FACILITATOR’S MANUAL FOR
LIFE SKILLS
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Acknowledgements

This manual is deeply modeled around a series of different life skills curricula, manuals, and toolkits.

In specific, we would like to acknowledge the extensive work done in the frame of the project entitled “Sustainable Comprehensive Response (SCORE) for vulnerable Children and their families” implemented by a consortium of partners led by AVSI Foundation, with the participation of CARE international, TPO Uganda, and FHI360 and has resulted in the publication of “Life Skills Education for adolescents and youth – Facilitator manual” (Otim, 2013); the starting point of this manual.

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Foreword

During 2015, AVSI met hundreds of youths coming from different backgrounds and searching to better understand who they are, appreciate their life path regardless of their critical situation, perceive the faced challenges and consequently use positive behavior to cope with their new reality and plan their future. They were Syrian youths taking Lebanon as refuge after the Syrian crisis, Iraqi adolescents escaping the war in their country, Palestinians fleeing from Syria, and vulnerable Lebanese. All felt the need to be engaged in qualitative activities.

The challenge of answering these youths’ expectations was great but through utilizing its 40 years of experience, AVSI tried to find a successful way to respond to these youths’ needs.

The “Life Skills Education for adolescents and youths – Facilitator manual” by Rita Larok Otim was the starting point. This book, published in Uganda in November 2013, was the result of the Sustainable Comprehensive Response (SCORE) project for vulnerable Children and their families implemented by a consortium of partners led by AVSI Foundation, with the participation of CARE international, TPO Uganda, and FHI360. This manual constitutes the beginning of a long workshop carried out by the Life Skills Team in AVSI Lebanon for over two years. Experimenting with some of the content of this manual, reviewing some sessions by adapting and matching them to the needs of youths living in Lebanon, adding some activities considered of great importance to the beneficiaries, was a long yet challenging task.

This publication proposes a comprehensive activities program implemented throughout different areas of Lebanon for two years with 2000 youths from 14 to 30 years old coming from Lebanon, Syria, Palestine, Iraq and Egypt. It presents activities allowing adolescents to discover life skills motivating enough for them to aim at changing their way of living. We hope that this manual will be a resource for every person who would like to facilitate life skills activities with youths.

Life Skills team
Overview of the manual

RATIONALE

Adolescence is a stage filled with excitement, new feelings, many unanswered questions, changes, and difficult choices. Young people need to be helped with life skills essential for wisely navigating these life’s waves to maturity. They need to know the facts about themselves, their dreams, dignity, own relationships, emotions, challenges and learn skills so they can adopt positive behaviors, plan and enjoy their lives.

TO WHOM THIS MANUAL IS ADDRESSED

This facilitator’s manual is meant to be used by social workers, parents, teachers, health workers, rehabilitation officers, local leaders and other educators as a resource material for educating young people, 13 - 18 years (adolescents) and 19-35 years (youths) with the relevant life skills required to lead fruitful, safe, meaningful and happy lives.

CONTENT

This manual is divided into eight modules with eighteen sessions and a variety of activities under each session. The users of this manual are encouraged to use these tools to provide a rationale and framework for selecting and adapting the sessions and activities to their specific context. In addition, the modular format is chosen to enable users of the manual to have a manageable spaced scheme of work (based on modules) at different times. The users are encouraged to organize participants in groups not bigger than 25 and go over module after module with certain practice breaks in between. This manual encourages innovation/contextualizing according to specific needs and therefore facilitators are discouraged from taking every activity’s examples as complete and fitting in all situations. The facilitator must choose carefully as some sessions discuss sensitive feelings and thoughts that must be supported by earlier activities to make the participants feel comfortable. The life skills sessions might bring up strong emotional and psychosocial issues that would need to be tackled by professionals, such as psychologists and counselors. Therefore, during the breaks between meetings, it is expected that adolescents and youths will be individually followed up and supported at home and outside the bigger group to deal with the identified issues. The sessions are geared towards helping young people learn life skills and encouraging them to support and help each other both in and outside the training sessions. This “Life Skills Facilitator’s Manual” is packaged considering eight important modules that do not stand-alone but complement each other.

Module 1: Getting Started
Module 2: Knowing myself
Module 3: Relationships
Module 4: Coping with Emotions
Module 5: Passive, Aggressive and Assertive Behavior
Module 6: Communication
Module 7: Decision Making
Module 8: Reaching my Goals and Dreams

SUMMARY OF EACH MODULE

Module 1 focuses on creating rapport between the facilitator and the participants as well as among the participants. The facilitator introduces the contents of the training, outlining the entire path of the manual after showing a specific attention to understand from the participants the kind of challenges they are facing and how these can be responded to through life skills education. Introduction is followed by generating expectations by the youths then by putting priority into setting up ground rules together.

Module 2 focuses on helping the adolescents and youths understand better who they really are in terms of their behavior, character, manner and pointing out their strong points and areas that they could strengthen. This module points the adolescents and youths towards self-awareness and gives them skills to appreciate who they are and prepare them to look out for what lies ahead. Moreover, a link is made between what the adolescent or youths would like to be as related to who they are currently.

Module 3 tackles a very critical subject in the life of adolescents; how to manage relationships. At the onset of teenage phase, many adolescents go through a very tiring phase as they experiment different relationships, find themselves in often risky relationships with peers and often strained relationships with adults. This module helps them verify and appreciate every relationship they get involved in. This covers relationship environments at home, school, work and other settings. This module also explores relationships with peers and adults and explores how to resolve conflict.

Module 4 focuses on helping adolescents and youths internalize the influence of emotions on their lives and how to ably manage their own emotions. Feelings and emotions are used here as lenses that can help them better discover the meaning of the reality they are facing. It also focuses on how resilience is built to overcome a traumatic event.

Module 5 details a tripartite behavioral comparison of passivity, aggression and assertiveness, as each person belongs to one or more of which. Adolescents and youths are again helped critically examine where they most commonly fall, and how passivity and aggression can be the two extremes that may not lead to positive healthy relationships. Therefore, young people are helped to become more assertive through practical engaging activities.

Module 6 focuses on how to help young people with skills of communication. Communication is the basis of all relationships. The quality of a relationship is determined largely by the quality of the communication within it. That is why good communication is a skill that needs to be learned. In this module, adolescents and youths are helped understand how they communicate effectively using specific skills that need to be learned in order to communicate effectively. In addition to the part that awares participants about the field of work and how to communicate during a job interview.

Module 7 focuses on how to help young people with skills that enable an individual to make informed decisions or choices without putting his or her life and others’ at risk. Specific areas emphasized under this module will include. Problem solving: a skill that enables us to recognize problems and find ways to meet our needs and avoid conflicts and dangers. Critical thinking and Creative thinking: by being creative it means that you have new ideas of doing things. Creative thinking is very important because young people have often been faced with unfamiliar situations with which they have to be able to cope; they need to be creative.

Module 8 helps the youths to fine tune their fundamental needs/wishes/dreams/desires and so be able to effectively plan for now and for the future, outlining how to realistically get there. At this stage, they now know where they want to go but the question they have now is “how do I get there
I want to go?” At this stage redesigning of goals takes place as a result of the need to focus on them. This module focuses on issues that can prevent young people from achieving their set goals and the various ways in which they can overcome the obstacles to achieve their goals. This module is aimed at equipping young people with life skills of dealing with the challenges they are facing and learn how to cope with their respective realities.

METHODS

The sessions use different Active Learning Methods such as role play, discussion, surveys, games, quizzes, movies and other activities. The use of these methods demands that facilitators are comfortably using interactive methodologies and encouraging participants to participate. Some practice and preparation done by the facilitators are always helpful.

The Active Learning Methods in the manual do not demand writing and reading to the greatest extent possible. It is important that the Active Learning Methods, though enjoyable, are not viewed as just games. Discussion and review of thoughts, experiences and learning with the participants must follow. The broad review questions that are provided are not meant to be used verbatim. They are meant to remind the facilitator of issues that should be discussed.

Facilitators are encouraged to use any video, book, activity from the participants’ context if they believe it can help young people relate to the life skills manual more easily.

Most sessions require that the young people sit in a circle or semi-circle so that they can easily interact with each other. The facilitator may sit inside or just outside the circle. If the participants are sitting on the floor, it is recommended that the facilitator do the same. Needs change; so do people. The sessions must be adapted to suit these changing needs as well as different local conditions and languages.

The sessions and activities can also be adapted to differences in the age of participants, though broadly they are suitable for young people between the age of 13 – 18 (adolescents) and 19-35 (youths). The information needs and the different developmental levels of participants should determine the plan for conducting sessions. Facilitators may refer to the information available in the manual while planning sessions. Life skills are learnt over a period of time and activities need to be repeated, perhaps with variations to reduce monotony, for real skill building to take place. A number of energizers and warm-ups need to be included to keep the participants attentive and interested.

DURATION

By experience, each session of this manual will last for one and half hour to two hours according to the number of participants. The facilitator will need in total 25 to 28 hours to complete all the activities presented in this manual.
# SESSION ONE

## Introduction, getting to know each other better, building ground rules

### Session Objectives
- To help the participants get to know each other and create a comfortable learning environment.
- To understand the challenges that adolescents and youths face in their daily life.
- To introduce the life skills training to all participants as a response to the challenges that they face.
- To be able to establish ground rules understandable by everyone in the group, for the smooth running of sessions with minimum distraction.
- To be able to capture the real needs of the participants at the onset of the training and be able to later address them in the course of the training.

### ACTIVITY ONE - Introduction

**Materials needed:** A4 papers, pinned cards, pens

**Procedure:**
1. Welcome the participants.
2. Present yourself as a facilitator, your name, studies, current job, where you work, why you are in this session today.
3. After introducing yourself, tell the participants that now it’s their time to introduce themselves.
4. Ask participants to write their names in a creative way and to put it in front of them (if they are seated behind a table) or to pin their names to their shirts using pinned cards.
5. After writing their names on a paper or pinned card, encourage each one of them in turn to say their names in a clear voice (heard voice but not too loud) where he/she come from, what he/she like to do most, and what their favorite food are.

**Example:**

I am Fadi, I enjoy playing football. I like bananas.

### ACTIVITY TWO - Question And Answer

**Materials needed:** Card with one question on a each (to be selected from the list below)

**Procedure:**
1. Distribute to all participants randomly a card with one question. Each participant is given an opportunity to pick one and is not allowed to exchange it with anyone else.
2. Ask all participants to quietly open and read the question that they picked to give a brief answer to this question.
3. Give all participants a chance to read out their questions loudly and respond to them.
4. Help participants who cannot read so that they can have their answers ready.
5. Ensure that all participants are respectful to each other and do not interrupt, boo, laugh at their fellow participants as they respond to their own questions.
List Of Questions/Actions

- What is your hobby?
- What does your name mean?
- What do you do first when you wake up?
- Do something that can make us all laugh
- Mention one person you admire and why
- Describe one of your happiest moments in your life
- Where would you want to live? Your dream home/place
- What is your favorite food?
- What is your favorite day of the week/month of the year? Why?
- If the whole world was listening, what would you say?
- What is the one place you dream about travelling to?
- What do you do to calm down when you are extremely angry?
- What do you want to become when you grow up?
- Tell us a short story that you remember
- Who is the one person that you greatly respect and why

“If the whole world was listening, what would you say?”

ACTIVITY 3 - Personality Colors-Animal Traits

Materials Needed: Three to four set of colored cards with each personality characteristics written on each card.

| BLUE cards | Peaceful – harmonic – prefer familiarity – neat - care about appearance – tidy - obey rules - respectful- traditional - influenced by others opinions |
| YELLOW cards | Perfectionist- big dreams/goals – funny – moody – sense of humor desired by many (friends) – act mean sometimes – anxious - highly independent – mental limited friends (picky) |

Procedure:

1- Display the three to four sets of cards on a table or set them on floor if participants are sitting in a U-shape.

2- Ask each participant to pick three cards that have characteristics that most describe himself or that he feels it matches the most his personality.

3- Notice that, if a participant has a dominating color in the three picked cards, he may have a predominant personality. For participants who don’t have a predominant color, they can try picking one or two more cards to see if they have a predominant personality...

4- Display the 4 personality colors and elaborate more (using the explanation presented in the table) about each character.

5- Ask participants if they found this exercise actual and realistic. Do they feel that the result of this exercise matches their real character? If no, let them express freely what they feel their character is.

6- Note that this exercise is going to help you understand each participant’s character and behavior better without directly asking for it. Keep track of all this information so that you can keep referring to it.
ACTIVITY FOUR- Challenges That Adolescents And Youths Face

Materials needed: Flip chart, markers

Procedure:
1- Ask participants to brainstorm some of the challenges they face in their lives, write them on the white board or flip chart to hang it on the wall in order for the participants to return to them during the training.

2- Group challenges into broad categories and link the ones identified that can be related to life skills e.g. issues related to making choices, decisions, relationships, communicating among others.

3- Inform participants that in the life skills training we shall be learning how to deal with some of lives' challenges (those linked to life skills). Make referrals to other service providers for the challenges which cannot be dealt with within the life skills training.

4- Explain to the participants that it's true that life skills will not help to deal with all challenges, but in a way, it helps the participants see these challenges as a tiny dot rather than a burning rock.

ACTIVITY FIVE - Introduction To Life Skills And Training Overview

Materials needed: Flip chart, markers

Procedure:
1- Ask participants to brainstorm on the definition of life skills and also identify some examples of life skills.

2- Use the notes below to further expand participants understanding of life skills.

What are Life Skills?
These are “the abilities for adaptive and positive behavior that enable individuals to effectively deal with the demands and challenges of everyday life”. Life Skills can be taught or learned. They enable each person to deal with the daily challenges of life.
Why are Life Skills important?

- They help us focus and pay attention.
- They can help us have a better awareness of ourselves.
- They help us develop a stable self-image and appreciate ourselves better.
- They teach us self-control and self-regulation.
- They help us learn how to take care of our bodies.
- They help us learn how to recognize and express our emotions.
- They teach us empathy, being able to take on the perspectives of others.
- They help us learn to communicate effectively.
- They teach us how to make informed decisions and how to plan our lives, jobs, career, future.
- They help us learn to accept praise and criticism as well as overcome failure.
- They are also helpful in modeling rational (nonviolent) behavior in conflict situations.

Examples Of Life Skills

SKILLS NECESSARY TO HAVE A GOOD RELATIONSHIP WITH YOURSELF:

THE ABILITY TO COPE WITH EMOTIONS Emotions, such as anger and fear are usually reactions to a situation and may cause regrets if they are acted upon impulsively. It is a useful and constructive skill to be able to contain these emotions and to think before taking action. This will help young people to act with thought and purpose in their lives. Instead of simply reacting to events or circumstances that they may find themselves facing.

SELF-Esteem Often vulnerable youths lose self-esteem because of their situation. They may be intimidated easily or develop inferiority complexes. These young people need their self-esteem boosted in order to know that they are important and highly valued.

ASSERTIVENESS Assertiveness involves knowing what you want and why you want it, and being able to take necessary action. Vulnerable young people especially need this skill to learn how to express their feelings in a positive way. Assertiveness also entails these youths being able to say what they do not want or don’t like, and can help reduce the sexual exploitation of children.

SELF-AWARENESS All youths need to be aware of their individual abilities and talents and to develop them, knowing that each individual is unique, created in God's image.

THE ABILITY TO COPE WITH STRESS Youths live in very stressful situations. Constant stress can be destructive to the growth and development of youths, and cause debilitating depression. Therefore, youths need to know the causes and signs of stress and how to get help and support to deal with stress to ensure proper development and growth.

SKILLS NECESSARY TO HAVE A GOOD RELATIONSHIP WITH OTHERS:

GOOD SOCIAL MANNERS Youths often have to deal with different types of people, their peers and adults. In such situation, They need to know how to behave, communicate, respond to stressful situations, deal with different people from different backgrounds.

FRIENDSHIP FORMATION This is an important skill as it helps young people find peers or other people with whom they can relate and share experiences.

PEER RESISTANCE SKILLS linked to assertiveness, this is an important skill for growing youths, especially adolescents who are constantly in the company of good and bad friends. The ability to resist peer pressure therefore becomes an important skill.

EFFECTIVE COMMUNICATION Youths need to be able to express themselves comfortably since communication is critical for any relationships.

