the situation and your reaction to it. For instance, ask yourself: What is it that upsets me? What do I feel? When did I start to feel this way? What do I think? Are my thoughts unhelpful or irrational?

Pull back and put it in perspective: Assess whether you can change the situation or how you feel or think about it. For instance, ask yourself: Do I have to feel so bad? Is this thought true? How else can I think about this situation? How would someone else see this situation? Can I problem-solve this situation?

Practice what works: Decide on a realistic way to respond, internally or with action. Do what is good for you, for others and for the situation.

Paired STOPP activity



Now I want you to choose one of the situations you described as making you sad earlier, in Exercise 1. I want you to work in pairs and for each of you to change your own negative thoughts that lead to negative emotions. You should indicate your own negative thought and associated feelings about the situation and then change that thought to a more realistic way of thinking about the situation. Use the STOPP worksheet to do this. Help each other as needed to do so.



Group discussion

- Who would like to share their negative thought and how they changed it?
- Who wants to share examples of some thoughts that were difficult to change?
- Who wants to help suggest an alternative thought for these difficult negative thoughts?



Take home point

When you experience negative emotions such as sadness, try to identify the negative thoughts that go with it. If you can change these negative thoughts to more rational and helpful thoughts, you will begin to feel better. Being able to do this successfully will take practice, but will become easier with time.

EXERCISE 4: PLEASANT ACTIVITIES¹⁵

(10 minutes)



Rationale

The purpose of the activity is to help participants identify positive experiences that can be integrated into their lives to increase happiness and feelings of well-being.

Instructions

1. Conduct the '**Group discussion**,' introducing and encouraging participants to think of things that make them happy. Encourage responses and write these on the flipchart. Refer to the '**Facilitator guidance**' to aid in the discussion and suggest activities as needed.
2. Review the '**Guidelines for implementing pleasant activities**.'
3. Review the '**Take home point**.'

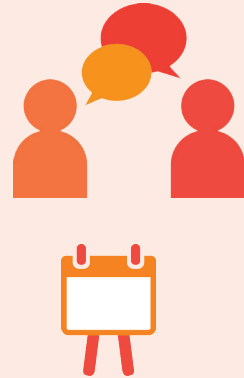


Group discussion

Let's think generally about ways that you can have more enjoyment in your life.

- *What kinds of strategies can you think of? Examples may be to play sport, or watch TV. Who has another idea?*
- *What makes you happy; what kinds of things do you enjoy doing?*

I will note your suggestions on the flipchart.



¹⁵ Adapted from Miller, S. (1995) Teens and Adults Learning to Communicate (TALC: LA), Phase 1, Session 4, exercise 6. Los Angeles: Center for HIV Identification, Prevention and Treatment Services; and Future Families (2013) Future Families Psychosocial Support Group: Facilitator Manual, Session 5. South Africa: Future Families.

Facilitator guidance

Suggestions for pleasant activities

- Distract yourself (watch TV, do a job you have put off).
- Talk to someone (call or visit a friend).
- Play sport or exercise (soccer, running).
- Get strength from your beliefs (go to church, pray).
- Talk yourself out of it (change negative thoughts).
- Build your self-esteem (make a list of your good qualities; write a nice letter to yourself).
- Write a letter to yourself emphasizing the need for a more optimistic and active engagement with life.
- Express your emotions through drawing.
- Do beading, knitting, singing, etc.



Guidelines for implementing pleasant activities

You have all come up with some great ideas. It is important to remember and do the things that can make you happy and calm. Let's also remember a few guidelines when implementing pleasant activities:

- *Start with small steps*
- *Do one thing at a time*
- *You need not do activities perfectly – just do them for fun*
- *Be flexible, you may change your plans at any time*
- *Do things that interest you and that you like*



Take home point

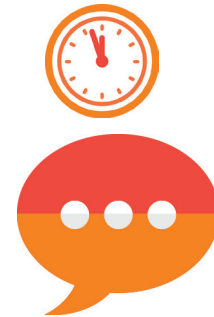
Doing something we enjoy can help us to feel better when things are difficult. Identify the things you like to do and refer to the list when you need a pick-me-up.

REFLECTION AND SHARING

(10 minutes)

We are at the end of today's session on how **sadness makes us feel, think and act. We also discussed how to change our negative thoughts to make ourselves feel better. It is important that you continue to practice these skills and start to use them in dealing with your own negative thoughts.** This is your time to share your ideas about the session with the group.

I would like each person to share one important thing you learned today and how you might use it in your day-to-day life.

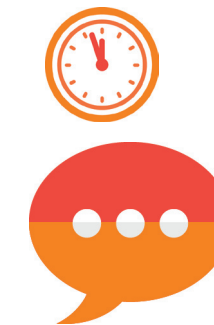


GOAL SETTING AND PRACTICE AT HOME

(5 minutes)

How could you practice one of the skills you learned today when you get back home? Try to use this as the basis for the short-term goal you will set. Remember, your goal should be something you can accomplish before the next time we meet as a group. **We have spoken about changing negative thoughts. I would like to encourage you to identify some of your own negative emotions and what negative thoughts are associated with them. Then set a goal to change at least one negative thought into something more positive, and consider how it makes you feel.**

We will each have a chance to report on our successes and challenges in the next session.





CLOSING THE SESSION

We will close the session by having a lottery draw. Please put your name tag with your name on it into this cup. We will then draw a name and that person will win this lottery gift.

Thank you for attending the session. I would be happy to speak with anyone individually about your experiences with the session and if we can improve anything for next time. I'm looking forward to the next session when we will work on **coping with anger**.

I will see you next time at _____ (time and place) on _____ (day and date).

SESSION 4 APPENDIX

Change negative thinking scenarios

Event	Thoughts	Emotions	Changed thinking
Your boyfriend/ girlfriend broke up with you	I'll never be able to enjoy life again		
Your cell phone got stolen.	Everything terrible happens to me.		
Your friend said she is moving to another school.	I should have been nicer to her.		
You borrowed your friend's book to get the homework, but your friend got in trouble because he did not have his book at school.	It's my fault. I am a bad person.		
You shouted at your sister and called her a liar.	I am a bad person. She will never forgive me.		