NEGOTIATION Involves the ability of seeing both sides of a specific issue and agreeing without being confrontational and without compromising ones' principles. In specific, win-win negotiation styles are critical for the growth and wellbeing of youths.

SKILLS NECESSARY FOR MAKING GOOD DECISIONS:

CRITICAL THINKING Children are faced with many contradictory messages, expectations and demands from different people including teachers, friends, parents, radio and television. Therefore they need to be able to analyze their choices and decide on what is best for them.

CREATIVE THINKING This involves coming up with new and different ideas of approaching situations. It is about having more than one solution to try out.

DECISION-MAKING Youths may be confronted with serious demand which require them to make appropriate decisions. They must be able to make a complete analysis looking at the pros and cons of each aspect and even going further to challenge their values and beliefs before they make safe and informed decisions.

PROBLEM SOLVING This involves the ability to identify, cope with and find solutions to the difficult and challenging situations that vulnerable youths face.

ACTIVITY SIX - Our Expectations

Materials needed: None

Procedure:

1- Introduce activity by informing participants that the group will be meeting for each session to learn more about themselves and manage their lives in a happy and safe way.

2- Ask the participants to state one thing that they want to learn or what their expectations are from these sessions.

3- Clarify any unrealistic expectations, after each participant has shared his expectations. This is very important. In simple terms, the facilitator explains life skills as those different tools which one can use to help reach one's goals and purpose in life. These skills help one deal with their everyday life situations. Give examples like communication, negotiation, controlling anger and sadness, loving oneself, saying no and taking a risk among others.
ACTIVITY SEVEN - Making Ground Rules

Materials needed: Flip chart, markers

Procedure:

1- Introduce the activity by saying that we want to make our training area a happy and safe one for everyone. Just as there are rules for driving or playing a game, we can also set rules for everyone here to follow.

2- Encourage the participants to formulate the rules. Please note that if the participants do not think it is important, do not force them. Moreover, avoid putting any sort of penalties. This will encourage young people to act appropriately out of interest and not force. The list may look something like the following sample. If, however, it does not resemble this list, then the facilitator should suggest or add some of the rules and explain why.

* Guiding ground rules
  * Only one person speaks at a time.
  * Everyone gets a chance to speak.
  * Come on time.
  * Everyone should participate and not only some.
  * Everyone should listen to the other person’s views.
  * Do not make fun of another.
  * Do not pass on secrets outside the training session.
  * Everyone should respect everyone else.
  * Treat everyone else equally.
  * Do not say bad words.
  * Do not hit anyone.
  * Do not boo anyone else.
  * Do not laugh at anyone else.
  * Do not answer on someone else’s behalf unless asked to.

3- Aware participants that some rules are non-negotiable. These include confidentiality, the right of any person not to say anything and or other sensitive information should not be given out. It is okay to say you know someone without mentioning her/his name while sharing that person’s behavior or opinion.

4- Discuss what should be done if any of the ground rules are broken. Fewer rules will be broken if all participants buy into the ground rules and accept the rules as their internal values.

5- Write the rules on chart paper and display the rules in every session and encourage participants to refer to them if necessary.

SESSION TWO - PART ONE
Trust and support

Session Objectives

• To create meaningful relationships with one another that can be helpful in the entire training and learning process.
• To create a trust and support environment within the group essential for working well together.

ACTIVITY ONE - Chopsticks

Materials needed: Chopsticks

Procedure:

1- Ask each participant to find a partner.
2- Give to each pair a chopstick.
3- Explain that each one should hold the chopsticks up between them, by each placing just one of their fingers on one end of the chopsticks. The chopstick is now suspended between the two index fingers of the pair.
4- Once become comfortable tell them to try new things and begin to move around. There should be no speaking.
5- Discuss with participants:
  - How did this make them feel?
  - What does this tell us about making connections and working together?
  - E.g. Finding rhythm when we are moving together, building unspoken patterns of working together…
  - What’s the link between this activity and building trust?

ACTIVITY TWO - Globingo

Materials needed: Copies of Globingo Sheet

Procedure:

1- Give to each participant a sheet with questions on.
2- Explain that:
  - All participants are asked to find the answers to their questions within the whole group.
  - All participants are not allowed to answer any of the questions themselves.
  - Each participant can only give them one answer.
4- Tell the group they’re going to have to use other people’s knowledge to answer questions and win this game. The first person to fill his entire GloBingo sheet shouts “bingo!” and the game should be stopped.
   Give fifteen minutes to the participants to fill their sheets.
5- Helped by the winner, let the participants share their answers to discover about each one characteristics.
GLOBINGO

Find someone who can play an instrument or sing.
Name:

Find someone who can speak more than one language.
Name:

Find someone whose family or friends live abroad.
Name:

Find someone who has travelled abroad.
Name:

Find someone who knows another activity done by the organization AVSI, give examples.
Name:

Find someone who practices a certain sport.
Name:

Find someone who did a strange thing.
Name:

Find someone whose relatives own a farm or garden.
Name:

Find someone who can drive a car.
Name:
SESSION TWO - PART TWO
Building trust, discovering our abilities and skills

Session Objectives
- To help adolescents and youths discover their strong points and further develop them into their life expectations.
- To help young people realize that no matter the circumstances they have gone through, they can be helped to rediscover themselves.

ACTIVITY ONE - A Book Of Me

Materials needed: Notebook for each participant, pen

Procedure:
1- Explain to the participants that they will receive a notebook to accompany them during the life skills workshop on which they will write all their thoughts and notes they would like to remember.
2- Distribute the life skills notebook to the participants, ask them to fill the first two pages from the notebook.

Life Skills notebook consist of:
- First three pages as shown in the picture as Page 1: Cover page, Participant’s identity card, Page 2: Training program with the definition of life skills.
- Eight white A4 papers.
- Two colored A4 papers that will be used in the last activities.

3- Tell the participants that this booklet is personal for their own use. Explain to them that, since the notebook will be used throughout the training, they could commit to bring it back with them at each meeting/session; otherwise, they may choose to keep it with the facilitator to retrieve it in the last session.
ACTIVITY TWO - My Positives

Material needed: Life Skills personal notebook, a story in which it will be easy for participants to identify the hero’s qualities, skills, talents, and expectations in life. Example of a relevant book: “The Giant Watermelon” written and illustrated by Helen Patuck.

Procedure:
1- Read the story.

2- Explain to the participants after reading the story the difference between qualities, skills, talents, and expectations in life as below:
Positives include: Qualities and skills. Note that qualities are related to character and behavior or who you are while skills are related to what you can do/abilities e.g. honesty as a quality and ability to communicate well through language skills as a skill. Note that even physical characteristics can be considered qualities.

3- Discuss with participants the positive qualities, talents, skills, and expectations of the hero.
For the story “The Giant Watermelon”, the answers will look as below:

The giant watermelon story: Some ideas and possible answers

Tarik’s qualities (his character and behavior; the qualities include moral and ethical ones):
- Responsible (Tarik was responsible of their farm p.1)
- Collaborator (He collaborated with Sana’ and Sarah to take care of the garden p.2)
- Creative (He found creative solutions to solve the problem of the giant watermelon p.13, 14, 15 and 16)
- Leader (He made up his mind firmly with the collaboration of the camp p.13 and 14)
- Compassionate with others (Distributed melons to everyone in the camp p.14)
- Persistent (He didn’t give up to difficulties and worked hard to build the school and teach kids p.16 and 19)

Tarik’s skills (what he can do):
- He can plant professionally
- He can think creatively
- He can teach

Tarik’s talent / talents:
- Farming (His talent was developed by his father to become a skill at the end of the story)
Tarik’s aspirations in life (if we want to link them with talents):
- We can conclude that Tarik can be a successful and professional farmer in the future and the owner of a large vegetable garden
- Since he has a nostalgia for studying and school, and his talent and ability to teach others stood out, then he can be a skillful teacher in the future

4- Ask each participant to write two positive qualities, two skills, his or her talent and expectations in life on their life skills notebook.
Some participants might not be able to identify their strong qualities or skills they are good at. In that case, slowly guide them to identify them. Do not allow other participants to volunteer responses for them. Part of this exercise is to enable each person to truly point out what they consider their strengths. Encourage participants to think hard and honestly about at least two strengths.

5- Ask each participant to read out everything that he or she has written. This may sound like: “I have a happy smile, good handwriting, generous, look after my little sister well and dance beautifully”
Examples of special gifts/talents: Sports, Strength, Artist/drawing, Writing, Football player
Examples of expectations in Life: Good wife/ raising a good family, good administrator, live long, Education, Good businessman, Peace and security, Lead a spiritual life

6- Guide participants to link their talents/special gifts or what they are doing now to their expectations in life. For example, a person with singing as a talent could consider being a musician as an expectation in life.

7- Explain that being aware of our talents, positive qualities, and skills are a protective shield to protect ourselves when others are mean to us or to show the world what a wonderful person we are and by that no one can hurt you now.
SESSION THREE

My value
as a person

Session Objectives

• To establish the major beliefs and values upheld by each participant.
• To understand the individual differences in values amongst adolescents and youths and understand how these values and beliefs influence decisions.
• To help adolescents and youths to recognize that every human being has a value.
• To help adolescents and youths understand that their value, just like that of everybody else is irreducible.

ACTIVITY ONE - My Values And Beliefs

Materials needed: None

Procedure:

1- Ask participants to explain what are the beliefs and values, lead them to the following:

Beliefs: Assumptions and convictions that are held to be true by an individual or a group regarding events, concepts, people and things. Beliefs are the assumptions we make about ourselves, about others in the world and about how we expect things to be. Beliefs are about how we think things really are. Beliefs tend to be deep set and our values stem from our beliefs.

Values: Are those things that really matter to each of us/THINGS WE RATE HIGHLY... they can be ideas, thoughts, items, beliefs we hold as special. Caring for others, for example, is a value; so is the freedom to express our opinions. Most of us learned our values - or morals, if you prefer - at home, at church or at school.

Values and beliefs influence behavior: For instance: If your value lies in physical beauty you may find yourself making certain decisions based on face value. Ask the participants to think of other examples where your values and beliefs actually influence the way you behave.

Note: People’s values are different; they cannot be divided into right or wrong categories. Our values are shaped by many factors including age, environment and experiences. A particular person’s values are not permanent. They can change over time as the person ages, changes environment or experiences changes. While each one of us is influenced by our family values, in some cases, children do not share the same values as their parents.

2- Discuss with participants the following:

What is my value and where does my value lie?

Ask participants what they understand by value. Ask them to relate the term value to human life. Then discuss the following:

• The human being has a value that is given; and so it cannot be reduced.
• The human being does not make himself; if I look at my own experience I cannot deny that the greatest and most profound evidence is that I do not make myself, I do not give myself life, someone greater than me gives me this life, and my responsibility with the help of this someone greater than me is to take care of myself and most of all acknowledge and appreciate my value as a person.
• Since I am “made”, there is a source, an origin of my being; I discover that I am dependent on somebody greater than me.
• The human being does not make himself; if I look at my own experience I cannot deny that the greatest and most profound evidence is that I do not make myself, I do not give myself life, someone greater than me gives me this life, and my responsibility with the help of this someone greater than me is to take care of myself and most of all acknowledge and appreciate my value as a person.

ACTIVITY TWO - The Value Of Every Person

Materials needed: LCD projector short film, laptop, short film “The Butterfly Circus” (To be downloaded on the following link: https://www.youtube.com/watch?v=BERDKvYqudE)

Procedure:

1- Watch the film together with participants.

2- Discuss how Will, the hero, was able to start seeing himself differently as someone with a value and not a mere limbless man “whom God himself had turned his back against”.

3- Try to identify his talent and discuss how it was possible for him to discover his strength and his value. Who influenced him and how?

4- Ask participants about other thoughts they have about the movie. Do you feel inspired by Will?

5- Explain to participants that life is precious and therefore needs to be lived with care. Young people need to be helped to recognize the value they are, no matter the circumstances. Besides this awareness, participants should be helped to recognize that they each have skills they are best at, which need to be personally put to use for a happy life. No one else can best discover this on his/her behalf.

6- Sensitize the participants by explaining that Life is a gift. I am an active participant in my life and growth, and I am responsible for how I handle this gift. I am the one who takes care of my life through what I choose. Every choice has its consequences, positive or negative. We are the ones who make the choices. We need to learn to make the best decisions in each situation. Let them consider that life is like a beautiful pot and when they behave in a wrong way this pot will be broken, shattered on floor. Ask them how this pot could get back to the way it was if it can?
7- Explain that:
• Life can never be the same again after a calamity befalls you.
• It takes time and effort to recover, but we can recover with strong resilience.
• We need courage to cope with problems.
• We need to forgive ourselves and others in order to recover well.
• In order to make proper recovery we need to learn from our past mistakes.
• We need to be there for persons who have fallen and help them in their recovery process.

ACTIVITY THREE - Building My Strengths

Materials needed: Flipchart, markers, life skills notebooks, pens

Procedure:
1- Explain that the world of a person is made up of three important aspects
   1. Relationships
   2. Activities
   3. Spirituality / Values

Through RELATIONSHIPS I HAVE parents, family, friends, teachers, a community =
   TRUST, LOVE, SENSE OF BELONGING, IDENTITY

Through ACTIVITIES I CAN study, work, eat, dance, do any everyday activity =
   COMPETENCE, CONFIDENCE, INITIATIVE

Through SPIRITUALITY I AM values, beliefs, culture =
   SELF ESTEEM, PURPOSE IN LIFE, IDENTITY AND RESPONSIBILITY

2- Ask the participants to draw the world of the person of Will from The Butterfly circus short movie before meeting “The Butterfly Circus” and then drawing it again after meeting the manager of the “The Butterfly Circus”. It should be summarized as in the figure below.

3- After drawing the world of the person of Will, ask each participant to draw his/her own world. Give them about 10 – 15 min on the life skills notebook.

4- Encourage them to share it with the rest of the group.

WILL PERSON’S WORLD

BEFORE meeting the manager of the butterfly circus

<table>
<thead>
<tr>
<th>I AM</th>
<th>I HAVE</th>
<th>I CAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Values, beliefs, culture)</td>
<td>Bad relation with the first owner of the circus</td>
<td>Swim</td>
</tr>
<tr>
<td>A limbless man With no value</td>
<td>Bad relation with the circus crowd</td>
<td>Walk</td>
</tr>
<tr>
<td>With no value</td>
<td>Bad relation with coworkers in the circus</td>
<td>Jump</td>
</tr>
</tbody>
</table>

AFTER meeting the manager of the butterfly circus

<table>
<thead>
<tr>
<th>I AM</th>
<th>I HAVE</th>
<th>I CAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Values, beliefs, culture)</td>
<td>Good relationship with the owner of the butterfly circus</td>
<td>Work</td>
</tr>
<tr>
<td>Talented</td>
<td>Good relationship with the circus crowd</td>
<td></td>
</tr>
<tr>
<td>Loved</td>
<td>Good relationship with fans</td>
<td></td>
</tr>
<tr>
<td>skilled</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Life Skills participant sharing her world of person: I am, I have, I can
SESSION FOUR

My desires and goals

Session Objectives

• Define needs, desires and goals of young people.
• Help young people to set their personal goals that they feel will lead them to real happiness.
• Identify specific things/challenges that obstruct young people from attaining their goals.
• Identify life skills that young people need to achieve their set goals.
• Help youths to reflect on real life experience they had gone through as a mean of self-awareness.

ACTIVITY ONE - Understanding The Heart’s Desires and the Person’s Goals

Material needed: Soft music

Procedure:

1- Start with the journey scenario

Ask the participants to close their eyes and relax their hands, arms and feet. Tell them that you want to take them into journey. Your neck and shoulders are relaxed. There is no strain anywhere. Your eyes are closed and you are seeing yourself on the road of your life.

On the road there are many people you know, your friends and your family. You come to a junction and realize that you are in the next year. Think. What do you look like? What are you doing? Who are your friends at that time? Who are you with? Are you in school? Are you working? Are you healthy? Have you changed any of your behavior? Are you happy?" Say to the participants, “You are now walking again on the road and now you are five years older.”

Keep on repeating such questions extending the time period for each question. You may add, “Are you married? What is your spouse like? Where do you live? What are you doing? How is your health? Have you changed in any way?”

Say, “You are walking again and now you are 10 years older and you have two children what are they like? Where do you live? What are you doing? Are you and your family healthy and happy? How do you feel?”