SESSION 5

Coping with anger



TIME

120 minutes

RATIONALE

Anger is a human emotion that everyone experiences. Adolescents who undergo major stressors, including parental illness, death, or a sudden change in living conditions, may also experience feelings of anger about their situation. Many people do not have the skills or ability to cope constructively with anger or other negative emotions. The anger thus gets suppressed, or expressed in indirect or unhealthy ways. This contributes to feelings of hopelessness and can have a negative effect on individuals' health and relationships. This session helps participants learn to identify and manage anger in an appropriate manner. The session also provides an opportunity to reinforce other skills taught through the program to cope with negative emotions, including assertive communication, problem solving, changing negative thoughts, seeking social support and engaging in pleasant activities.

GOALS

- To help adolescents learn to identify anger and express it acceptably
- To guide adolescents in understanding how anger is related to their thoughts and behaviour
- To increase adolescents' ability to manage anger effectively
- To practice ways of coping with anger

SESSION OVERVIEW

Opening ritual

Feedback from previous session (15 minutes)

Exercise 1: The lion in the cage (20 minutes)

Exercise 2: Raising awareness of anger and personal coping styles (20 minutes)

Exercise 3: STOPP for anger management (20 minutes)

Exercise 4: Practicing how to cope with anger (30 minutes)

Reflection and sharing (10 minutes)

Goal setting and practice at home (5 minutes)

Closing the session

MATERIALS NEEDED

- Name tags for participants
- Flipchart or a black/white board and marking pens
- CBT sign: Event, Emotions, Thoughts, Behaviour
- Lottery prize

WORKBOOK HAND-OUTS REVIEWED

- [STOPP worksheet](#) (Session 4)

SPECIAL PREPARATION

- Prepare blank copies of the [CBT sign](#) for use in Exercise 2. There should be one column each for Event, Emotions, Thoughts and Behaviours.
- As assertive communication may raise issues and concerns pertaining to domestic violence or other abusive situations, ensure a hand-out on relevant local service providers is available for distribution should this need arise.
- Prepare one copy of a [CBT sign](#) on flipchart paper with the 'Going to a party' scenario. There should be one column each for Event, Emotions, Thoughts and Behaviours. Fill in each column using the completed [CBT sign](#) in Exercise 3.
- Write out the scenario in Exercise 4 on a piece of flipchart paper for ease of references for participants during their role-play.



OPENING RITUAL

FEEDBACK FROM PREVIOUS SESSION



(15 minutes)



Instructions

1. Ask someone to summarize the home assignment. Refer to the '**Home practice assignment summary**' text if clarification is needed.
2. Encourage feedback from participants on their completion of the home practice. Ask them about their emotions, thoughts and behaviours related to the home practice.
3. Spend some time on areas where there were challenges and use group problem solving to get ideas on how the situation can be dealt with. Use one of the challenges as a role-play. The co-facilitators can model it.
4. Praise participants for their efforts to problem solve.



Home practice assignment summary

Your assignment was to set a goal to practice changing your negative thoughts at home. You had to become aware of negative emotions and notice what negative thoughts were connected to them. You then had to change these thoughts by thinking of other explanations and to notice how you felt when you did this.

EXERCISE 1: THE LION IN THE CAGE

(20 minutes)



Rationale

The purpose of this exercise is to help adolescents realize that sadness, loss, or being treated unfairly are often the underlying causes of anger. Awareness of one's own and other people's emotions can enhance understanding and good communication.

Instructions

1. Introduce the topic of the session and the exercise, refer to '**Introduction: Anger**' text provided.
2. Read the '**Story: The lion in the cage.**'
3. Facilitate discussion of the story using the questions under '**Group discussion 1.**' Refer to '**Facilitator guidance**' on possible responses to the story to ensure key points are discussed.
4. Move from the discussion of the lion to participants' own lives using the questions under '**Group discussion 2.**' Praise them for sharing their experiences.
5. Review the '**Take home point.**'



Introduction: Anger

In the last session, we talked about sadness, and how it can affect the ways that we think and act, and how we can make things better just by changing our thoughts. Today we are going to talk about another type of feeling - anger. Angry feelings are difficult to cope with, both for you and the people around you. We are going to look at what we can do to cope when feeling angry.

Let's first read the following story about the lion in the cage.





The lion in the cage¹⁶

There was a lion that lived caged in a zoo. This lion was constantly angry. She roared and scratched and tried to attack, so people stayed far away from this lion. The zoo officials wanted to make friends with the lion, but each time they got close, even if they were offering her food, the lion roared and charged at them. Soon no one came near the lion at all because they were afraid of her anger. Instead, they threw her food in the cage and closed the door quickly. They could not put her with other animals because they were afraid that the lion would hurt the other animals.

The lion was angry because she wanted to be in the savannah and wanted to be around other lions. She missed her family and friends that she used to roam with in the wild. She did not want to be in such a small, boring cage and did not want to be alone. The lion was very sad and lonely. These things made the lion feel like there was a big dark hole in her chest. She did not know how to show how unhappy she was and did not feel like anyone understood her, so she chased everyone away.

One day a new zoo official started to work at the zoo. She watched the lion as she roared and clawed at the bars of the cage to try to attack her. The new official did not run away, but talked to the lion in a soft way. She came every day and stood next to the cage and talked to the lion. As time passed the lion became calmer and less angry. One day the new caretaker took the lion out of the small cage and placed her in an open jungle area of the zoo with other big cats. She was free to roam with the other cats, crawl through the bushes and lay in the sun. The other zoo officials were amazed at the changes in the lion's behaviour. The lion was happy to be in a new place with other big cats and a caretaker that visited and talked to her every day. The lion soon found that the hole in her chest was healing. Every time the lion saw the caretaker she purred like a cat.

¹⁶ Davis, N., Custer, K., & Marcey, M. (1996). *Once Upon a Time: Therapeutic Stories that Teach & Heal*.

Group discussion 1

- *What happened that made the lion feel so sad and lonely?*
- *How did the lion show her feelings at the beginning of the story?*
- *What were the people's reactions to the lion at first?*
- *What did the new zoo official do to help the lion?*
- *Why do you think it worked?*



Facilitator guidance

Possible responses to the lion story

Look for responses such as:

- The lion was removed from her family in the wild and placed in a cage.
- She was very sad and lonely and showed that through anger.
- She felt that she had a hole in her chest.
- She became aggressive and chased everyone away.
- People were scared of the lion and stayed far away from her, which made the problem worse.
- The new zoo official was kind. She was not scared of the lion and understood how the lion felt, and how it affected her behaviour. She spent time with the lion and talked to her. She moved her to be with other animals. The support helped the lion to feel better and to cope with her emotions.