Quietly soften your voice. After a minute or so ask the participants to open their eyes and relax. Do not say anything for a minute or two.

2- Ask the participants if any of them is willing to share his/her dreams? /What is your most pressing desire now?

• Is it easy to realize that dream/desire? If no, why not?

Here, starting with the individual and opening out to the group, we identify the major storms (challenges) in society, which are swaying young people off balance today.

3-Discuss with the participants the following:

• What do you have to do now, in order to realize your dream?

• Ask fellow participants to advise the volunteer regarding what to do to realize his/her dream.

Do this for at least five participants, while noting down the said challenges and probable means to overcome them (these will yield the appropriate link to life skills addressed by the manual.)

4- Tell participants that:

• When facing the reality, I realize that I have a lot of needs or desires (from Latin de sidus = about the stars) yearning to be fulfilled - the desire for beauty, love, truth, justice and happiness.

• Looking at the human experience I recognize that every human being has the same infinite fundamental desires.

• Those desires are traditionally called ‘the heart’. In most cultures the heart is considered as the center of humanity.

• The truest expression of human needs and desires originate from the heart, hence a very important human instrument.

ACTIVITY TWO - The River Of Life

Materials needed: Flip chart, markers, life skills notebook, pencils and rubbers

Procedure:

1- Ask participants to form pairs. Ask them to discuss the memories of the happy times and the difficult times in their lives.

2- Ask the participants to draw their “River of Life”.

The River of Life begins when the participant is born. When there is a happy event the river flows upwards, when something bad happens it flows downwards. When an event is neither happy nor sad, the river flows in a straight horizontal line.

Encourage the participants to remember as far back as they can and write or draw the events. The events could be marriages, deaths, entering school, meeting your best friend, learning how to cycle, going on a trip for the first time, or anything else that is felt as important.

3- Encourage each participant to then imagine some happy events in the next five years and then 10 years from now and draw it using a different marker.

4- Each participant then shares their River of Life with the rest of the group. If the participant has had many traumatic events in life and does not wish to share with a partner or the rest of the group, his/her wishes must be respected.
5- Discuss with participants the following:
   • What did you feel when you shared your life with another person? Was it helpful?
   • Why or why not?
   • Did your friends have lifelines different from yours?
   • Do you think the events you have mentioned are likely to happen in the future?
   • What do you need to do now if you want them to happen in the future?

6- Be aware that this is a sensitive activity. Ensure that individual participants are supported during and after this activity. Life is characterized by ups and downs and young people need to be helped to understand that it is only normal. The low points do not have to override one’s life.

Through relationships, activities and spirituality, one can move from the down moments to the higher grounds of one’s journey of life.

7- Conclude that through relationships, activities and spirituality, one can move from the down moments to the higher grounds of one’s journey of life.
### Session Objectives

- To help adolescents and youths create valuable and meaningful relationships for positive growth/authentic maturity.
- To help young people recognize the value of maintaining reasonable mutual relationships especially with parents, relatives and peers/friends.

### Activity One - Relationship Map

**Materials needed:** Life skills notebook, pencils

**Procedure:**

1. Discuss with the group that they are going to talk about all the relationships they have at the moment. Some of these relationships are very close while others are not.
2. Ask her/him to draw or write on their life skills notebook their name in the middle of the chart. They will now draw circles around their name or picture depicting all the people they have a relationship with and have regular communication. These could be friends, family or a community member.
3. Once all the circles have been drawn, ask all participants to draw a single line with a cross for a broken relationship, one line if their relationship is not very close (based on conflict), two lines for a fair/causal relationship and three lines for the closest relationship. Three lines are drawn for someone with whom they would like to be with the most.
4. On the lines ask participants to write what they talk about with this person. These are known as Relationship Maps. This is an excellent exercise that not only introduces the activity to the participants, but also gives an excellent insight to the facilitator for later sessions or counseling. The facilitator may understand which relationships mean a lot to the child and which ones need to be strengthened.
5- Initiate a discussion on special relationships, and tell the participants that in the next session they will be exploring relationships with their families, peers and special boyfriend or girlfriend and if older husband or wife.

6- Explain that special relationships can be between two people of the same or opposite sex. For the moment, do not discuss the relationships that have only one or two lines. Tell the group that these will be discussed later (See session on conflict.)

**ACTIVITY TWO - Circle Of Friends**

**Materials needed:** Life skills notebook, pencils

**Procedure:**

1- Ask the participants to think about all the friends that they have and write down 5 names of people that they consider as their good friends.

2- Ask the participants to choose one that they consider a very good friend of the five. Discuss if it was a hard or easy exercise.

3- Ask the participants what criteria they used to choose the five and later on the one very good friend. Are there some participants who have difficulties in choosing only one very good one out of the five? Discuss why this is hard as opposed to those who find it easy.

4- Brainstorm the qualities that make one a good friend as opposed to a bad friend. Responses may look like the following.

**GOOD FRIEND**

- Is ready to be there for you at any time of your life
- Is open and trust worthy
- Is reliable
- Helps you when you have problems
- Gives you good advice
- Never leaves you when you are in trouble
- Helps you and encourages you to work hard for a great future
- Does not waste your time
- Does not deceive you to do bad things
- Cares about your feelings
- Shares with you the little he/she has
- Makes you happy
- Loves you no matter what
- Expresses disappointment in you assertively and guides you to be better

**BAD FRIEND**

- Not available especially at bad times
- Not open
- Not reliable
- Does not share in your problems
- Gives you bad advice
- Leaves you when you are in trouble
- Does not help you
- Wastes your time
- Leads you astray
- Doesn’t care about your feelings
- Doesn’t share his/her feelings
- Makes you unhappy
- Pretends to love you during your best times
- Does not express his/her disappointment - talks behind your back

**ACTIVITY THREE - True Love**

**Materials needed:** Flip chart, markers

**Procedure:**

1- Ask the participants to brainstorm on the different types of love that exist between different kinds of people. Possible answers may look like the following: different writers indicate different types of love and sub divide these. However for this session we will focus on the four broad kinds of love as below and specifically discuss eros and how it is confused with lust.

**A. STORGE - AFFECTION**

Affection (storge) is **fondness through familiarity, especially between family members** or people who have otherwise found themselves together by chance. It is described as the most natural, emotive, and widely diffused of loves: natural in that it is present without coercion; emotive because it is the result of fondness due to familiarity; and most widely diffused because it pays the least attention to those characteristics deemed “valuable” or worthy of love and, as a result, is able to transcend most discriminating factors. Ironically, its strength is also what makes it vulnerable.

**B. PHILIA - FRIENDSHIP**

Philia is the love between friends. Friendship is the strong bond existing between people who share common interest or activity. Friendship is exceedingly profound because it is freely chosen. Few people in modern society appreciate true friendship because few of them have experienced it.

**C. EROS - ROMANCE**

Eros is love in the sense of ‘being in love’ or ‘loving’ someone. This is distinct from sexuality, which Lewis calls Venus (In the lay terms lust or fantasy). It is Venus that desires the sexual aspect of a relationship, while Eros longs for the emotional connection with the other person.

**D. AGAPE - UNCONDITIONAL LOVE**

Agape is the love that brings forth caring regardless of the circumstance. It is the greatest of loves, and can be seen through Christian virtue. It is sacrificial love. It is the love that God has for his people.

2- Remind the participants that we shall focus more on the Eros-romance kind of love that is often confused with Venus (lust or sometimes labeled fantasy).
3- Ask the participants to share experiences on romantic love and try to identify if that love was true or not. Look at the table below to differentiate true love from fantasy.

<table>
<thead>
<tr>
<th>LOVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Builds gradually between two people</td>
</tr>
<tr>
<td>Drawn to the whole person</td>
</tr>
<tr>
<td>Based on understanding</td>
</tr>
<tr>
<td>Makes one happy and better</td>
</tr>
<tr>
<td>It is faithful, peaceful, safe, hopeful and confident</td>
</tr>
<tr>
<td>It says, “we can be patient, we have our whole life ahead of us. We will last forever; we can wait, nothing can ruin us”</td>
</tr>
<tr>
<td>True love makes people feel proud of each other and eager to introduce each other to family and friends</td>
</tr>
<tr>
<td>In true love, physical touch is mild, slow, natural, and honest, considerate and respectful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FANTASY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes one think they are in love at first sight</td>
</tr>
<tr>
<td>Attracted to only a few aspects of a person</td>
</tr>
<tr>
<td>Love cannot be explained</td>
</tr>
<tr>
<td>Can result in behavior that is forceful in order to satisfy oneself</td>
</tr>
<tr>
<td>Can be unstable, unfaithful, jealous and fearful</td>
</tr>
<tr>
<td>It says, “we only have tonight”, “Let’s get married!”</td>
</tr>
<tr>
<td>Fantasy usually makes someone feel embarrassed about the relationship and keep it a secret</td>
</tr>
<tr>
<td>In fantasy, physical touch is for its own sake and nothing else</td>
</tr>
</tbody>
</table>

4- Finish the activity by saying that we have been looking at the different types of friends, the good and bad and we also looked at love; the different types of love. We also realized that TRUE love has specific characteristics as seen above.

5- Remind the participants that TRUE LOVE WAITS. The first step to love is being friendly and then falling in love, discovering that we are loved as much as we love. BUT at this point we can express love using small aspects, words and actions which however should only be limited or controlled. True love makes use of the time before marriage to study and better understand our partners to decide whether this is the person you want to spend the rest of your life with. True love therefore will not involve sexual intercourse before marriage.

6- Encourage the participants to ask different questions about sex and love and answer them to clear their doubts. Be well prepared for the questions in order to give a specific and sufficient answer.
3- Make participants think about this exercise by asking these questions:

• Did the participants follow the instructions?
• When someone did something different from what you were doing, what did you do? Cooperate, argue, join in, or persuade?
• Did anyone have an argument? What was it like and what did you feel?

ACTIVITY THREE - Conflict Ladder

Materials needed: Picture of a conflict ladder

Procedure

1- Discuss with the group that disagreements are a part of everyday life. Sometimes the disagreements become conflict situations and people can get very angry. Give the following or similar scenario:

You have told a secret to a friend and found out that it has been told to others. After finding out, you go to the friend to talk about it but the situation gets out of control.

2- Brainstorm with the group how one would react in such a situation. You should be able to identify four levels:

**LEVEL FOUR**
Very angry, shouting, absolutely no control and can get violent.

**LEVEL THREE**
Quite angry, arguing and tone is loud. May use sarcastic language.

**LEVEL TWO**
Disagree, are able to talk but in an upset tone, explain what you feel.

**LEVEL ONE**
Angry but do not say anything, but body language says it.

3- Ask a pair of participants to volunteer and give them a minute or two to do a role-play. They must show all four levels. Note that as the volunteers walk up the ladder, so does the conflict escalate.

4- Discuss all the levels:
• How did the body language and the speech change?
• If Level One is conflict, then how does not talking, pouting also create problems?
• At what point do you think you had a chance for a positive resolution?
• When did things get out of control? How did you feel?

5- Ask participants to reflect on their own experiences. Which levels have they seen more? Do they know how to resolve a conflict?

6- Refer to the Relationship Map and decide one way by which a conflict may be resolved with those marked by a single or double line.

ACTIVITY FOUR - Different Perspectives, This And That

Materials needed: Flip chart, markers, dilemma picture, LCD projector, laptop, Crocodile Movie (To be downloaded on the following link: https://www.youtube.com/watch?v=JMJXvsCLu6s)

Procedure:

1- Introduce the activity by saying that conflict often arises because we see a situation in different ways. Each one believes that his or her perspective is right. Disagreement arises sometimes because we cannot agree on a solution that takes into account each other’s opinion and at times even when we see that the point of view of the other person is better, we still refuse to accept to change our point of view in front of the other person.

Note that what is critical is to accept the others’ point of view as theirs even if you do not agree, to respect it and still love the other persons’ and not to always try to change the other persons point of view.

2- Explain that we will do three different exercises to think about the perspective that we could have.

**Exercise A - Half OF Seven**

Draw number Seven on the board or the flipchart, ask participants to tell you what is the half of Seven.

Most of the answers will be 3.5. Few answers will be different. Even if the participants answered differently, do not tell them the right answer before showing them Dilemma photo.

The secret of the half of SEVEN isn’t mathematic but it is about thinking outside the book and in a creative way. It is simple: cut the Seven into two parts as showed in the below picture.

Show the participants this secret:

**Exercise B - Dilemma Picture**

Pass the picture of the Point of view Dilemma. Each person is given a minute to see the picture but no one must comment. Do not offer any suggestions. After the picture has been passed around, ask the group of persons about what they saw.

Some will say a young lady, others an older one and some may have seen both. Pass the picture to the one who has seen them both and ask him or her to explain. If the other participants have not seen either the young or the old lady, ask if they can see them now.
Discuss with participants the following:
- How many saw both images?
- Was it difficult to see the other picture even after being shown?
- Was it difficult to explain to others what you easily saw?
- Ask the participants to reflect on their own lives.
- Has anyone experienced this problem and tried to explain what had happened, without having anyone listening?

Exercise C - Crocodile Movie
Show the crocodile short movie to the participants
Ask participants what they concluded from the movie?
Make it clear to the participants that:
- We should not insist on convincing others with our points of view even if we are sure about the true picture, it may lead to anger of death if the other person is insisting on his point of view.
- The first ox died when it was convincing its friend that the thing in the river is not a wood but a crocodile. So, the other ox that saw its friend dying has undoubtedly learned from what happened that it should not do the same.
- We should not hurt ourselves in order to convince the others
- Never be that sure that all what we see is right. Be assertive but not stubborn.

ACTIVITY FIVE - Responses To Conflict
Materials needed: Flip chart, markers
Procedure:
1- Tell the group that there are many ways to resolve disagreements. Most people use one way more than others. Sometimes it may work and sometimes it may not.
2- Ask the group to list some of the ways a conflict can be resolved, by giving some situations that they might face.
3- After the participants have listed these different ways, discuss this list below and point out the similarities or the differences. The list may look like this:

* **Withdraw temporarily:** For example, B is so angry that A withdraws.
* **Compromise:** For example, A wants the same dress that B wants. A decides to let go of it this time and buys something else.
* **One person forces another to agree:** For example, B insists that her/his solution is correct. A agrees.
* **Discuss and find alternatives:** For example: A and B search for what to do. A wants the same dress that B wants. They try to look at other shops with same design, come again next week, ordered one more.
* **Negotiate win-win:** For example: creative thinking to solve problems. A wants the same dress B wants. Both decide to buy something else.
* **Say nothing:** For example, B is upset but A refuses to respond.
* **Do whatever you want:** For example, B does what he or she wants.
* **Discuss whether some solutions are better than others and why**
* **Lose-Lose:** So much disagreement or violence, no one wins, because no one can even sit and discuss.
* **Win-Lose:** One forces the decision or one accepts it without caring about the other, or one does not talk about the problem. Problem is resolved but one person is not happy. These are generally conventional ways of resolving conflict.
* **Win-win:** A creative new solution is found in which both feel happy.
4- Discuss that some steps can be followed to make sure we reach a solution that is acceptable to both. Remind the group that good communication and the skills they have already learned help in solving problems and conflicts.

A simple three-step approach is:

STOP  
Check out the situation. Are emotions high? Have you stated your position clearly using 'I' words? Do you know all the facts? Do you understand the other's point of view?

THINK  

ACT  
Try it out, and then try again if it does not work the first time.

5- Try role plays with the participants by giving them situation to be thought about. Some are presented here after.

6- After each situation, think with them about:
   • What was difficult to resolve?
   • Which solution would you try?
   • After each role play, invite comments from the rest of the group.

Some problem statements for trial:
   • A friend goes to see a movie and lies to his or her parents. You tell the truth. The parents find out and want to know what has happened;
   • Your best friend has found a new friend to be with. You are ignored and feel hurt;
   • Your friend insists that you stole his pen;
   • Your parents ask you to help at home when your brother who was supposed to do the task is playing;
   • You lend some money/book to a friend, but the friend does not return it;
   • Your friend invites you to go out, cancels and then asks someone else without telling you;
   • A young person teases someone who has a squint or is from a certain caste;
   • A friend teases a girl whom you know, and you do not like it;
   • A husband beats his wife whenever she does not obey him.

ACTIVITY SIX - A Case Study

Materials needed: None

1- Read the case study together and discuss how Nour can negotiate her way out of child labor. Use the skills already learnt in the past modules. Reflect what life skills Nour can use to deal with her situation.