Group discussion 2

- *Can you think of times when you or someone you know felt like the lion felt in the story? Tell us about it.*
- *How does a person with such experiences feel? How might this person act?*



Take home point

The way a person expresses his/her emotions has an effect on how other people relate to him/her, and can have negative consequences on their lives and their relationships. People are often scared of an angry person. Everyone must learn to cope with their emotions in a way that is positive for themselves, and for relationships with other people.



EXERCISE 2: RAISING AWARENESS OF ANGER AND PERSONAL COPING STYLES



(20 minutes)

Rationale

The purpose of this exercise is to raise awareness of angry feelings, as well as the thoughts, and behaviours related to anger. They are also guided to consider their own coping style and healthy and unhealthy coping behaviours. This can help adolescents to understand their reactions when they are angry.



Instructions

1. Introduce the activity, refer to '**Introduction: Personal anger**' text provided as needed.
2. Present the blank CBT sign. Conduct the '**Group discussion 1**' helping them to complete the CBT sign related to two or three situations they provide and understand that anger is normal. Refer to '**Facilitator guidance**' as needed.
3. Conduct the '**Group discussion 2.**' Write the types of coping strategies they suggest on the flipchart then work to classify them as healthy or unhealthy strategies. Follow this with the questions on the implications to them and their relationships of unhealthy strategies. Refer to '**Facilitator guidance**' as needed.
4. Review the '**Take home point.**'



Introduction: Personal anger

Everyone has experienced anger and aggression at some point. These are natural emotions, but many people do not know how to express their anger or other negative emotions in ways that are healthy and socially acceptable.

This session will help you to identify anger and express it in an acceptable way. If you can cope effectively with your own emotions, then you can listen to and understand others' emotions too.

Group discussion 1

I would like each of you to share, if you want to, at least one situation that makes you feel angry.

Let's fill in the CBT sign for these situations.

*What **event** occurred that caused you to feel angry?*

*What kinds of **thoughts** did you have when you felt angry? Think about the negative thoughts you had about this event, yourself and/or the people involved.*

*What kinds of **behaviours** did you have when you felt angry? How did you act when you felt angry and had negative thoughts? What did you do?*

*Anger is often a protective emotion. If you look at the situations that cause people to become angry, they are often situations that put pressure on someone, threaten someone, humiliate someone, hurt someone or ignore someone's rights. **It's normal to be angry when you're being treated like this.***



Facilitator guidance

Suggested responses for reactions to anger

Events: Different kinds of events can evoke anger, such as if somebody calls you a liar, if you feel threatened, if your behaviour is restricted, if someone hurts your feelings or if someone you care about is hurt or unavailable.

Emotions: Anger, frustrated, irritated, impatient, resentful, enraged, peed off, fury, insulted.

Thoughts: Anger is often related to blaming others, thinking that others want to hurt you, others do not like you, and do not take your needs into account. The person may assume the worst, think the problem is enormous, think they are disrespected and treated unfairly, and will not accept such treatment. For example: I've been let down; I've been disrespected, treated unfairly, used; It's not fair; I won't stand for it.

Behaviour: Aggression, fighting, confronting, wanting to hurt the other person, arguing and shouting, withdrawing from others or sulking, sarcastic, patronize or put down others. Physical signs of anger: Clenched fists, elevated voice, screaming, feeling out of control, seeing 'red', or swearing.



Group discussion 2

Now let's talk about how you usually cope with anger.

What do you usually do when you are angry? How do you cope with anger?

Which of these are healthy ways of coping?

Which of these are unhealthy ways of coping?

How might some of the unhealthy ways of coping affect us?

How might some of the unhealthy ways of coping affect our relationships with other people?

I will note these coping strategies on the flipchart.

Facilitator guidance

Healthy & unhealthy ways of coping with anger

Healthy ways of coping include talking about feelings in a rational way, expressing the feelings indirectly through physical activities or calming activities, or being assertive to change the situation.

Unhealthy ways of coping include ignoring the feeling, carrying on with other activities or acting on the anger by hurting others or self physically or verbally.

Unhealthy ways of coping can negatively affect our wellbeing:

- If anger is bottled up and never expressed, it can lead to health problems or an explosion of emotions in the end.
- Harmful coping strategies such as using alcohol to forget about the problem or other potentially dangerous behaviours can place us at risk.

Unhealthy ways of coping can negatively impact relationships:

- The way a person expresses the anger influences their relationships with people.
- Expressing anger directly by shouting, hitting, throwing things around, being destructive or withdrawing from interaction or ignoring the other person can cause long-term damage to relationships.

Take home point

Anger is a natural emotion everybody feels at times. Be aware of your feelings, and how your thoughts influence your feelings and your behaviour. We have to learn to express and manage anger in an appropriate and healthy ways, so as not to ruin our own health and our relationships with others.



EXERCISE 3: STOPP FOR ANGER MANAGEMENT¹⁷



(20 minutes)

Rationale

This exercise focuses on alternative reactions that can be used to cope with anger in a constructive way. Different ways to manage and cope with anger will be explored, including STOPP and practicing previously taught strategies such as assertiveness, problem solving, changing thoughts, and behaviour such as support seeking and pleasant activities.



Instructions

1. Introduce and read '**Scenario: Going to a party.**'
2. Ask them to refer to the STOPP worksheet in their workbooks (session 4). Tell participants that the STOPP steps will also be considered as an anger management strategy and that it will be applied to Tumi's situation. Present the first three steps (Stop, Take a Breath, and Observe) including the completed CBT sign for the Observe step. Refer to '**STOPP steps**' text provided as needed.
3. Conduct the '**Group discussion.**' Encourage participants to recall all of the strategies they have learned when considering Tumi's options and write responses on the flipchart. Refer to '**Facilitator guidance**' as needed. Probe them to remember before providing any responses.
4. Summarize the various coping strategies and explain how some will work at different times, depending on the situation and whether you can fix it or just need to cope with it. Refer to '**Coping strategy review**' text provided.
5. Review the '**Take home point.**'



Scenario: Going to a party

To help us think through everything we have learned about how to deal with anger and other negative emotions, I will present a scenario.

Tumi's caregiver will not allow her to go to a friend's party. Tumi desperately wants to go as all of her friends are going, although she knows there might be people who are going to use drugs there as well. She is angry and wants to scream at her caregiver, but knows it would be disrespectful. She sits in the room with her headphones on and does not want to interact with the family.

¹⁷ Adapted from Vivyan, C. (2009) STOPP. Get Self Help.

STOPP steps

We applied the STOPP worksheet hand-out in an earlier session to help us to cope with sadness and change our negative thinking. STOPP can also help us to cope with anger.



Let's review the STOPP worksheet hand-out again and apply it to Tumi's situation. Her first steps are to 'Stop and take a breath.' In other words, she should calm down. People often say "walk away" or "count to ten" so that you can think clearly about the situation. In the heat of the moment you may do things that you regret later.

Next she would "Observe" the situation, trying to understand what made her so angry and what she was thinking. Let's look briefly at the CBT sign I prepared for this situation.

Event	Emotions	Thoughts	Behaviours
Tumi's caregiver will not allow her to go to her friend's party.	Angry, frustrated	She thinks her caregiver doesn't trust her and that her caregiver doesn't want her to have fun. She thinks if she doesn't go to the party, no one will like her and that she won't have friends anymore.	She sits in her room with her headphones on and doesn't want to interact with the family.

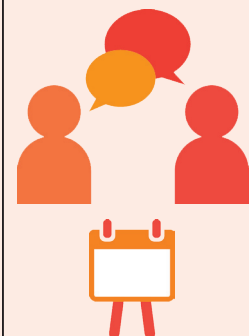
Group discussion

Now, let's help her to 'Pull back and get Perspective.'

What are her options?

Which of the skills that you have learned will help her?

I will write your responses on the flipchart.



Facilitator guidance

Tumi's options

She can communicate assertively

- She can talk to her caregiver in an assertive way to convey her feelings, to understand her caregiver's feelings, and to negotiate with her caregiver to go to the party under certain conditions.
- She can say to the caregiver: "I am so disappointed that I cannot go to party (her feelings). I would really like to go because all my friends will be there (what she wants). I understand that you have some concerns about the party (understanding), but I have no intention of getting involved in drugs (my commitment)."

She can use problem solving skills

- She can use some of the problem solving skills to determine options with her caregiver. These could include her caregiver coming with her to the friend's house at the start of the party to speak to the friend's parents and see where the party will be, agreeing to come home early from the party at a set time, and committing to not consume any alcohol or drugs.

She can change her thinking to cope with her anger, seeing alternative ways to interpret it

- She thinks her caregiver is being unfair and that she doesn't care about Tumi having fun. She can change her thinking, for instance: *My caregiver cares about me, there must be a reason my caregiver doesn't want me to go. Maybe it is risky to go to a party where there will be drugs. Perhaps I can discuss it with her and she will allow me to go to another party. Maybe my friends and I can do to another place and have fun on our own instead of going to the party.*

She can seek support

- Tumi can talk to someone else about the situation, to express her feelings and get ideas on how to handle it, and to share her emotions with someone who understands her feelings.

She can do a pleasant activity

- She can distract her mind from the situation by exercising, like dancing or walking, walking away to calm down, or listening to music, relaxing her body or breathing slowly to change her feelings of frustration.

Coping strategy review

You have all learned many ways to cope with anger and other negative emotions. Often the coping strategy we try will depend on whether we can change the situation.

1. In situations where we can try to change the situation by doing something, the options are to use problem solving skills, be assertive and state our opinions, or negotiate a solution to the problem. It is not guaranteed that the person will actually do what you ask them to do, but at least you voiced your opinion and tried to resolve the situation. That can help you to feel more in control, and to cope better with your own negative emotions.
2. In situations where we cannot change the situation by any of our actions we can control our emotions by thinking differently, seeking support and doing pleasant activities so that we can feel differently.



Take home point

You have all gained various coping skills to manage anger and other negative emotions and situations. You will get better at them with practice and the use of these techniques will likely make you feel better.



EXERCISE 4: PRACTICING HOW TO COPE WITH ANGER¹⁸



(30 minutes)

Rationale

The purpose of this exercise is to practice the skills learnt in the previous exercise for reacting to situations where anger is involved, in a positive way. Role-play is chosen as the method of practice.



Instructions (Part 1)

1. Introduce the exercise and recruit three volunteers to participate in the role-play, one to play an adolescent and two to play the adolescent's friends. Explain the volunteers' roles as adolescent and his friends for the role-play. Refer to '**Role-play instructions**' as needed. Instruct the rest of the participants to observe the role-play and pay special attention to the facial expressions, eye contact, posture, voice, words used, and assertiveness.
2. Allow the volunteers to role-play the scenario for 5 minutes.
3. Conduct the '**Group discussion**' to obtain feedback. Conduct separately the three question sets: 'Question for the adolescent', 'Questions for the adolescent's friends', and 'Questions for the Group.' Refer to the '**Facilitator guidance**' to aid the discussion as needed.

¹⁸ Adapted from Future Families (2013) Future Families Psychosocial Support Group: Facilitator Manual, Session 4. South Africa: Future Families.

Role-play instructions

Now let's do a role-play, which will allow you to demonstrate what you have learned about dealing with anger.

May I please have three volunteers for the first role-play?

Volunteer 1 will play an adolescent that has been grounded by his caregiver because he didn't do the chores expected of him. He is very angry with his caregiver for grounding him. He asks his friends what he can do to feel better.

Volunteer 2 and 3 will play the adolescent's friends, who should help him cope with his angry feelings.

Role-play this scenario by using all of the skills you have learned, including active listening, "I" messages, assertiveness, changing negative thoughts, changing behaviours and problem solving.

The rest of you will watch as observers. Each observer has a special task: watch the facial expressions, eye contact, posture, voice, words used, and assertiveness.



Scenario: Grounded

The scenario is about an adolescent who has been grounded by his caregiver because he didn't do the chores expected of him.