Nour is a ten-year-old child. She dropped out of school because her parents could not pay school fees, buy books, and uniforms. She looks after her neighbor's three children aged 2, 6, 7 and 8 years. The two elder children go to school while the young one stays at home with her all day. Nour's monthly wage is paid to her father. Nour wants to go back to school but she does not know how to bring this up with her father who is convinced that the family can only survive when Nour works.

2- Ask the participants to share on what life skills do they encourage Nour to use to deal with her situation?

Some possible responses could be:
   • Nour talks to her father assertively about her interest and they work out a way of helping the family survive in another way without necessarily relying only on her since she is still a child;
   • Nour approaches a good friend of her father and tells him to speak to her father on her behalf so that she can return to school;
   • Nour speaks to the family where she works about her interest in going to school and possibly working part time if this can be agreeable.

3- Discuss with participants the following:
   • What was difficult to resolve?
   • Which solution would you try?
SESSION SEVEN
Understanding feelings

SESSION OBJECTIVES
• To help young people learn and manage their emotions as a step to maturity and harmonious living.
• To help young people learn more about emotions, how they are differently expressed in order to live peacefully with others despite the emotional differences.
• To help participants gain sensitivity to hurting feelings and begin taking care of how they affect themselves and other people.

ACTIVITY ONE - Pass The Feeling

Materials needed: Word cards with emotions/feelings, bag and music

Procedure:
1- The facilitator prepares cards with names of feelings such as joy, shyness, loneliness, sad, scared, funny, confused, excited, angry, happy, and curious adding any other feeling and puts them in a bag.

2- The participants sit in a circle and “pass the parcel of feelings” while the music plays. When the music stops, the child who has the parcel picks up a card from the bag and acts out the emotion described. No words are to be used. The rest of the groups have to guess the feeling expressed.

3- List out the feelings in the “feelings parcel” and add if participants suggest anything more. Keep the list on the wall and refer to it in different sessions when feelings need to be expressed. In some cases, the feelings move into natural groups such as happy, angry and scared. Move the cards so that they fall into these groups.

4- Ask participants questions to let them think more about this activity.
• Was it difficult to express certain emotions? Why?
• How did they feel when they did not use words?
• Did the youth guessing have any difficulty identifying the emotion?
• Do different people express the same emotion in different ways?
• Do girls and boys express them differently? Why?
• When did you last feel joy/sadness/any other emotion?
A participant may, if he or she wishes, describe the situations that gave rise to the feelings that occurred.

5- Ask participants to recall how they were helped and with whom they shared their feelings.

6- Remember to end the session on a happy note; participants can recall when they laughed most recently or expressed joy.
Below some examples of some emotions on faces:

Sternness  Indignation  Anger  Rage
Disl dancers  Aversion  Disgust  Revulsion
Concern  Anxiety  Fear  Terror
Satisfaction  Amusement  Joy  Laughter
Dejection  Melancholy  Sadness  Grief
Alertness  Wonder  Surprise  Shock

ACTIVITY TWO - Mix And Match Feelings

Materials needed: Feeling and body statements cards in 4 to 5 copies

Procedure:
1. Introduce the activity by reminding the group that feelings are also expressed non-verbally, through ‘body language.’ Understanding how our body reacts to feelings helps us think about the feeling and express it the way we choose.
2. The facilitator says a simple sentence in three different ways and each time asks participants to guess what emotion is being expressed.

NOTE: According to the above statements, you can replace the idea of the “Principal” to “Dad or Grandfather” respect to the type of participants group you have.

3. Divide participants into groups of three or four. You should have at least four or five groups.
4. Give each group five “feeling statements” and ask them to place them in front of the group on the floor or on a table, depending on where they are sitting. The following feeling statements may be used:
   - When I am angry
   - When I am very sad
   - When I am happy
   - When I feel scared
   - When I feel nervous

<table>
<thead>
<tr>
<th>SITUATION A</th>
<th>“I was asked to go to the Principal’s office.”</th>
<th>Say it with excitement as if it is an honor and you expect to get some good news. Ask the group what sort of feeling or emotion you are expressing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITUATION B</td>
<td>“I was asked to go to the Principal’s office.”</td>
<td>Say it as if you were fed up of going there, so you are bored. Ask the group what sort of feeling or emotion you are expressing.</td>
</tr>
<tr>
<td>SITUATION C</td>
<td>“I was asked to go to the Principal’s office.”</td>
<td>Say it as if you were irritated and angry, as if it was an unfair event taking place. Ask the group what sort of feeling or emotion you are expressing.</td>
</tr>
</tbody>
</table>
5. Give each group one set of body statements that describe these feelings. The groups have to match the body statement with the feeling. Once they have completed one set, they move onto the next set and then the next. Give out one set at a time. When the groups finish, each will have a grid like this:

<table>
<thead>
<tr>
<th>FEELING STATEMENT</th>
<th>SET ONE</th>
<th>SET TWO</th>
<th>SET THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I am angry</td>
<td>I feel tension in my neck and shoulders</td>
<td>My breathing becomes shallow and quick</td>
<td>My head is About to burst</td>
</tr>
<tr>
<td>When I am very sad</td>
<td>I feel empty inside.</td>
<td>My heart feels heavy</td>
<td>I feel very tired.</td>
</tr>
<tr>
<td>When I am happy</td>
<td>I feel light, like I am flying in the air.</td>
<td>I want to smile.</td>
<td>I have butterflies in my stomach</td>
</tr>
<tr>
<td>When I feel scared and/or</td>
<td>My knees feel weak.</td>
<td>My heart beats fast.</td>
<td>My stomach feels sick.</td>
</tr>
<tr>
<td>When I feel nervous</td>
<td>My stomach is upset.</td>
<td>I cannot sit still.</td>
<td>I have a headache.</td>
</tr>
</tbody>
</table>

6. If there are differences in how the groups match the body statements with the feeling statements, let them discuss why they did so. It is possible that some people react to emotions differently. The facilitator can adapt and change any of these statements as required.

7. Brainstorm with the group the different non-verbal ways the body responds such as posture, tone of voice, speech rate, breathing, facial expression and gestures. In each list some examples:

<table>
<thead>
<tr>
<th>POSTURE</th>
<th>BREATHING</th>
<th>FACIAL EXPRESSION</th>
<th>GESTURES</th>
<th>TONE OF VOICE</th>
<th>SPEECH RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chest thrown out, head and shoulders bowed, leaning on one side</td>
<td>Long sigh, fast breathing</td>
<td>Smile, knit brows, raised eyebrows, lips pinched together, looking with half closed eyes, flared nostrils</td>
<td>Fist raised, finger tapping on table, arms on waist</td>
<td>High pitched, shaking, harsh, rough</td>
<td>Fast and jerky, slow and careful, hesitant</td>
</tr>
</tbody>
</table>

8. Add others to the list.

9. Ask a volunteer to pick any two bodily expressions and ask the group to guess the feeling. You should get different answers. Lead a discussion on how the same body movement is interpreted differently. Take two more volunteers to illustrate the point.

10. Discuss how we may express one emotion verbally but our body language expresses something different, which may confuse the observer. Young people get themselves into risky situations when this ‘mismatch’ between verbal and non-verbal behavior occurs, and ‘mixed’ messages are sent.

11. Finish the activity by asking the below questions:

   • Ask the group how they express their feelings such as happiness, fear, nervousness, anger and sadness. Discuss the differences in their answers.

   • What other emotions do they feel in their bodies that have not been expressed by these statements?

   • Do they feel overwhelmed by emotions sometimes?

   • What do they do when they feel so?

   • Would others know what they are feeling in their body?

**ACTIVITY THREE - Blow Up The Balloon**

**Materials needed:** Balloons

**Procedure:**

1. Discuss with participants that we tend to keep many feelings that hurt locked away inside us. When the accumulated load of hurts become too much to manage, they burst out like a pressure cooker. By then we have no control over them. But if we are more aware of our feelings, we can express them in ways that are safe and do not harm others or us. We do not allow them to build up.

2. Take a balloon and blow it up, asking the participants to imagine the balloons as some of the feelings they have. They have not been expressed and they are getting bigger and bigger inside their hearts. Some of the feelings are those of sadness, anger or fear.

3. Ask participants what would happen if you continued to blow up the balloon (it would burst). Say, you were upset but now you are angry (blow up the balloon more), now you are really mad (blow more), you feel like hitting someone or something and shouting (blow up more, the balloon may burst).
4- Now, blow up another balloon. Tell the participants to imagine a situation where one of them was upset with her/his friend because s/he did not come yesterday as promised and made you wait for hours. The next day you talked to your friend about how upset you were and felt better.

The facilitator should symbolize this by not blowing the balloon any further, but letting it stay the size it was. As you talk more and more with your friend, you realize that s/he had to rush to the hospital because his/her younger sister had hurt herself badly. The anger goes away. So the facilitator lets the air out of the balloon slowly.

The facilitator can use an example for sadness or fear as well.

5- Ask the participants to close their eyes and imagine the balloon. This is their balloon. It is filled with feelings of sadness, intense anger and fear. These feelings are getting bigger and bigger. But then you find someone to talk to, or you tell yourself you are good.

Take a deep breath. Relax. The balloon starts getting smaller because air is slowly going out of it. You relax and talk, you feel good. All the feelings that hurt are becoming smaller. Eventually they become so small that the balloon becomes limp and is blown away by the wind. Feel the balloon blowing away. Feel light as if a weight has been lifted. Relax and open your eyes. You are feeling so much better.

6- Read to the participants Samar`s story and tell them to imagine the balloon getting bigger each time Samar is feeling mad and then going smaller when she is feeling relaxed.

Samar was a young girl of fourteen-year-old who lived with her mother, father, one brother and two sisters in a small tent in a very crowded slum in the city of Bekaa, Lebanon. Her brother was the oldest, and she was the second child in the family. Her father ran a small teashop. Every morning she had to be up early to fetch the water from the common tap.

One morning she got up a little late. Her mother shouted at her, “You lazy girl! By the time you go, the water supply will stop. Cannot you be more responsible?” Samar got up and quickly washed her face, Her father said, “Have some tea and go, or you will feel tired and won’t be able to carry the water.” She had some tea and rushed off carrying the water container.

A few older women were waiting in the line. Samar did not like them because they were often rude. One of them said, “Look at her who will help her?” Another said, “She thinks she is very clever. How about your mother?” Her clothes were not as clean as theirs. She felt useless. She went home quite sad.

Her teacher yelled at her, “You are punished. Go and stand outside the class. You are careless.” Her friend said as she got up, “Do not worry. In the recess, we will have our break together. I will wait for you.” As they sat down to eat, two girls sat next to them and started pointing and laughing at Samar because she looks different. Samar felt very sad. What were they saying about her? Was she ugly? Her clothes were not as clean as theirs. She felt useless. She went home quite sad.

At home she found that her favorite aunt had come to visit. She worked in the nearby office and had studied up to S.2 (education level) she was happy to see Samar and said, “I have great plans for you. You are an intelligent, hard-working girl. You must finish your school.” Samar felt very happy and thought, “Yes! I will pass in all my subjects and I can then be what I want. Her little sister came up to her and said, “Play with me, I like to play with you.” The neighbor came and said, “Please take my water container.”

7- Ask the group to recall all the positive qualities, or ask them to state one by one which positive quality they liked for themselves.

8- Discuss with participants the following:

• What sorts of balloons do you have, full ones ready to burst or soft ones?
• Can negative feelings go away if you want them to?
• How do you help yourself, how can others help you?

ACTIVITY FOUR - Think Feel Do

Material needed: None

Procedure:

1- Introduce the activity by saying that many events take place in life that each of us respond to differently. Also, the same person responds to a similar situation differently at different times.

2- Remind the group of earlier sessions on self-esteem, that if you feel you can do it, you will be able to do so. Remind the group also of making wise decisions, and that when they are very sad or upset or angry they cannot think clearly and might behave in a way that is unsafe.

3- Talk to the group about how we “think” with our head and “feel” with our heart. Ask them to imagine a situation where someone insults them. How would they react in the first instance: with the heart (feeling) or with the head (thinking)?

Generally, our first reactions are our feelings reactions. If we know what we are feeling (and the earlier sessions explored this), then we can think more clearly about what to do.

4- Explain to the group that we may have many feelings but we do not act on all of them. That is, all feelings do not lead to some kind of action or behavior. Note again here that feelings are not bad. It is how we express them or respond to our feelings that are critical.

5- Divide the group into three or four groups and give each a problem. Below are some suggestions:

- Some girls are making fun of me and calling me names;
- Our football team has lost the match. We cannot play in the finals;
- My mother is sick, and the health worker says she needs a lot of care

Each group will have to describe what would happen if the feeling was negative:

• What would be the thoughts?
• What would be the behavior?

Participants can also discuss what would happen in the same situation if the feeling were positive:

• What would be the thoughts?
• What would be the behavior?
Below an example for two different problematic situations:

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>FEELING</th>
<th>THOUGHTS</th>
<th>BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I have failed</td>
<td>Negative</td>
<td>Feel like crying I am not good, I am not clever</td>
<td>I drop out of school</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td>I work hard, I need to get some help so this does not happen the next time</td>
<td>I try again</td>
</tr>
</tbody>
</table>

b) I moved from my home to another city because of war

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>FEELING</th>
<th>THOUGHTS</th>
<th>BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Negative</td>
<td>Feel like crying am not okay</td>
<td>I will not go out the house</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td>I feel save and excited to know new people and neighbors</td>
<td>I will try to find new friends and start a new life</td>
</tr>
</tbody>
</table>

7- Ask participants to discuss what they have learned from this. What was more difficult? Why?
8- Ask participants to observe their friends and family and notice:
- Who is able to feel positive and react in a manner where they have more control?
- Who seem to have negative feelings, and what do they do?
- How do you feel when you have good feelings about yourself, and how do you feel when you have bad feelings?
- Do you behave differently?
- Which do you prefer?

SESSION EIGHT
Feelings that hurt

SESSION OBJECTIVES
- To help participants gain sensitivity to hurting feelings as anger and sadness and begin taking care of how they affect themselves and other people.
- To establish the best possible mean for overcoming feelings as anger and sadness.

ACTIVITY ONE - Managing Anger
Material needed: None

Procedure:
1- Explain that all anger is not bad. For example, anger can be helpful when some injustice is being done and we want to counter it, or when it pushes us to do better because we failed the first time, or when it energizes us in an emergency situation to get things done. Anger is bad when it gets out of control.

2- Ask this second group of people to share the techniques they use to manage their anger.

3- The facilitator may ask participants to present a real or imaginary anger-provoking situation, or can provide one her/himself. This will then set the ground to make a list of ways to manage anger in a productive manner.

The list to manage anger may look like this:

- Avoid the situation; (Especially if it is a trigger point, such as a bully or policeman threatening you. Some youths are faced with situations where they have little control, so it is best to avoid the situation); Count from 1 to 10 before responding, to calm down;
- Talk to a friend before it becomes too late to handle the anger;
- Repeat to yourself "I will not get mad, yes I can do it, I can control myself";
- Be assertive;
- Go for a walk, listen to music, run or do a vigorous exercise;
- Do not forget to congratulate yourself if you succeed.

4- End the session through a guided meditation.
Close your eyes – Relax – Feel the body loosen; your shoulders, legs, arms and neck – Take a deep breath and do it again – Now feel your anger – it is a wave. Sometimes it is a big wave and sometimes it is a small wave – Feel the hurt and say to yourself you no longer want to feel the hurt - Make your anger very small and let it go away in the distance – Now feel inside you – You feel very calm – You can handle anything. You can control your anger – Slowly now open your eyes. When you open tell yourself that you can do it and that you will do it.

5- Finish the activity by asking participants the following:
- Ask the participants how they felt and what they have learned. How do they normally behave? What can they do to control their normal anger response? What do their friends do? Who can help?
- Discuss the most appropriate reaction.
ACTIVITY TWO - Managing Sadness

Material needed: None

Procedure:

1- For this activity you can ask for some personal experiences. However as indicated earlier, you need a co facilitator who is an experienced counselor and can handle any emotional outbreaks or reflections that may arise.

2- Remind the group that if they wish to remain silent, their feelings will be respected. If a youth is still grieving, it is advisable for them to have individual sessions with a counselor.