- The adolescent who was grounded is very angry with his caregiver for grounding him. He asks his friends what he can do to feel better.

His two friends are to help him to cope with the angry feelings.





Group discussion

Question for the adolescent:

- *How do you feel now?*

Questions for the adolescent's friends:

- *What is one thing that you did that you liked?*
- *What is one thing that you would do differently?*

Questions for the group:

- *What is one thing the friends did that you liked?*
- *What is one thing you would suggest they do differently?*

Thank you for the role-play. You have helped him to feel better and you showed that you have learned how to cope with anger.

Facilitator guidance

Suggested responses for the role-play

- You are looking for the adolescent to voice his/her anger, and for the friends to show active listening and understanding of the expressed feelings.
- You expect the friends to introduce a strategy to cope with the situation or the emotion.

They can suggest:

- talking to the caregiver to negotiate the situation,
- changing the thoughts that contribute to the anger,
- doing alternative activities while grounded, so that it does not feel so negative.

Instructions (Part 2)

1. Divide the participants into groups of 3, where one participant will play the caregiver, one will play the adolescent and the third will observe and give feedback to the pair. Present the scenario and explain that they should conduct the scenario three times so that each person plays each role. Emphasise that participants should practice the various skills they have learned in response to the scenario. Refer to '**Introduction: Role-play**' text provided as needed.
2. Check on each group's progress and assist where there are any difficulties.
3. After 10 minutes, reconvene the group and conduct the '**Group discussion.**' Note the challenges the participants experienced, if any. If there are specific challenges, have the participants role-play in front of the group so that they can problem solve.
4. Review the '**Take home point.**'



Introduction: Role-play

Now we will role-play dealing with anger in small groups of three. One will play the adolescent, one will play the caregiver and the third one will be the observer that can give feedback.

I will read you the scenario.



Scenario: Angry with your caregiver

The adolescent is angry with his/her caregiver. You decide what the reasons are for the adolescent's anger. You can pick a real situation from your life that made you feel angry with your caregiver.

Perform the role-play each time so that each of you have a chance to play one of the three roles. Remember, when role-playing this scenario, to use all the skills you have learned, including active listening, "I" messages, assertiveness, changing negative thoughts, changing behaviours and problem solving.



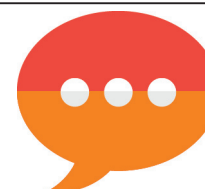
Group discussion

- What is one thing that you did that you liked?
- What is one thing that you would do differently?



Take home point

There are various ways to cope with anger. Talking about your feelings and practicing healthy coping skills will help to develop skills to manage anger in a positive and constructive way.





REFLECTION AND SHARING

(10 minutes)

We are at the end of today's session on **coping with anger**. This is your time to share your ideas about the session with the group.

I would like each person to share one important thing you learned today and how you might use it in your day-to-day life.



GOAL SETTING AND PRACTICE AT HOME

(5 minutes)

How could you practice to cope with your angry feelings when you get back home? Try to use this as the basis for the short-term goal you will set.

Remember, your goal should be something you can accomplish before the next time we meet as a group. **Maybe you will find yourself in situations where you are feeling angry this week. Your goal could be to use the skills you learned today and to react differently to these situations.** What do you agree to?



CLOSING THE SESSION

We will close the session by having a lottery draw. Please put your name tag with your name on it into this cup. We will then draw a name and that person will win this lottery gift.

Thank you for attending the session. I would be happy to speak with anyone individually about your experiences with the session and if we can improve anything for next time. I'm looking forward to the next session when we will work on **solving conflicts with family, peers, and others**.

I will see you next time at _____ (time and place) on _____ (day and date).

SESSION 6

Conflict resolution



TIME

120 minutes

RATIONALE

In this session, adolescents will have an opportunity to apply problem-solving and assertive communication skills learned in preceding sessions to address conflicts in their lives. The aim of this session is for adolescents to identify conflicts that they experience and to apply and practice the Problem Solving Steps accordingly. Applying the Problem Solving Steps to conflict resolution provides an alternative way to identify solutions acceptable to both sides of a conflict. This session provides safe opportunities to practice the problem solving approach for conflict resolution in a non-confrontational way.

GOALS

- To help adolescents to identify what conflict is, and understand ways to reduce it
- To apply the Problem Solving Steps toward conflict resolution

SESSION OVERVIEW

Opening ritual

Feedback from previous session (15 minutes)

Exercise 1: Pushy partners (10 minutes)

Exercise 2: Ways to resolve conflict (40 minutes)

Exercise 3: Conflict resolution practice (40 minutes)

Reflection and sharing (10 minutes)

Goal setting and practice at home (5 minutes)

Closing the session

MATERIALS NEEDED

- Name tags for participants
- Flipchart or a black/white board and marking pens
- Lottery prize

WORKBOOK HAND-OUTS REVIEWED

- Guidelines for solving conflict

SPECIAL PREPARATION

- Practice the 'Role play: Getting kids ready for school' in Exercise 2 Part 2 so you can deliver it easily.
- Review the Assertive communication hand-out from previous sessions to inform feedback discussion.
- Review the Guidelines for solving conflict hand-out before the session so that you are familiar with the rules and can present them easily.



OPENING RITUAL

FEEDBACK FROM PREVIOUS SESSION



Instructions

1. Ask someone to summarize the home assignment. Refer to the '**Home practice assignment summary**' text if clarification is needed.
2. Encourage feedback from participants on their completion of the home practice. Ask them about their emotions, thoughts and behaviours related to the home practice.
3. Spend some time on areas where there were challenges and use group problem solving to get ideas on how the situation can be dealt with. Use one of the challenges as a role-play. The co-facilitators can model it.
4. Praise participants for their efforts to problem solve.



Home practice assignment summary

Your assignment was to use the skills you learned in the last session to react differently to situations that make you feel angry.

EXERCISE 1: PUSHY PARTNERS¹⁹

(10 minutes)



Rationale

The purpose of this exercise is to help adolescents to identify what conflict is, and understand ways to reduce conflict.

Instructions

1. Introduce the exercise by referring to '**Introduction: Pushy partners**' text as needed.
2. Pair participants and have them stand facing each other.
3. Ask them to place their palms against each other's palms and interlock their fingers
4. Encourage them to push each other for two minutes.
5. Encourage them to push harder.
6. After two minutes they can stop pushing.
7. Ask them to sit down again and thank everyone for participating.
8. Conduct '**Group discussion.**' Encourage feedback. Refer to the '**Facilitator guidance**' to watch for important responses; if they are not mentioned, suggest them.
9. Review the '**Take home point.**'



Introduction: Pushy partners

In the last session, we talked about anger, and the effect it can have on us and the people around us. Today we are going to talk about a common source of anger - conflict - and some ways to manage it. Let's start with a quick activity.



¹⁹ Tamblyn, D. & Weiss, S. (2000). The big book of humorous training games. McGraw Hill, NY.



Group discussion

- *When you pushed, or when I told you to push harder, what did your partner do?*
- *If you had to stop pushing, what do you think your partner would have done?*
- *What are other ways you could respond to disagreement without pushing the other person?*

Facilitator guidance

Possible responses to push exercise

When you pushed, or when I told you to push harder, what did your partner do?

- The other person pushed harder as well, the other person became more aggressive in their pushing, their pushing increased to match mine.

If you had to stop pushing, what do you think your partner would have done?

- The other person would have stopped pushing too, if the other person did not stop pushing, I would have been pushed backwards or fallen because of a loss of control.

What are other ways you could respond to disagreement without pushing the other person?

- Take a step back, breathe in, talk/listen to the other person.



Take home point

Conflict involves more than one person. Each person is influenced by the other, and the conflict can escalate (get worse) or de-escalate (get better), depending on their actions.

EXERCISE 2: WAYS TO RESOLVE CONFLICT²⁰



(40 minutes)

Rationale

The purpose of this exercise is to help participants apply the Problem Solving Steps to conflict resolution through role-play and modelling. The session and tasks build on previous skills, such as emotional coping, problem solving, anger management, active listening and using “I” messages.



Instructions (Part 1)

1. Conduct the ‘**Group discussion**’ asking participants to consider things they have learned from previous sessions and to identify strategies for effective problem solving. Encourage feedback and refer to ‘**Facilitator guidance**’ for examples.
2. Praise them for remembering such strategies.
3. Define conflict management using the ‘**Conflict management**’ text.



Group discussion

I would like you to think back on all the things you have learned in previous sessions to help resolve problems or communicate better.

- *What are some strategies and tips for solving problems effectively?*
- *Let us consider the Problem Solving Steps guidelines we learned earlier. Can someone remind us of the steps?*

²⁰ Adapted from Miller, S. (1995) Teens and Adults Learning to Communicate (TALC: LA), Phase 2, Session 9 & 10. Los Angeles: Center for HIV Identification, Prevention and Treatment Services

Facilitator guidance

Problem solving

Participants may mention the following strategies:

- To communicate
- Use active listening
- Create opportunities for positive interaction
- Identify the problem/use the Problem Solving Steps
- Use “I” messages
- Set goals for resolving the problem
- Work together to solve the problem

Problem solving steps

- **Define** the problem
- **Understand** the problem
- **Set a goal**
- **Determine options**
- **Decide on a plan of action**
- **Try it** and see if it works

Conflict management

Now I want to talk about ways to manage conflict. You have mentioned excellent tips for solving many kinds of problems. Similar techniques can also help to resolve conflicts. This means finding a solution when people disagree about something that affects them both. In today's exercise we will focus on conflict in caregiver-adolescent and peer relationships as most people experience this at some point. However, these skills can be used in any of your relationships.

Let's think about how the Problem Solving Steps can be applied to conflict management. The most important difference between problem solving and conflict management is that conflict management always involves more than one person in trying to solve the conflict. Because there are always two or more people involved, it is more complex because all of the role-players need to agree and commit to the solution.





Instructions (Part 2)

1. Introduce the activity, refer to the '**Facilitator-led scenarios**' text provided to indicate that you will be conducting a role-play and that you encourage participants to look out for the steps of problem solving used in the role-play.
2. Read the '**Scenario 1: Getting kids ready for school**' so that the participants have background on the perspectives and concerns of the adolescent and caregiver. Then the Facilitator and Co-facilitator model the '**Role-play: Getting kids ready for school.**'
3. Conduct '**Group discussion 1,**' referring to the Problem Solving Steps to analyse the role-play as a group. Start with each step and invite the group to explain how this step was followed. Encourage feedback and refer to '**Facilitator guidance**' as needed.
4. Conduct '**Group discussion 2**' about rules to follow when solving conflict. Encourage feedback. Write responses on the flipchar
5. After some brainstorming, refer participants to the [Guidelines for solving conflict](#) hand-out in their workbooks and review it together, giving attention to ideas not mentioned by the group. Clarify misunderstandings and answer questions.



Facilitator-led scenarios

The two of us (FACILITATORS) are going to role-play a scene between a caregiver and adolescent. We ask that you observe and try to identify the steps of problem solving used to resolve this conflict. Watch carefully how the role-players arrive at a solution. First, we will start with some background on the perspective and concerns of the caregiver and adolescent.

Scenario 1: Getting kids ready for school

The caregiver's perspective and concern:

Being a single caregiver of three children takes a lot out of you. You work long hours every day. You need help around the house. You asked your adolescent to get the two younger children (6 and 8 years old) ready for school every morning. Your adolescent refuses, saying it will make her/him late for high school. On several occasions the younger children are late for school. You feel disappointed that your adolescent can't do this one thing for you. You don't ask much of him/her.

The adolescent's perspective and concern:

Your caregiver asked you to get your younger brother and sister ready for school every morning. It annoys you that she has no consideration for your needs. You study late at night, and it is hard getting up in the morning. It is difficult enough getting yourself ready for high school in time. Besides, both children are hard to control. They seem much worse now that your caregiver works on weekends too. It isn't fair that you are stuck with the two of them. You understand that your caregiver often doesn't feel well. You want to be helpful, but there are limits to what you can do.