3- Ask the group what causes a little sadness and what causes serious sadness. Ask if feelings of sadness change over time. Ask them what they think happens when a person dies. Where do they go? Accept all answers. Say that everyone feels happy and sad in his or her life. Happiness and sadness live side by side. Remind the group that they can express their feelings in many ways. Many participants will bring up the subject of death and dying since most of the participants have been through war.

4- Discuss how sadness can be expressed inside us (without anyone else knowing what you are experiencing) and outwardly in our behavior.

5- Explain that if a river is flowing and we block it, it may find another course. In this same way, if we feel very sad but do not express it and block it, it may come out in different ways. After participants have stated what may happen, list the ways sadness may be expressed:

- Depressed;
- Lack of appetite;
- Bedwetting;
- Stop looking after one's physical needs;
- Disturbed sleep;
- Headache or stomachache;
- Bullying and getting angry;
- Intense fear;
- Poor performance at school;
- Stealing;
- Hitting someone.

6- Ask participants how they would help a friend who is feeling sad. The list could look like this:

- Hold the person's hand while s/he cries;
- Talk about it;
- Bring some food the friend likes and coax her/him to eat;
- Just sit silently beside the friend;
- Go for a walk with the friend;
- Do some chores together.

If the friend had lost a loved one, you could also

- Look at the happy thoughts album together;
- Think of the happy times you had together with the loved one;
- Think of all the things that the loved one would want you to do.

7- Ask participants to relax and close their eyes. Do not rush.

**Breathe in and out** – **Feel inside and think of your feeling as a wave which comes and goes** – **You are standing on the shore, watching the waves come and go** – **But you only watch, you do not enter the water** – **The feelings come and go** – **You watch peacefully** – **You watch the big waves and you watch the little waves** – **Let go of your feelings bit by bit** – **Just watch them** – **As you watch, you feel strong, you feel you will be fine. A small ray of light comes in** – **It gets brighter and brighter** – **Think of all the happy times you had** – **Feel the happiness** – **Hold on to it** – **Feel what a special person you are** – **Tell yourself you will be the best person and you are good** – **You feel strong** – **You are at peace** – **You feel you can help others** – **Feel the strength** – **When you wake up, you will feel at peace and you will feel strong**. Say nothing for a few minutes. Thank the youths for coming.

The facilitator must be prepared for any help that participants will need including help of a professional counselor.

Also note that the proposed relaxation activity above is only meant to lighten the mood in the room. It will not erase any trauma but will make your room shift better to another activity as you prepare to work with any specific young people that may require some additional help.

ACTIVITY THREE - Fear Not

Materials needed: None

Procedure:

1- Start by saying that all of us have fears. Fears also change with time and age. For example, a young child may be afraid of thunder but could lose that fear as s/he grows up. Ask participants to share what they fear. They can talk about it or they can draw something they are afraid of now or were afraid of once.

2- Ask participants to share their drawings and realize that there may be common fears. If there are any imaginary fears, the facilitator must make a distinction between real fears like an accident or a fall and a fear like a ghost.

3- Ask some of the participants to describe what they felt when they were really scared. Some of these may be:

- Heart pounding;
- Palms sweating;
- Legs feel stiff or tingle or weak;
- Breath is short and quick;
- Feel some heaviness in the stomach.

4- Discuss how they can help themselves and their friends when they are scared.

- Go to a person you can trust and who will comfort you.
- Hold on to something that comforts you like a toy or blanket.
- Take deep breaths.
- Talk to a friend.
- Hold a friend's hand.

5- Assure the group that there is nothing wrong with feeling fear; even a soldier in the battlefield feels fear. The advantage of recognizing our fear is that we learn to control it. In that case fear helps us instead of harming us. For example, it is fear that makes us run from danger and can save our lives.

6- Discuss with participants the following:

- How can participants help themselves be less scared. Who can help them?
- How can fear affect our risky behavior? What decisions can we make for ourselves to reduce our fear? How can we help our friends?
SESSION OBJECTIVE
• To help participants recognize stress and stressful events and how it can affect them.
• To define resilience and identify factors that make participants resilient.

ACTIVITY ONE - Managing Stress

Materials needed: Flip chart, markers

Procedure:

1- Ask participants what is stress for them, take all their answers and try to expose the definition below.

In our daily lives we experience stress. A little stress helps us to be better at the things we do such as meeting new people or going to see a manager when we have problems at work; however too much stress can prevent us from going on with our daily activities.

Stress is a feeling from inside that occurs when a person is faced with a situation or problem that he/she perceives as having no means or resources to solve. In other words, there is a gap between the stressful event and resources available to the person to deal with the stressful event. Stress has a practical element and an emotional element. For example, someone who has lost a job may be concerned about what to eat, how to pay the rent (practical) and at the same time they might feel angry or depressed (emotional).

There are 2 different levels of stress:

**PRIMARY STRESSOR**
It is the initial disturbing experience or event (e.g. death of a parent, being sexually abused).

**SECONDARY STRESSORS**
They are experienced as a result of the primary stress (e.g. dropping out of school after the death of a parent).

Each of these elements has both a practical and emotional concern. Another example may be a case of sexual abuse, where the rape itself is the primary stressor but secondary stressors may include related injuries, harassment by police, shame, and loss of virginity, potential pregnancy, fear and depression.

2- Ask young people to share if they can remember a stressful event in their life. What was the main event that happened? What happened as a result of this main event? What was your reaction?

Some examples of primary stress with secondary stressors in the table below:

<table>
<thead>
<tr>
<th>PRIMARY STRESSORS</th>
<th>SECONDARY STRESSORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moving house</td>
<td>-Packing</td>
</tr>
<tr>
<td></td>
<td>-the pressure of moving quickly because new tenants are coming</td>
</tr>
<tr>
<td></td>
<td>-Stuff broken or lost</td>
</tr>
<tr>
<td>Getting married</td>
<td>-preparations</td>
</tr>
<tr>
<td></td>
<td>-fighting with mother and other relatives or close friends over cake and dress</td>
</tr>
<tr>
<td>Death in the family or</td>
<td>-funeral arrangements</td>
</tr>
<tr>
<td>a friend</td>
<td>-taking over the care of sister’s children</td>
</tr>
<tr>
<td></td>
<td>-disputes about sharing property and belongings</td>
</tr>
<tr>
<td>Going for a job interview</td>
<td>-being late</td>
</tr>
<tr>
<td></td>
<td>-worried about whether you are dressed properly</td>
</tr>
<tr>
<td>Starting a new job</td>
<td>-learning a lot of new things all at once</td>
</tr>
<tr>
<td></td>
<td>-getting to know new people and worried about making the right impression</td>
</tr>
<tr>
<td>Losing a job</td>
<td>-worrying about food and other needs</td>
</tr>
<tr>
<td></td>
<td>-paying bills</td>
</tr>
</tbody>
</table>
COPING WITH EMOTIONS

ASSESSMENT QUESTIONS

YES (1)  NO (0)

1. Do you feel tired all the time or have trouble sleeping?
2. Do you have a hard time relaxing or feel unable to relax?
3. Do you forget things all the time?
4. Are you frequently angry and tired at the end of the day?
5. Do you argue all the time, even about minor things?
6. Do you never find time for yourself?
7. Do you no longer want to socialize with others?
8. Do you lack patience and feel others are always wrong?
9. Do people often tell you that you seem tense or upset?
10. Do you always feel under pressure?

Total score

2- Help participants calculate their results:

- If your total score is 7 and above (you have 7 yes), you are very stressed and need to see a professional counselor;
- If your total score is between 5 and 7, you are relatively stressed and need to do something to reduce the stress;
- If your total score is between 3 and 5, you have certain stressors but these do not disturb your overall performance;
- If your total score is between 0-2, you do not need to worry about your stress level. You probably have different ways of dealing with stress.

3- Note that failure to cope with or manage stress can lead to the following changes in youths:

- Loss of control and self-confidence and a feeling of helplessness.
- Some of it may even show as physical illness which can affect the overall wellbeing of young people.

4- Brainstorm the kinds of coping mechanisms that young people can think of. Ask them, what do they do to cope with stress?

Note that one can cope negatively (e.g. through drug or substance abuse) or positively (e.g. through exercise and good nutrition, joining a support group etc).

Possible responses:

- Prevention and Planning: Respond to situations before they happen through life skills like decision-making, problem solving and daily activities which build confidence and self-esteem (e.g. cooking, doing laundry, being involved in daily decision-making in the home, etc.).
- Understanding the Situation and Consequences: Help young people to get well informed about the situation and how it is likely to end. (E.g. if a child is living with a terminally ill parent, it is better to discuss the possibility of death so that child may not get shocked when death occurs).
- Inclusion in the Process: Encourage young people to be involved in the process (if moving, in helping to pack and finding a new school; in the death of a parent in helping to care for the parent to the level to which he/she feels comfortable; if parents are having another baby, allow older child to help feed the baby and tell them about it before the baby is born).
- Problem Solving: Encourage young people to come up with solutions to their problems (this should be age appropriate).
- Good Exercise, Rest and Nutrition: Eat a balanced meal and find time to play, rest and take care of yourself.
- Emotional Support and Counseling: Encourage young people to get emotional support by motivating them to talk to a counselor about the problem.

While it is very important to teach and help young people to cope with stress, it is also very important to help them build resilience.

Resilience is the emotional/inner strength that one possesses and enables one to cope with difficult circumstances. Young people can also have resilience.

COPING WITH EMOTIONS
COPING WITH EMOTIONS

ACTIVITY THREE - Learning About Resilience

Materials needed: Rubber bands

Procedure:
1- Take a rubber band and stretch it as far as possible.
2- Ask: What happens when you stretch the rubber band?
   Possible Answers: It can change its shape and adapt to being stretched.
3- Ask: What happens when you let it go?
   Possible Answers: It snaps back. It may also change in terms of color and elasticity depending on how far it was stretched.
4- Ask: What happens if you stretch it too far?
   Possible Answers: It snaps.
5- Ask: How does this relate to resilience?
   Possible Answers:
6- Explain:
   The dictionary defines resilience as:
   • The power to return to the original form after being bent or stretched.
   • The ability to recover readily from illness, depression, adversity.
   When we use the term resilience in psychology, it means:
   • The ability to recover quickly from severe events, especially if there is a supportive environment.
   • This does not mean that after being "stretched" by an adverse event, there are no effects. The individual experiences all the reactions to stress that we spoke about but they are able to quickly adapt and solve the problem or adapt to the new situation.
   • Just as the elastic band snaps when it is stretched too far, it’s important to remember that nobody is infinitely resilient. Without proper support and with a too long exposure to adverse situations, even the most resilient person can “snap”.
   • Good news about resilience, it can be built and cultivated in almost anybody.

7- Explain to the participants what makes a young person resilient;

Refer to the world of a person in module two, “I have, I can, I am”, and also look at the following suggestions:

• A close and secure relationship with a caregiver: A resilient young person usually has a positive relationship with his caregiver. He feels safe and secure and enjoys his relationship with his caregiver.

• A close relationship with the remaining family members: A resilient young person is usually close to other family members if he loses his parent or primary caregiver. He feels close to his family and knows his place.

• Education: A resilient young person continues his education even after difficult situations or loss.

• Close links to his or her community: A resilient person usually has strong links to his community. He/she is involved with neighbors and community activities and knows where he/she fits in.

emotions. Resilient young people are able to understand their own emotions and can express them in words and actions (e.g. able to say “I am angry” or “What you are doing irritates me”).

• A good personal memory: A resilient person can usually recall positive relationships, moments of kindness, and role models (for example teachers, parents) as well personal achievements of the past.

• A sense of belonging: Resilient young people know where they belong. They are grounded at home, in the community, in an organization, and they have a sense of their own culture. They are able to look for and find emotional support from other people. They are self-confident and also confident of the support of peers and caregivers. This support may change from time to time; it may not be provided by the same person over an extended period of time but may change.

• Interest in others: A resilient young person feels the need to help others, she has the feeling for the needs of others and is able to help.

• A value and belief system: Resilient young people know what is right and what is wrong. They have a sense of justice. They have a strong spiritual belief system that may include faith in any kind of transcendent being (one God, several Gods, the power of ancestors etc.). Some young people will develop some sort of political or cultural ideology. Or may identify with certain cultural, political or religious leaders.

• Creativity, innovation and curiosity: resilient young people are curious and eager to learn. They are creative and use their imagination. They are able to use the existing materials and opportunities in their environment to ensure their survival. Resilient young people are able to imagine a future that gives them a goal to work towards.

• Self-confidence: Resilient young people have a sense of humor and are confident of their own abilities and resources.

ACTIVITY FOUR - Knowing More About Resilience

Material needed: LCD Projector, laptop, movie “Song Song and Little Cat” movie.
(To be downloaded on the following link: https://www.youtube.com/watch?v=xvNtGvEvPeo)

Procedure
1- Prepare the atmosphere to watch the short movie “Song Song and Little Cat”, prepare the LCD and the speaker make sure that all participants are relaxed in order for them to focus.

2- Divide them into two groups: the first group will focus on Song Song and the second group will focus on Little Cat.

3- Show the movie.

4- After watching the movie, tell the participants to share in group the characteristics of each character.

5- Ask each group representative to share the world of person of Song Song and Little Cat before and after the traumatic event.
6- Make sure that all participants have seen the resilience’s development of each character.

After the traumatic event (parents’ separation), Song Song had a gap in her needs (her parents gave her no attention, mother was not caring for her) – she expressed that by rebelling, crying, refusing the situation (broke her toys, played on the piano aggressively…) – she didn’t receive any positive response from her mother who should have supported her and helped her to overcome this issue– so eventually she was not able to develop herself and build relations. All these factors led her to be with no resilience; that is usually raised by the positive present of the above factors.

Yet after she met with Little cat and since she is an emotional girl, she had a nice feeling towards her and this feeling gave her back hope in life - she started to see things in a better positive way - came back to life - started singing in a nice way - she has Little Cat before and after the traumatic event: she will to continue and accept the reality and be resilient towards it.

After the traumatic event (death of caregiver “Grandpa”), and despite Song Song’s previous bad situation, her needs in terms of love, care, and belonging were fulfilled by her grandpa and though she lacked that fulfillment after his death, still she expressed in a positive way by being strong; she didn’t give up. She received negative responses from her new boss, but since she has good values, she turned it into something positive as she cared for good relations with her friends and Song Song. She has a well developed person’s world being self-confident and making good relationships with others.

Little Cat is a strong girl and she built resilience; instead of being down she maintained her world of positive person and she gained new good relationships that made her overcome the death of her grandfather, the traumatic event in a positive way.
SESSION TEN

Learning to be assertive

SESSION OBJECTIVES
• To help young people reflect on the importance of assertive behavior as opposed to the two extremes of passive and aggressive behavior.
• To help young people communicate more assertively and therefore make better relationships for better personal growth.

ACTIVITY ONE - Passive? Aggressive? Assertive?

Material needed: Flip chart, markers

Procedure:
1- Ask participants in plenary if they have ever heard the word, passive, aggressive and assertive. If yes, what do they mean and how different they are.

Responses could be:

2- Ask participants to pay attention as you role-play some behaviors. They have to help you come up with a list of similar behavior. If there are girls in the group, you may get a lot of passive examples. Help them to define aggressive behavior. Many participants do not know about assertive behavior. The facilitator can ask them to observe the role play and then make a list of the assertive behavior.

A) The facilitator says, “Can I go to My friend’s Birthday Party?” in a very passive manner, looking down, shuffling the feet, and in a low tone. Ask the participants to list what they saw and add to the
PASSIVE, AGGRESSIVE & ASSERTIVE BEHAVIOR

The list may look like this:
- Low tone
- Giggle
- Hesitant voice
- Hiding the face in the hands
- Fidget
- Pout or sulk, do not talk to anyone
- Pretend you didn’t hear
- Forget you had to do something; and/or
- Fall ill

Tell the participants that this is passive behavior. Explain that when you act like this, you do not make your own decisions; you wait for someone to make them for you.

1) Repeat the same questions: “Can I go to the movie” in an aggressive way. Ask the participants to list what they saw in the way it was said and the action. List what they say.

Next ask them to think of a time when they or their friend had to do something they did not like and their reaction was confrontational. Let them narrate the experience and try to imitate using both verbal and non-verbal actions how they reacted.

Ask them to explain why they reacted in such a manner. Is it their usual reaction? Was it caused by a historical problem? Were they stressed?