Role-play: Getting kids ready for school

CAREGIVER: *This morning you said we could talk when you came home from school. Is now a good time?*

ADOLESCENT: *It's OK.*

CAREGIVER: *I'm upset about this business of getting the children ready for school. I need your help and I feel disappointed that you can't seem to help me.*

ADOLESCENT: *Don't try to make me feel guilty.*

CAREGIVER: *I didn't know that I was.*

ADOLESCENT: *It annoys me that you are always nagging me to take care of them. Don't you think I feel upset that you are working so hard and our father is not around to help you? It is hard for me to study and keep up with all the things I have to do, too. I just can't get up in the morning like that. Now you want me to get up even earlier. Think of what's good for me once in a while.*

CAREGIVER: *I know it is hard for you and you are busy in the morning. I suppose you are angry at me for asking you this.*

ADOLESCENT: *Yes, I get angry. Besides these young ones are hard to control.*

CAREGIVER: *They are under stress too.*





ADOLESCENT: That doesn't make it any easier on me. I don't mind helping, but getting them ready for school is terrible.

CAREGIVER: So, you wouldn't mind giving me a hand?

ADOLESCENT: Of course not. I know you are tired every day. Just let me help after school instead.

CAREGIVER: But my problem is early in the morning.

ADOLESCENT: If I have to get up early and take care of them, they have to behave and do what I tell them.

CAREGIVER: Ok! I will talk to them about behaving, anything else?

ADOLESCENT: It would save me time if you lay out their clothes the night before and have breakfast set out. And I would really appreciate if you give me time on Saturdays to sleep late.

CAREGIVER: Ok, let's talk to them tonight. You can sleep late on Saturdays.



Group discussion 1

What made it possible for this caregiver and adolescent to solve their conflict?

Let's try to identify each of the Problem Solving Steps that were used in the role-play.

- *Did they define the problem? How?*
- *Did they convey understanding of the problem? How?*
- *Did they state a goal? How?*
- *Did they determine options? What were they?*
- *Did they decide on a plan of action? What was it?*

Facilitator guidance

Problem solving role-play example

What made it possible for them to solve the conflict?

- Both of them had a positive attitude, they respected and listened to each other.

Problem Solving Steps in the role-play

Step 1 – Define the problem

- Both people state their reasons for being unhappy with the current situation: Caregiver needs help and adolescent needs rest.

Step 2 – Understand the problem.

- They understand the cause of the problem: Everyone is under extra stress and mornings are especially hectic.

Step 3 – State the goal.

- They acknowledge each other's feelings and willingness to help to resolve the issue: Caregiver is upset and adolescent feels annoyed and guilty, both recognize this but agree to help resolve the issue.

Step 4 – Determine options.

- They identify different options to overcome the problem and state their requirements: Adolescent proposes helping after school. Caregiver proposes helping in the morning. Adolescent proposes children behave better.

Step 5 – Decide on a plan of action.

- They agree on a way forward: Adolescent will help in the mornings, but gets to sleep in on Saturdays. Caregiver will speak with children about their behaviour.

Step 6 – Try it and see if it works.

- They will try it out!

Group discussion 2

What are some ground rules we should follow in resolving conflict?

I will note your suggestions on the flipchart.

These are some great ideas. Let's review the Guidelines for solving conflict hand-out in your workbooks.

Are there any questions about using the Problem Solving Steps approach for conflict resolution?





Instructions (Part 3)

1. Introduce and explain the next part of the exercise using the '**Group participation scenarios**' text as needed.
2. Read '**Scenario 2: The boyfriend**' as a group.
3. Ask about the conflict and allow for only quick responses that note the conflict is about an adolescent's feelings about her friend's boyfriend. Ask for two volunteers to initiate the role-play based on '**Scenario 2.**' Refer to '**Role-play**' text as needed to explain.
4. Stop the role-play after 3 minutes. Thank them for participating.

Conduct the '**Group discussion**' questions, first asking questions of the participant who played the concerned adolescent, then the participant who played the adolescent with a boyfriend, then the observers. After a few comments, offer any suggestions of your own and thank the participants. Refer to '**Facilitator guidance**' (provided at the end of session) as needed to aid in the discussion.

5. participant who played the adolescent with a boyfriend, then the observers. After a few comments, offer any suggestions of your own and thank the participants. Refer to '**Facilitator guidance**' (provided at the end of session) as needed to aid in the discussion.
6. Review the '**Take home point.**'



Group participation scenarios

We will now role-play a different scenario as a group. We will first read the scenario together and briefly identify the conflict. Then I will ask for two volunteers to role play, and, you will make up what you would say based on the background we provide in the scenario.

Scenario 2: The boyfriend

The concerned adolescent's perspective and concern:

You are very unhappy about your friend's choice of boyfriend – he is 10 years older than her, much too slick, and doesn't work but has lots of money. You wonder, is he a drug dealer? He gives her expensive gifts. You think he is using her.

The other adolescent's perspective and concern:

You are dating an older man who seems to have everything: he's really cool, polite, takes you nice places and gives you expensive gifts. Your friend is against him. She thinks he's a drug dealer. He's been very good to you. It bothers you that your friend doesn't trust your judgment. You think she is jealous

Role-play

- *What is the conflict in this situation?*
- *Can I get two volunteers please?*

One participant will play the role of the concerned friend and another participant will play the role of the adolescent with a boyfriend. The other group members will be observers. Based on the scenario, make up what you want to say, but remember to try to apply the guidelines for conflict resolution that we discussed. We will then discuss as a group how they resolved the conflict.





Group discussion

Ask the participant who played the role of the adolescent with a boyfriend:

- What did you like about how your concerned friend responded?
- What would you have done differently?

Ask the participant who played the role of the concerned friend:

- What did you like about how the adolescent with a boyfriend responded?
- What would you have done differently?

Ask the observers:

- What are the helpful comments that you can give the concerned friend?
- What are the helpful comments that you can give the adolescent with a boyfriend?
- What are examples of their use of problem solving steps for conflict resolution guidelines that you saw in this role-play?

Guidance for the facilitator

Possible things to highlight in the role-plays

Did they:

- Identify the problem/conflict that needs to be solved
- Not blame or criticise the other person ?
- Ask the other person for suggestions and made some of their own suggestions to solve the problem?
- Each party agreed to try to solve the conflict
- Each party explained how they felt?
- Each was respectful towards the other person?
- Discuss all of the options available before deciding on a solution ?
- Avoid bringing up old issues not related to this conflict
- Made a decision on which action to try?