The second list may look like this:
- Shouting
- Frowning
- Speaking ill of someone or insulting them
- Talking behind their back
- Shaking their fingers and pointing
- Complaining about the other person—does not understand, never lets me do it
- Saying 'I will show you next time
- Physically showing force or pushing

Inform the participants that what they saw was an aggressive behavior. Explain that in such behavior, you do not think or care about what the other person feels. This is because you do not think it is important.

C) Suggest that the participants now try to say ‘What time is it?’ by looking straight up, with shoulders back, confident voice and face. The effect will be quite dramatically different. Ask the group what they felt about the change in tone and body language. Remind the participants that it is important to have the right tone. Ask the participants to help you to complete a list of what assertive behavior may look like. It is quite possible that the participants do not know this because they have not thought of assertive behavior as an alternative

- Stand firm
- Have a clear voice
- Speak confidently but not rudely
- Look up
- Body language must be controlled not challenging
- Listen to the other person
- Reply respectfully but firmly
- Begin with “I” statements

ACTIVITY TWO - I And You: Using “I Feel” Statements

Material needed: None

Procedure:

1) Explain to participants that assertive statements have three parts
   - I feel (not “you are”)
   - When or because...
   - What I would like is (not “why don’t you” or “you must do”)

For example:
“I feel upset when you call me names and what I would like is for you to call me by my own name.”
“T feel worried whenever you come back late home, What would make me feel better is if you could come back earlier.”
“I feel scared and worried when you suggest that we over charge the customers, what I would like is that we maintain a specific rate for all.”

This must be said in the assertive manner discussed earlier.

2) Ask participants to think of scenarios where they have to respond assertively to specific situations and ask them to act out how they would respond assertively.

Examples can include:
Abdalliah finds 5,000 LB on the ground and Malak insists they should keep quiet and just buy something to eat at the Market instead of reporting the issue to a teacher.

You have lost a friend’s wrist watch you had borrowed and now you are asked to explain what happened in an assertive way.

A man, father of 2 children, just shouts at his big son using bad words whenever he’s angry. You are his son, in which way should you express discomfort about this situation?

Variation – act this out also using aggressive and passive styles to see the difference in impact.

3) Tell the participants that a new behavior always takes time to learn and may feel strange. Suggest that they could try their newly learned assertive behavior in simple, positive situations before trying them out in situations where you have to express unhappy or upset feelings.

For example:
“I was happy when …you remembered me on my birthday.”
“With more confidence, you could try “I feel upset when you …take my books without asking. I would like you to ask me next time you want one of my books.”
“Later, with even more confidence, you could try, “I feel scared and angry when you come home drunk. I would like you to talk to me about it when you are sober so we can together try to stop this alcoholism.”

4) Ask the participants how they feel about learning this new skill.
   - Do they know anyone, such as a friend, another adult, or someone they admire, who uses these skills?
ACTIVITY THREE - Saying “No” And Meaning It

1- Start with a discussion on why it is important to just say NO sometimes. Ask participants to memo-
riz.e certain situations where they had to say NO but said Yes, or I will Try, or Maybe AND they still regret
having not said NO from the start.

2- Discuss how this could have made them feel – when they eventually had to say NO after a series of
Yes, Maybe, I will see, Somehow, ok… among others.

Responses may include:
I felt bad, embarrassed, scared, worried, confused,
Below are two examples where some people even now in adulthood still regret the time they said yes
instead of no

Salam : I once jokingly said yes to my friend’s invitation to attend his friend’s birthday party, while I knew
that in this party something bad could happen (Drugs, Drunk people…). I attended the party while I was
totally not happy but I already said yes to my friend and I wouldn’t be able to run away. So I faced a lot of
drunk people bothering me, and drugs everywhere. I was sure that I won’t be able to do something like
that. Suddenly policemen entered the party and arrested some of people attending it, and everyone in the
party went to the police station for investigation. In spite of not getting in contact with those people and
not smoking or taking drugs, I have put myself in a very bad situation in front of my family and friends. I
should have rejected the invitation from the beginning.

Ahmad: While in my Secondary 3 first term holiday, my uncle asked me to choose one of the two daughters
of his friend as a wife and my father insisted because in our tradition we should get married early. I did not
really want to have a wife while in Secondary 3 in Hama high school but out of respect for my uncle I chose
one of them. By second term holiday she was already pregnant. When I returned in third term holiday I was
forced to stay home and start farming to get food and money in preparation for my child who was nearly
born. I sincerely regret this decision because I was never able to complete school. I dropped out and I still
feel unhappy about that decision.

3- Discuss some examples of risky situations in which participants can find themselves in where it is
important to say NO:
• Stealing;
• Cheating on an exam; Trick a customer;
• Taking drugs;
• Going out with a stranger or an adult you know but do not feel comfortable with;
• Keeping stolen goods;
• Keeping quiet after picking someone’s lost item;
• Being persuaded to inflate certain accountabilities;
• Lending someone you do not trust your items like money, a watch, a dress etc.

4- Explain that in these situations it is best to say “no” firmly and if necessary, leave the place. Make a
circle and tell the group to practice saying no. Each person must use the appropriate voice, body language
and expression and say “no” assertively. The group should repeat the exercise several times. Participants
have a great time doing this and as they practice a few times, they become more confident of themselves
and of being able to say “no”. Remind them how they started and how they are saying “no” now.

5- Ask participants how they felt saying “no”:
• Was it difficult? Why?
• Are they or anyone they know used to saying “no”?
• What was the reaction to their saying “no”?
• Did it help them? Why and why not?

6- Remind the group that “no” is used only in risky situations and not in every situation. Remind the
group that they have learned how to make assertive responses and how to say No. Note that sometimes
you can say “NO” and add something else (another word (s) and or action) e.g.:
• Saying “No” or “I do not want to do that,” plus walking away if necessary for example:
• Delaying: Let me think about it, I will tell you later what I want to do, I do not have time today.
• Negotiate or make alternative suggestions such as “Let us go here instead or “We can do this as
well.” The attempt here is to make a win/win situation from a negative one.

7- Explain to participants that young people can intend to be passive or aggressive, depending on many
factors. By now, the true behavior of each trainee should be clear to you. Your task will be to help those
on the negative end to turn and cross over to becoming assertive by conduct. The effects of each of
these behavioral categories need to be internalized by the participant.
### SESSION ELEVEN

**How we communicate**

#### SESSION OBJECTIVES
- To understand what communication is and how it can be both verbal and non-verbal.
- To understand what constitutes a communication pathway.
- To learn more about the barriers that affect communication and how to overcome it and about listening attentively.

#### ACTIVITY ONE - Pass The Message

**Materials needed:** None

**Procedure:**
1. Ask all participants to line up in a straight line; then choose one word and instruct all participants that you will pass on one word or sentence to the first participant as quietly as possible (whisper in the ear of the first participant in the line) without repeating.
2. Then go ahead and quietly tell the word to the first participant in the line and ask them to tell their neighbor the exact word until all participants have told their neighbor the exact word until all participants have told their neighbor the word and the last person has been told.
3. Ask the last and first person what word was communicated and compare them.
4. Discuss the difference in the word at the beginning of the line and at the end.
5. Ask participants what could have happened along the communication path.
6. Discuss the reasons why the word could have changed along the communication path.
7. Explain that communication is a process of sending and receiving messages either verbally or non-verbally between people. It implies the presence of two people/parties: one talking and another listening.

Look at the following communication path to show the components of a communication flow.

![Communication Flow Diagram](chart.png)

**BARRIERS TO EFFECTIVE COMMUNICATION**

- Communication skills
- Attitudes
- Knowledge
- Culture

- Written & Verbal
  - Eg. Face to Face conversations, telephone calls, text messages, e-mail, internet, radio and TV, written letters, brochures

**SOURCE**
- Encodes
  - Communication skills
  - Attitudes
  - Knowledge
  - Culture

**MESSAGE**
- Decodes
  - Communication skills
  - Attitudes
  - Knowledge
  - Culture

**CHANNEL**

**RECEIVER**
Young people understand that communicating well and clearly is important if one is to clearly understand. Help the youths identify some of the barriers that have affected their own communication and how they can deal with them.

8. What constitutes the barriers to communicating effectively? Some of the responses will look like this:

- Judging – imposing your values on others (often it occupies you) makes you too busy appraising their appearance, tone of their voice, or the words they use e.g. criticizing, name calling, diagnosing, praising to manipulate a person.
- Sending solutions – interrupting before one completes e.g. ordering, threatening, moralizing, excessive in appropriate questioning, finishing sentences for the speaker.
- Avoiding the other’s concerns – (not dealing with the fears and concerns) e.g. advising, diverting, logical argument, reassuring.
- Language used which could be inappropriate or completely not understood.
- Demonstration of roles, like holding an upper position.
- Look down over the person to whom you are communicating.
- Not showing interest in the person to whom you are communicating.
- Mismatch between the nonverbal and verbal expressions (Refer to module 5).
- Use of jargons that are difficult to understand.
- Information overload.
- Poor listening: at times we just don’t listen, but only hear.
- Being judgmental.
- Tone of voice; sometimes a very harsh tone detracts one from listening to the actual issues as it creates a bias.
- Environment where the communication is being done.
- Being aggressive or passive (Refer to module 5).
- Time Pressures: Being in a hurry can grossly affect communication since information may be partially given, i.e., not completely transferred. Thus sufficient time should be given for effective communication.
- Distraction/Noise: Communication is also affected a lot by noise to distractions.
- Physical distractions are also there such as, poor lighting, uncomfortable sitting, unhygienic.
- Emotions: Emotional state at a particular point of time also affects communication. If the receiver feels that communicator is angry he interprets that the information being sent is very bad; while he takes it differently if the communicator is happy and jovial (in that case the message is interpreted to be good and interesting).

**ACTIVITY TWO - Silent Communication**

**Materials needed:** Cards with Names of objects, such as a (bird, television, car, birthday cake or eye shadow)

**Procedure:**
1. Divide participants into groups of three to four participants.
2. Tell participants that each group will have a chance to perform among others groups.
3. Show one member of the group the name of an object, such as a bird, television, car, birthday cake or eye shadow.
4. Now, that member must try to describe the object to their group using gestures and without speaking. It will require participants to use their creativity and effective communication skills to help their team members guess correctly.
5. Tell the rest of the participants that they must watch the first group to help them guess the correct answer if they had a hard time guessing.
6. After the first group has played, pass to the other group.
7. Ask participants the following:
   - Was it hard to guess what your friend is trying to say without speaking?
   - What helped you to guess the answer?
   - What techniques did you use to find the answer?

**SESSION TWELVE**

**Effective Communication**

**SESSION OBJECTIVES**
- To understand more about communication skills.
- To assess level of communication.
- To learn how to communicate effectively through understanding the qualities of a good listener and the skills needed for communication.

**ACTIVITY ONE - How Well Do I Communicate?**

**Materials needed:** Copies of the communication skills self-assessment questions, pens

**Procedure:**
1. Give each participants a copy of the communication skills self-assessment questions.
2. Read out the following questions and ask them to self-score themselves as honestly as possible.
3. Ask them to add their total score in each column to all the other column totals to find a total score.
4. Interpret as follows:
   - Total score = 30 - 38 - You are an aggressive communicator – (not a very popular type of communicator)
   - Total score = 19 - 29 - You are good at communicating
   - Total score = 12 - 18 - You are not good at communicating
5. Help each individual to look at each specific question and their score to understand what their weak points are so to develop working points to better their communication skills.

<table>
<thead>
<tr>
<th>COMMUNICATION SKILLS SELF ASSESSMENT QUESTIONS IN A PERSONAL LEVEL</th>
<th>A YES</th>
<th>B Sometimes</th>
<th>C Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you often feel that you cannot find the right words to express yourself?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Do other people often misunderstand you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do you feel frustrated when others don’t understand you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do you often try to explain when others don’t understand you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Do you often try to stay away from socializing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Do you try not to talk to others during social occasions?</td>
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<td></td>
</tr>
<tr>
<td>7</td>
<td>Do you like to be alone most of the time?</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Do you feel it’s difficult to make yourself understood?</td>
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<tr>
<td>9</td>
<td>Do you feel it’s very difficult to speak up in front of many people?</td>
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<tr>
<td>10</td>
<td>Are you often considered weird, unsocial or something similar?</td>
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<tr>
<td>11</td>
<td>Do you try to be as quiet as you can in public?</td>
<td></td>
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</tr>
</tbody>
</table>

**TOTAL**
ACTIVITY TWO - Communication Skills

Materials needed: Communication skills assessment, pens

Procedure:

1. Distribute the communication skills assessment

2. Interpret as follows and discuss how to be helped with each of the communication aspects that you may have.

<table>
<thead>
<tr>
<th>COMMUNICATION CHECK QUESTIONS</th>
<th>A NEVER TRUE</th>
<th>B SOME-TIMES</th>
<th>C OFTEN</th>
<th>D ALWAYS TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I do not interrupt others as they talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. My voice is appropriately pitched (not too loud, not too soft)</td>
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<tr>
<td>3. I do not dominate the conversation (giving others a chance to speak)</td>
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<tr>
<td>4. I talk an equal amount compared to others</td>
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<tr>
<td>5. I look people in the face</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I do not criticize (put down others)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. When listening I show my reaction to the speaker</td>
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<td></td>
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<tr>
<td>8. I express what I feel not only what I think</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>9. I face the speaker and avoid crossing my arms or turning away from her/him</td>
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<td></td>
<td></td>
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<tr>
<td>10. I ask or encourage others to speak</td>
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<td></td>
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</tr>
<tr>
<td>11. I respond to the speaker, showing interest</td>
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<td></td>
<td></td>
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<tr>
<td>12. I do not interrupt others to make my point</td>
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<td></td>
<td></td>
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<tr>
<td>13. I pay attention to the speaker the entire time she/he is talking</td>
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<tr>
<td>14. I ask questions to show interest in what the speaker is saying</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15. I evaluate what a speaker says and how he/she says it rather than judging the speaker him/herself</td>
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</tbody>
</table>

Total

2. Interpret as follows and discuss how to be helped with each of the communication aspects that you may have.

15-27 points - Poor Communication
28-39 points - Fair Communication
40-47 points - Good Communication
48 - 60 points - Excellent Communication

ACTIVITY THREE - Being A Good Listener

Materials needed: Life skills notebook and some pencils

Procedure:

Ask participants to draw any images that represent good listening.

Do any of the pictures look like ears stretched out or eye contact maintained?

Brainstorm on the different qualities of a good listener. Responses should look like the following:

QUALITIES OF A GOOD LISTENER

DO
- Sit face to face.
- Find a quiet place where the person feels free to talk.
- Lean towards the person.
- Nod or use facial expression or gestures to encourage the person to say more or to let them know you understand.
- Share eye contact (appropriate amount).
- Notice the person’s body posture.
- Notice the facial expression.
- Look for what is not said as well as what is said.
- Find the real feelings behind the story and body language.
- Listen carefully and try to remember what the person says.
- Restate what has been said to show you understand.
- Ask clarifying questions to understand the person better.
- Give appropriate feedback - reassurance, suggestions, encouraging responses.
- Give undivided attention to the person.
- Concentrate on the person, not on your problems or what you want to say.
- Be patient.
- Give time to the speaker.
- Be a trustworthy person who keeps secrets.
- Be empathetic and approachable.
- Be tolerant and accept the person without judgment.
- Avoid keeping in mind bad remarks about your speaker that will influence you listening.
- Have courage to tolerate reactions or behaviour that is off-putting (there’s a reason someone behaves that way).
- Believe there is good in everybody.

DON’T
- Blame.
- Lend, or lessen what the person says.
- Give advice or solutions (listen to the solution of the speaker).
- Immediately tell your story of a similar experience.
- Lie or tell half-truths.
- Promise things that you cannot afford (you will lose trust).
- Discourage or use intimidating voice.
- Interpret what they say without clarifying it.

We usually think that we listen only with our ears, but we also listen with our eyes, mind, body, and heart. All of the above qualities of a good listener help the speaker to express their true thoughts and feelings, and this builds a good relationship.

3. Note that poor listening often means that messages are distorted, not heard or heard only partially and misinterpreted. In these situations, we cannot understand what the person is trying to say.

Non-verbal communication is as important as verbal; communication can break down or lead to problem situations if there is a mismatch between the two.

Many young people give “mixed” messages; they say one thing and their non-verbal behavior conveys a different message. This confusion can lead to misinterpretation and a license on the part of the listener to exploit the situation to his or her advantage.
SESSION OBJECTIVES

• To help young people well prepare a job interview by identifying the job needed qualifications and skills.
• To help young people recognize positive attitudes and behaviors to be adopted during a job interview.

ACTIVITY ONE - Do And Don’t During A Job Interview

Materials needed: Flipchart, markers

Procedure:

1- Start the activity by asking participants if they know what a job interview is? Did anyone go for a job interview? If yes, how was it? How did they behave? What challenges did they face? (Facilitator can take answers randomly from participants, encourage them to share their experience with others).

2- Brainstorming about the DO’s and DON’Ts in a job interview and write them on the flipchart. Answers will look like:

<table>
<thead>
<tr>
<th>DO’S</th>
<th>DON’T’S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be well prepared</td>
<td>Ignore preparing for the interview</td>
</tr>
<tr>
<td>Be on time</td>
<td>Be late</td>
</tr>
<tr>
<td>Maintain good eye contact</td>
<td>Show irresponsive body language</td>
</tr>
<tr>
<td>Talk positively</td>
<td>Talk in a negative attitude</td>
</tr>
<tr>
<td>be straight and brief</td>
<td>Talk too much</td>
</tr>
<tr>
<td>Be true</td>
<td>Tell exaggerated achievements</td>
</tr>
<tr>
<td>Be neat and well dressed</td>
<td>Ignore your outfit</td>
</tr>
</tbody>
</table>

ACTIVITY TWO - A Case Study

Materials needed: LCD projector, laptop, Jihan & Salma video (To be downloaded on the following link: https://youtu.be/LnszC65J_BQ)

Procedure:

1- Play the video and let the participants watch it attentively.
2- After the video ends, ask them if they like to modify (add/remove) what they previously wrote on the flipchart in the DOs and DONTs.
3- Does Body language play a role in a job interview?
4- Ask participants to tell what approach will they follow in the future? Would they have acted the
### OBJECTIVES
- Understand that each person has a unique pattern of behavior that adapts to different situations.
- Learn that determining the risk in any situation is the key to safe behavior.
- Understand that young people can choose and are responsible for their behavior in any situation.
- Help young people think through and make decisions carefully.
- Understand that the decisions they make can have many effects on themselves as well as on others.
- Identify why problems occur and what steps can be taken to solve them.
- Learn to choose the most appropriate situation by analyzing possible consequences.
- Changing behavior is difficult but possible.
- Understand how young people unknowingly convince themselves not to change.
- Understand that young people are the only ones who can take control of their lives and be responsible for them.

### SESSION
- **FOURTEEN**
  - What influences our decisions?
  - Brainstorming what influences our decisions
  - Testing the water
  - Taking Risks
  - Choosing Behavior

- **FIFTEEN**
  - How to make decisions that keep us safe or bring us the best positives?
  - Three Cs in decision-making
  - Case Studies
  - Making Ripples

- **SIXTEEN**
  - Solving Problems, Changing behaviors
  - What should I do?
  - Problems and solutions
  - The “5 WHYs”
  - Excuses, Excuses

### ACTIVITIES
- Critical thinking, Self awareness, Creative thinking and Decision-making
- Critical thinking, Self awareness, Creative thinking and Decision-making
- Critical thinking, Self awareness, Creative thinking and Decision-making

### LIFE SKILLS
- Critical thinking, Self awareness, Creative thinking and Decision-making
- Critical thinking, Self awareness, Creative thinking and Decision-making
- Critical thinking, Self awareness, Creative thinking and Decision-making

### SESSION OBJECTIVE
- To equip the participants with knowledge, skills, values and attitudes helpful in effective decision-making.
- To shape the abilities of young people to make more informed and safe decisions.

### ACTIVITY ONE - Brainstorming what influences our decisions

**Material needed:** None

**Procedure:**
1. Brainstorm the general reasons why/how people come to make certain decisions the way they do.
2. Ask participants to back these ideas with examples/explanations.

The answers will be as following:
- Background
- The history/past experience
- The particular situation and the way it presents itself
- One’s values
- Environmental influence
- Community/culture
- Family
- Educational/knowledge/skill level
- Peer influence
- Our character/being
- Someone else takes it for them
- Wait until someone else decides
- Do what an older person says
- Do not make any decision at all
- Think through the choices and then choose

2. Ask participants if they agree with all the answers.

### ACTIVITY TWO - Testing The Waters

**Material needed:** 4 cards on which it is written: Card 1 - “PLUNGER”, Card 2 - “WADER”, Card 3 - “TESTER”, Card 4 - “DELAYER”

**Procedure:**
1. Introduce the activity by saying that our behavior is influenced by what happens outside us as well as what happens inside us. This activity will look at what happens inside.
2. Tell the group that you will give them a situation and they should share all how would they respond to it.
**Situation 1:**

We are all going to the lake or the sea. It is very hot and you would like to get into the cool water, what each one will do?

The following is a list of the things that summarize how the group will engage with the experience of the lake/cool water:

a. Just run into the lake and dive in ("PLUNGER")

b. Walk in slowly, wetting your body bit by bit and getting used to the temperature ("WADER")

c. Just dip your toe into the water and then decide if you will go in ("TESTER")

d. Stand on the side and look around and try to figure out what to do next ("DELAYER")

**Situation 2:**

For example, you could say that you just got a piece of cake or some sweets or a chocolate that you particularly like and have been waiting for. Some will eat it fast and gulp it, some will eat bit by bit, yet another will take a small bite to check the taste and then decide to eat it, while another will keep it for some time and decide later when to eat it.

3- Ask people to move into different corners of the room according to the behavior that is most common for them. Note that this can be confusing as sometimes people can be plungers and other times, delayers or even the waders or testers depending on the situation. However ask participants to identify what their most common reaction is. As a help activity, ask participants to reflect on the different times they made decisions and find their most common/usual reaction.

4- Now put the cards up in different parts of the room with the labels “PLUNGER”, “WADER”, “TESTER” and “DELAYER.” Use appropriate translations.

5- Ask the group what is good and bad about the behavior they have selected. In the group, ask them to share when they did not respond in this manner and what the circumstances were. Are there certain situations that trigger different behavior? What is the result of the behavior; does it have a good outcome or does it create more problems?

6- Discuss with participants the following:

- How does a behavior change in different situations?
- What could be the problems if a “tester” and a “plunger,” or if two “plungers” are together?
- What are the positive and negative aspects of each person’s behavior? Can it cause conflict?
- Are your friends any of the four types discussed today? Could they be helpful to you? Say, you are a plunger but a friend is a delimiter and helps you to think through a problem.

- You, on the other hand, see danger quickly, and make sure your friend gets out of the situation quickly. When can their behavior or ‘type’ create trouble for you? An example could be if both are “plungers.” In this case, you may get into a risk situation such as stealing very quickly.

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**ACTIVITY THREE - Taking Risks**

**Material needed:** Flip chart, markers

**Procedure:**

1- Tell the group that we will be looking at some of the risky situations that we face. We encounter some risks in daily life such as when we cross a road or play a difficult game or run to catch a bus. But some risks can harm us and we can choose to reduce them.

2- Ask the group to define what they understand by risk. Make the point that some risks are more dangerous than others. Ask participants to give examples of activities that are less risky and those that are riskier.

3- Draw them into a discussion about why they or their friends may be participating in very risky activities. Ask them to list their feelings while they participate in such activities. The list could run as follows:

- They do not fully understand the consequences;
- They feel excited;
- They feel powerful, can do anything;
- They enjoy it while it lasts;
- They like to be in the group;
- They are scared.

4- List the riskiest activities that they or their friends may be involved with. The list could include those used below, and make sure to add some if they have been missed. Some of the risky activities are applicable to older groups and some to the younger ones.

- Taking help from someone you do not know
- Walking alone at night
- Drinking a lot of alcohol
- Eating dirty food by the road side without washing your hands
- Dressing inappropriately
- Going to a late night adult dance when you are so young
- Having a relationship that includes certain physical touches at a very young age
- Getting into a fight
- Having sex before marriage
- Smoking cigarettes and other harmful substances
- Stealing
- Taking money from a stranger
- Cheating in exam or at work e.g. charging a customer more
- Telling a huge lie that could have a bearing upon the way someone else is viewed and treated

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ACTIVITY FOUR - Choosing Behavior

Material needed: None

Procedure:

1- Start this with a discussion on whether or not it is possible to choose one’s own behavior. Ask participants to share whether they often choose their behavior or behave like robots. Note that robots do not choose their behavior; they simply follow orders. Are we like robots? Always following exactly as we are told?

2- Do a practical activity or demonstrate to make sure they understand. Ask five volunteers to pretend to be robots. This activity is fun. The facilitator will give commands and the robots have to do as they are told. The other persons will observe if the robots are behaving as they have been told to. Some suggestions are:

- Stand up;
- Walk slowly;
- Clap hands;
- Smile.

(Discuss what the observers noted)

3- Discuss with the group that in every activity they do, even the most routine ones, there is room to choose how to behave, even when other people like superiors, friends, bosses, adults, parents etc. direct them to behave in certain ways. Participants in reality, have more choices than they think.

4- Share with participants that making decisions is a complex process. Our values determine many of the decisions we make. Many of our values also change over time. Good decision making depends on understanding the situation well, being aware of our choices and, most importantly, seeing the consequences of our choices.

We make decisions every day on what to eat, what to wear or how to reach a place, whether to go somewhere, whether to call, what to tell someone etc. But certain things like illnesses as well as certain life decisions demand that we make difficult decisions to reduce our risk behavior. Decisions even get more complicated when it is apparent to a decision maker that there is something to gain on both sides.

These decisions can affect the outcome of our lives. This means that we not only need to understand what risk is, what’s to gain/lose but also how to make the right choices based on a great analysis so that we can be safe.

5- Be aware that youthful stage is very volatile that quite often, if not guided or formed well, many young people make terrible mistakes in life. Many indeed have confused experiences of how they were introduced to sexual intercourse, or found themselves in bad company. It is here, that their heart and reason are implored, loyally adhering to the truth of the matter at hand.

SESSION FIFTEEN

How to make decisions that keep us safe or bring us the best positives?

SESSION OBJECTIVES

- To empower young people with skills and values that are dignifying and ensure their safety
- To introduce the youth to the habit of verification of every proposal made to them so that they can make safe and informed decisions

ACTIVITY ONE - Three Cs in Decision-making

Material needed: Flip chart, markers

Procedure:

1- Begin with a story that challenges the group to think differently. Examples of such stories are below.

A. Mr. Adel and his son were traveling by motocycle. Suddenly, the car in front of them braked, and they were thrown off the motor cycle. Mr. Adel died on the spot, but his son was rushed to the nearest hospital. The doctor began the operation and looked at the boy and said,” I cannot operate on my son.” How was this possible?

Answer: the doctor was the mother. Note: that if participants had difficulties in finding the answer – it is probable that they have gender biases. Explain that when we have to solve a problem, we sometimes have to think in very different ways and many times putting aside our prejudices, experiences

B. If I have it, I don't share it. If I share it, I don't have it. What is it?

Answer: A Secret.

C. I'm tall when I'm young and I'm short when I'm old. What am I?

Answer: A candle

D. Mary’s father has 5 daughters – Nana, Nene, Nini, Nono. What is the fifth daughter’s name?

Answer: If you answered Nunu, you are wrong. It’s Mary!

E. Throw away the outside and cook the inside, then eat the outside and throw away the inside. What is it?

Answer: Corn on the cob because you throw away the husk, cook and eat the kernels, and throw away the cob.

2- Explain to the group that we will be looking at how we can make safe/positive choices.

3- Show the 3Cs on a flipchart in this way and explain that for each challenge or decision we should list all our choices and analyze for each choice its consequences. Then they should vote for the best choice.

<table>
<thead>
<tr>
<th>CHALLENGE/DECISION</th>
<th>CHOICES</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Choice # 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice # 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice # 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice # 4</td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY TWO - Case Studies

Materials needed: None

Procedure:

1- Choose one of the case studies below according to the participants' profile and read it.

CASE STUDY 1: Kinan Story
Kinan is a fourteen-year-old Syrian boy, immigrated to Lebanon. But before his immigration, he learned a lesson we all need to learn.

While Kinan's family was gathered, his father asked him to check the reservoir water. While he was checking it, he saw the enemy plane about to bombard the building. A lot happened in these seconds: he heard his father's voice screaming at him from the balcony below to jump to him, while he was thinking of coming down the stairs. At that time there were only two options.

What do you think was the choices of Kinan? (Use the 3cs)

2- Which choice would you choose?
- Continue reading letting participant discover the decision Kinan has taken.

Kinan thought that if he jumps on the balcony he could break his legs. He thought about coming down the stairs, but it was very dangerous since it will take a lot of time. So he decided to jump down and landed in his father's arms not breaking any leg, making the right decision.

CASE STUDY 2: Reem Story
Reem is my classmate. One day she remained alone in the classroom to complete her homework while the rest of the classmates went out for games. As she was moving out after she had completed her work, she saw ten thousand shillings on the floor. She picked it up and wondered what she should do with the money.

2- What should Reem do with the money? Help Reem make a safe and positive decision

3- Ask the group to suggest a challenge they face, and go through the same steps.

4- Explain that in life each one has to face one's own challenges and make decisions. Consulting someone you trust may help you in making decisions. With younger people, make a point of the need to consult a trusted adult.

5- Discuss with participants the following:
- What did you learn?
- Do you think you can apply this activity in your daily life?
- What kind of help would you need?

ACTIVITY THREE - Making Ripples

Materials needed: A picture of ripples in water in a lake or in a well for display, a bucket of water, some stones/pebbles

Procedure:

1- Throw some pebbles/stones in a bucket full of water and watch the ripple effect

2- Display pictures of ripples in water in a lake or in a well. Talk about how, if you throw a stone, the ripples spread far and wide; discuss how this has far-reaching consequences.

3- Link the example to human behavior; how does one have far-reaching effects on oneself, on others, and on future events.

4- Draw concentric circles on a flipchart to represent ripples of water.

5- Label the circles: The innermost circle should represent the behavior; the next circle stands for the behavior's effect on the nearest person, and the next circle the effect on someone a bit further away and so on. Draw as far out as you would like to go to demonstrate how far-reaching the effects can be.

Some possible examples can be:
- Parents may decide to get their daughter married while she's still at school without her consent.
- A stepmother may decide in the middle of the term to take her stepdaughter to the village to harvest some food and so she misses school.
- You get angry and shout at your mother. What is the effect on your mother?

6- Encourage participants to come up with relevant local/contextual examples especially based on experience.

7- Discuss with participants the following:
- Can we control or change the ripples we send?
- Can we change the ripples that others send?
- Have you been able to do so for anyone or for yourself?
- What ripples would you like to change in your family? With your friends? At school?
- How can you do this? Who can help you?
- Take an incident that happened at home, or at school or with your friends. Think about your ripples. Could you have changed a ripple? What would have happened if you could do it again?
SESSION SIXTEEN
Solving problems changing behaviors

SESSION OBJECTIVES
• To empower adolescents and youths with skills necessary for effective problem solving
• To engage the participants in the habit of always searching for the best alternative to resolving conflicts.
• To engage the participants in identifying winning alternatives to behavior change.
• To create young adults, capable of embracing the practice of creative thinking in front of every challenge in life.

ACTIVITY ONE- What Should I Do?
Materials needed: Bag with some objects, paper, pens

Procedure:
1- Ask participants to observe and guess what you are doing:

<table>
<thead>
<tr>
<th>ACTION</th>
<th>RESPONSE</th>
<th>COMMENT/NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick up a book and ask What is it?</td>
<td>Participants may say a Book</td>
<td>Similarity in response</td>
</tr>
<tr>
<td>Sit and pretend to type. Then ask What am I doing?</td>
<td>Participants may answer typing</td>
<td>Similarity in response</td>
</tr>
<tr>
<td>Make a fierce face, showing teeth and ask What am I?</td>
<td>Participants may answer differently e.g. a scare crow, a lion, a witch, angry etc</td>
<td>Note the variation in responses</td>
</tr>
</tbody>
</table>

2- Discuss:
- Why was there an agreement among the youths in their answer to the first and second example. It was because they could see what the object was and what was the action. They had seen the same thing and could remember.
- Why was there a difference in the last action? Because young people used their own imagination and different memories.