Take home point

Using the Problem Solving Steps and conflict resolution guidelines can help people understand other's needs and concerns better, and to arrive at mutually acceptable solutions when they disagree. Practicing this will help you to get better at resolving conflicts when they arise.



EXERCISE 3: CONFLICT RESOLUTION PRACTICE



(40 minutes)

Rationale

The aim of this exercise is to encourage adolescents to work together to apply the Problem Solving Steps to a real life conflict, and to recognize the value of solving problems collaboratively with the person with whom they have the conflict.



Instructions

1. Divide the group into pairs.
2. Ask the pairs to think about a problem they have experienced in their home, school or community and encourage them to apply the Problem Solving Steps to identify a solution to the problem; refer to the '**Introduction: Practice conflict resolution**' text as needed. Ensure participants refer to the [Guidelines for solving conflict](#) hand-out in their workbooks.
3. Walk around the room and help participants who are stuck. If needed, refer to '**Facilitator guidance: Selecting problems to focus on**' and '**Facilitator guidance: Challenges applying the Problem Solving Steps**' to assist them to identify appropriate focal problems and overcome common obstacles in the problem solving process.
4. After 20 minutes, bring everyone back together and conduct the '**Group discussion**' questions. Invite participants who are comfortable doing so share their problems and solutions. Let the group offer positive, constructive feedback on the options that pairs identified and the choices they made.
5. Review the '**Take home point.**'



Introduction: Practice conflict resolution

Now that we have seen some role plays, let us divide into pairs and see how one can solve a real life conflict. Each of you should think about a conflict you have experienced with someone in your home, school or elsewhere in the community. It can be any conflict you think needs attention. Once you have identified a real conflict, role play a conversation with your partner with him/her playing the person with whom you have a conflict and try to solve this conflict. Both of you should identify a conflict and practice resolving it.

You have 10 minutes to identify a conflict and to practice resolving it. Use the [Guidelines for solving conflict](#) hand-out in your workbooks to guide your role play conversations.

Facilitator guidance

Selecting problems to focus on

- This activity may create difficult feelings i.e. anger, fear or sadness in the group, especially when addressing major problems. Try to guide the discussion to focus on common, solvable conflicts so participants can understand how the Problem Solving Steps are supposed to work to resolve conflicts.
- For example, problems such as household issues, school problems, and peer relationship issues can be addressed in this exercise because they are manageable to discuss during the session.
- The conflict should be formulated in a specific and concrete way so that it is clear and manageable. If the problem is vaguely formulated (the conflict is my boyfriend's expectations), the facilitator will have to ask for clarification before conflict resolution is possible (the conflict is that my boyfriend wants me to pay for everything when we go out).

Group discussion

- *How did it feel to solve a real life conflict together?*
- *What did you learn?*
- *Who would like to share their conflict and how they tried to resolve it?*
- *What positive feedback would you like to give to those who shared about his/her ability to solve conflicts?*



Facilitator guidance

Challenges applying the Problem Solving Steps

Some challenges in problem-solving where participants get stuck in different phases of the process:

- **Step 1 - Define the problem:** Some people cannot define the problem clearly enough to make it solvable. Some people are scared to even start. They believe the problem cannot be solved – so they do not even make the effort. Ask participants:
 - » Is the problem clear and specific
 - » How are things different from the way you want them to be?
- **Step 2 - Understand the problem.** Ask participants:
 - » How does the problem affect you?
 - » How does it affect other people around you?
 - » What do you think the causes of the problem are?
 - » What have you done about it so far?
- **Step 3 - Set a goal:** The goal must be clear to get to a solution. Some people have trouble setting a clear goal – they know they want things to change, but they are not sure how. Ask participants:
 - » What do you want to reach and/or change?
 - » Is it specific enough that you can tell when you have achieved it
 - » Are you committed to work on it?
- **Step 4 - Determine options:** Some people have trouble thinking of options. It may help to ask other people for ideas. The best solution might be a combination of options. Ask participants to:
 - » List as many actions as you can think of to achieve your goal – even if they seem silly or strange.
- **Step 5 - Decide on a plan of action:** *Consider all of the options. Sometimes people are overly critical and may not recognize even good options as potentially useful. Others have trouble deciding on an option out of fear that it may not work or that they may miss out on other options.* Ask participants:
 - » Which action is mostly likely to achieve your goal?
 - » Which action has the least amount of negative consequences?
- **Step 6 - Try it and see if it works:** Some people may fear trying out an option, in case it's not successful. Trying out a solution might seem like a waste of time, if you don't believe it can work. Ask participants:
 - » Did you try the action that you chose? What was the result?
 - » If it did not work, what can you do differently when you start again?



Take home point

Talking about problems and trying to solve them together with the person with whom you have the conflict often leads to better solutions than trying to solve problems alone.



REFLECTION AND SHARING



(10 minutes)

We are at the end of today's session on **resolving conflicts**. This is your time to share your ideas about the session with the group.



I would like each person to share one important thing you learned today and how you might use it in your day-to-day life.

PRACTICE AT HOME



(5 minutes)

How could you practice one of the skills you learned today when you get back home? Try to use this as the basis for the short-term goal you will set.



Remember, your goal should be something you can accomplish before the next time we meet as a group. **Maybe you can think of a conflict you are experiencing in your home, with peers or others in the community. Your goal could be to use the conflict management skills you learned today to improve the situation.** What do you agree to do?

As we are half way through the program, you are also encouraged to revisit the Long-term planning sheet you worked on after the first session and consider your progress on the small steps necessary to achieve your long-term goal. Remember that we will discuss this at the final session.

CLOSING THE SESSION



We will close the session by having a lottery draw. Please put your name tag with your name on it into this cup. We will then draw a name and that person will win this lottery gift.

Thank you for attending the session. I would be happy to speak with anyone individually about your experiences with the session and if we can improve anything for next time. I'm looking forward to the next session when we will work on **issues related to adolescent sexuality**.

I will see you next time at _____ (time and place) on _____ (day and date).

Support for this project is provided by USAID Southern Africa under the United States President's Emergency Plan for AIDS Relief (PEPFAR) through Cooperative Agreement AID-674-A-12-00002 awarded to Tulane University. The views expressed in this document do not necessarily reflect those of USAID or the United States government.