3- Discuss how experiences in our past influence how we make decisions. For this, ask the participants to sit in a circle.

4- Pass round a cloth bag filled with some objects. Pass by each person and ask her/him to feel from the outside (not look inside the bag) and write on a little sheet what they feel is inside the bag.

5- Give each participant a very short time, say 15 seconds, to feel the bag.
6- After everyone has finished, ask the group what was in the bag. As they tell what was in the bag, they also put up their sheets for all to see what they wrote.

7- The facilitator then shows the contents.

8- Discuss with participants that although all participants handled the same objects, were there differences in their answers about what the bag contained? Why was it so? Do our past experiences influence our decisions or the way we look at problems? Discuss the need to look at problems in many different ways.

9- Give the example below:

Hiba is married to Mazen. Mazen is continuously convincing Hiba his dear wife to drink milk, and also buy and feed their 5 little children on milk but Hiba refuses to listen. This is her story A long time ago, when Hiba was only two years old, she stole some powder milk and ate it since she was very hungry and she could not wait for an adult to come and give her. When her father found out what she had done, he beat her so terribly that she never forgot this incidence. Since that day, up to this day, when she is now forty years old, she is incapable of drinking milk or eating powder milk. She always remembers the terrible experience and trembles. She has also influenced her children not to take milk since in her mind it is always a bad memory. Unfortunately this means her children and even herself, get to miss out on the great nutrients found in milk.

10- Discuss with the group further on how past experiences influence our way of dealing with challenges or problems.

ACTIVITY TWO - Problems And Solutions
Materials needed: None

Procedure:
1- Read the story of “The elephant and the six blind men” below.

Once upon a time, there lived six blind men in a village. One day the villagers told them, “Hey, there is an elephant in the village today.” They had no idea what an elephant is. They decided, “Even though we would not be able to see it, let us go and feel it anyway.” All of them went where the elephant was. Each one of them touched a different part of the elephant.

“Hey, the elephant is a pillar,” said the first man who touched his leg. “Oh, no! It is like a rope,” said the second man who touched the tail. “Oh, no! It is like a thick branch of a tree,” said the third man who touched the trunk of the elephant. “It is like a big hand fan,” said the fourth man who touched the ear of the elephant. “It is like a huge wall,” said the fifth man who touched the belly of the elephant. “It is like a solid pipe,” said the sixth man who touched the tusk of the elephant.

They began to argue about the elephant and every one of them insisted that he was right. It looked like they were getting agitated. A wise man was passing by and he saw this. He stopped and asked them, “What is the matter?” They said, “We cannot agree to what the elephant is like.” Each one of them told what he thought the elephant was like.

The wise man calmly explained to them, “All of you are right. The reason every one of you is telling it differently is because each one of you touched a different part of the elephant. So, actually the elephant has all those features what you all said.”

“Oh!” everyone said. There was no more fight. They felt happy that they were all right.
2. Ask participants what message they have derived from the story.
   The correct answer: We must study the whole picture and not just a part of it.

3. Discuss with participants how they usually solve problems. Do they weigh it from all angles?

ACTIVITY THREE - The “5 WHYS”

Material needed: None

Procedure:
1- Explain how problems can be solved using the simple “why” question five times.

For example, I cheated during the exams. But why?
But why?
I did not study last night.
But why?
I had gone out with my friends.
But why?
There was a birthday party of my friend’s girlfriend.
But why?
My friend threw the party for his girlfriend because it was her birthday so that she could really feel great and he could not postpone the day just because of my exam so I went.
But Why?
I felt that I could not miss it for anything. It would mean letting down my friends

Example two

Why are you distancing yourself from me my friend? Because you are always shouting at me and abusing me.

But why do you say that I am always abusing you and shouting at you? I had gone out with my friends
But why?
Because last week when I borrowed your book and returned it a bit late, you shouted at me and abused me.

But why didn’t you bring back my book in time and yet we had agreed about when you would bring it back? Because, I had lent it to another friend who had asked for it.

But why did you lend out my book to your friend without even asking me? Because that friend threatened that if I didn’t lend her your book, she would stop talking to me and I did not want to lose her friendship.

2- Note that what is interesting about this series of asking “But why” as one goes deeper into the circumstances, is that what appears as a simple problem at first gradually gets complicated and reveals how social relations and values figure in our decisions. After the first “why,” one would think that the youths could try and be prepared better. But by the time we are at the third “why,” we understand that friends are creating problems for one of them. So, the appropriate response for him at this stage would be either to say “no” or persuade the friends not to do so.

3- Choose one or two participants and role-play how you get to the resolution of problems.

- Your best friend decides to miss school and asks you to do so as well.
- Your friend asks you to distract the shopkeeper so that he can steal something from his shop.
- A stranger meets you and speaks in a friendly manner. He asks you to come with him.
- You are walking on a very hot day and a stranger offers to give you a lift in his vehicle.
- You are writing an exam and a friend who has not studied asks you to help.
- Your neighbor or someone you know asks you to take a lot of money/stolen goods and keep them for him until he needs them.
- Your friend asks you to borrow another friend’s bicycle (or some other object) without telling them.

4- Review the role-play by asking the participant the following:
Was it easy to solve some problems? Which ones? Which were difficult and why? Did different people have different ways they solved problems? Were some solutions better than others? Why?

5- Be aware that the tools provided in decision-making should not be used literally. Also note that there are certain over riding issues like values and beliefs that influence certain decisions, therefore these tools are to be used as a guide to reach the best possible option and not as the literal/final solution.

ACTIVITY FOUR - Excuses-Excuses

Material needed: None

Procedure:
1- Begin by pointing out that we may know what change is required in our behavior but still do not put it into practice. It is important for us to be open to change. Inform the group that we will look at some of the excuses we make from time to time.

2- Ask the group to reflect on whether they often have used these excuses to avoid change. Read them out aloud and ask them if they have ever used them. Provided that they are comfortable, you can make this more interactive by asking the group to put their hands up if they often use these excuses.
Excuses list:

- I've tried that before;
- It is a good idea but impractical;
- They will laugh at me;
- I am not ready to do it;
- I will do it next time;
- I have seen others try it already;
- I do not have the time;
- I have never done that before;
- That is not my problem;
- You may be right but ...;
- It is too much trouble to change;
- I will think about it;
- I have not had problems so far with what I did;
- My situation is different.

3. Then have a discussion on the reasons for not acting on what we have learned or what others may have recommended. Some of these may include the following:

- It is too difficult
- It has to be gradual
- We do not want to change;
- Change is too new;
- We are too lazy;
- We still do not understand how important it is.

4. Review with participants the following:

- Did some of the excuses sound familiar?
- Do some of your friends respond like this?
- How did you feel and act when they said this?
- Have you also done the same in the past?
SESSION SEVENTEEN

My hopes, my dreams, my goals

SESSION OBJECTIVES
- Help the young people recall how hopes, dreams and desires are at the origin of their hearts and are the stimulus to growth and development as identified in module two at the start of the life skills training.
- Appreciate how young people’s own happiness depends on the level of personal responsibility.
- Help the young people set their truest goals for future growth and development.
- Engage each young person to critically analyze his/her set goals as a sure step to their life fulfillment.

ACTIVITY ONE - Whom Do I Admire?

Material needed: Flip chart, markers

Procedures:
1. Discuss with the participants the fact that we all have some people whom we admire. Some of them are admired more than others.
2. Ask them to think of one person they admire the most and would aspire to be without sharing his/her name yet. The participants must focus on the qualities of the person chosen. Help them decide by offering a number of choices including a sportsperson, a famous person in history, a public figure, someone they know or even someone in their family. The person could be alive or dead, or even someone from another country.
3. Explain that such a person is called a role model. Usually a role model is a point of reference (we need somebody to look at), one with admirable qualities like love, truth, justice, happiness, a source of growth, a continual reminder of ultimate values and of the commitment to them and importantly a person in whom I see a reflection of my truest self.
4. Discuss how a role model can help young people to lead more positive lives.
5. Give the participants a minute or so to think quietly. Then ask them to share the identity of the person selected. Remind them that they should think about the qualities that they admire and why they selected those qualities. The qualities could be personality traits of this person, or how he or she relates with family and friends. The participants select one role model and share with the group who that person is and why they admire them.
6. At the end of these presentations you may find some common models. If such a situation arises, discuss more about this common role model and look at the qualities that the model has. Write them on a flip chart. Make sure that points related to good work ethic, caring husband and father (for boys), respect and caring, helping others, a good education, a healthy lifestyle (may include not smoking, drinking excessively, fit body) are pointed out and discussed irrespective of the role model. For girls, qualities of assertiveness and achievement in role models provide examples of working through social and cultural stereotypes.
7. Give a minute or two for the participants to reflect. Tell them to use the booklet and ask them to write their role model and three to five important qualities they like about them.
8. Review this activity by asking the participants what they have learned from this session. What was useful? What did they learn from the different role models selected?
ACTIVITY TWO - I Wish, I Hope

Material needed: None

Procedures:

1- Introduce the activity by saying that we all have dreams and hopes; and tell the participants that we will be looking at them. We will look at wishes for the near future and also at hopes a bit further down the road.

2- Discuss that “I wish” is short-term because it says, “I wish I could do well in my exam next week” but “I hope” is long-term because we say, “I hope I finish my 6 month apprenticeship course”

3- Give the participants a minute to think of some wishes and hopes. They do not have to share them with the rest of the group.

4- Inform the participants that each one will be going on a journey into their life. If you can, play some soft music in the background.

Ask the participants to close their eyes and relax their hands, arms and feet. Your neck and shoulders are relaxed. There is no strain anywhere. Your eyes are closed and you are seeing yourself on the road of your life. On the road there are many people you know, your friends and your family. You come to a junction and realize that you are in the next year. Think. What do you look like? What are your clothes like? What are you doing? Who are your friends at that time? Who are you with? Are you in school? Are you working? Are you healthy? Have you changed any of your behavior? Are you happy?” Say to the participants, “You are now walking again on the road and now you are five years older.” Keep on repeating such questions extending the time period for each question. You may add, “Are you married? What is your spouse like? Where do you live? What are you doing? How is your health? Has any kind of risky behaviors affected you? Have you changed in any way?” Say, “You are walking again and now you are 10 years older and you have two children what are they like? Where do you live? What are you doing? Are you and your family healthy and happy? How do you feel?”

Quietly soften your voice. After a minute or so ask the participants to open their eyes and relax. Do not say anything for a minute or two.

5- Ask if anyone would like to share her or his wishes and dreams. Do not force anyone. Do not comment on any of the life histories.

6- Review with participants the following:

- Ask the participants if they felt it was easy to visualize their future.
- Was it easier to look at their life for the next year or for 10 years later? Were there any problems they saw?
- What would they have to do now to realize their dreams?

7- Note that at this stage of the training path with participants, much has been discussed right from the person’s self-awareness, through the challenges faced and probable solutions. Now is the time for the facilitator to help young people shape the future they need. Emphasis should be put on their truest needs, hopes, dreams and desires that correspond to their strengths and talents as identified in module 2 - Knowing Myself.
ACTIVITY FOUR - How Do I Set My Goals?

Materials needed: Color cards, pencils

Procedure:

1- Check with the group how many participants thought about their goals? What were they? Remind participants about an earlier activity on the ID - in which they wrote their expectations in life. Revisit the ID together and try to develop goals around similar areas. Remind the participants of the earlier session, of the steps in setting goals and the examples. Give the participants two differently colored cards: one color for the short-term and another color for the long-term. Give them markers and ask them to think of a short-term goal (short-term means next day or week) and long-term goals (over a month or a year).

2- Write the goal on the front of the card with one goal on each card. They should also think of problems (and solutions). On the back of the card, write today’s date and set a deadline to achieve the goals. For a long-term goal, write the sub-goals on the back of the card. Those sub-goals that have to be achieved in order to achieve the main goal.

3- Most people’s goals are greatly influenced by the people around them. So first, look around you. Think about the people in your community. Who do you admire? Who do you greatly respect? The person might be a teacher who always knows the answers to everyone’s questions. It might be a doctor who knew exactly what was making you sick a few months ago. It might be the priest or a pastor at your church, the sheikch at your mosque. It might be your own parents.

4- Encourage the participants to set up different types of goals - at least two.

Some broad headings are:
- Health goals;
- Emotional goals;
- Relationship goals;
- Education goals.

Examples of short-term goals could be:
- Health: I will give up smoking or drinking for a day/two days/a week.
- Relationship: I will meet my friend who gets me in trouble once this week instead of everyday because I want to slowly end the relationship.
- Emotional: I will control my anger when my brother annoys me, or I will practice my assertive skills once.
- Education: I will finish my homework tonight instead of trying to complete in the morning.

5- Ask the participants to share one short-term and one long-term goal with a “buddy” along with the problems and solutions on the way to completing the goal. The buddy can recommend changes if necessary. If time permits, ask the buddy to present the goals. Otherwise, ask for volunteers and discuss two or three goals. If you are going for a sample, choose a variety of goals to discuss. For example, if you already have an educational goal, ask for volunteers for a relationship goal.

6- Ask the participants what they have learned from the exercise. Discuss why it is important to have goals. (Otherwise you lead a purposeless life, moving everywhere without direction like the wind or you can get into trouble and lead a destructive life)

ACTIVITY FIVE - A “Mantra” For Trying

Material needed: None

Procedure:

1. Discuss with the participants that in spite of your best efforts, you will still face many setbacks in life. How would they handle their feelings? Remind the young people that it is important to have positive thoughts, so that they can feel good and act positively.

Positive thoughts—to positive feeling—to positive action.

2- Take any of the examples from below or create a new one.

I want to go off Alcohol, but I slipped up last night. I know I can do it (positive thought) - I feel confident—I will try again tomorrow or I will go to a counselor for help (positive action).

OR

I knew right from the start I cannot do it (negative thought) I am useless (negative feeling) – I give up (negative action).

3- Work through some more examples. Encourage the participants to contribute.

4- The participants can think of a “mantra” or a chant that they can say. A chant works because you believe in it. Encourage the participants to compose a mantra when the times are difficult. The mantra can be used by buddies to help one another. You can divide the group into two or three so that they can brainstorm. Bring them back together, and write down the mantras the participants have particularly liked. Ask them to choose one for themselves.
SESSION OBJECTIVES
• Guide the young people to revisit their respective personal goals comparing them with the fundamental ideals of life.
• Offer the participants an education that will help them affirm the set personal goals.

ACTIVITY ONE - Revisiting My Lifeline
Material needed: None
Procedure:
1- Pair the participants and encourage them to discuss each other's lifeline right from the beginning (when they were born). They should then discuss the events that they want to take place at different points in the future.

2- The participants should discuss if they want to make changes and if so, 'why.'

3- Encourage the participants to share only the changes and the “why” with the wider group. (The changes would hopefully be because of the life skills they have learned).

4- Congratulate the participants for the wonderful work they have done. Ask them to think of all the things they have learned during the program and share one of the lessons learned with the rest of the group.

ACTIVITY TWO - Booklet Distribution
Materials needed: The life skills notebook of each participant
Procedure:
1- Inform participants that the notebook they have been using will remain with them from now on.

2- Inform them that they can get back to it whether they feel that they need a push. They can revise all the written information about themselves (positive characteristics, dreams, goals, hopes, lesson learned...).

3- Ask them to keep it in a safe and clean place since it will be their reference after the life skills cycle.

4- At this stage, re-designing of goals takes place, following the truest needs of the individuals. The probable obstacles are discussed and the alternative means to be overcome. Help young people appreciate all the challenges in their environments and still see and follow up opportunities for personal growth and development.

ACTIVITY THREE - Conclusion
Material needed: Life Skills gifts and certificate
Procedure:
1- Thank all participants individually for being in the program.

2- Tell the participants to contact you at a specific time if they would like to continue meeting or want to develop a group such as a peer club.

3- Distribute to the participants simple gifts that keep them attached with the life skills concept, such as: stress ball, t-shirts, a bracelet that has keywords that reminds them of life skills advices.

4- Any exercise may be chosen, but it is important to close on a positive note.

5- Congratulations! You have successfully taken a group of adolescents or youths through the eight-module training in life skills. This, however, does not mean that you no longer interact or follow them up. Continue your relationship with these young people and encourage them to continue supporting each other and even possibly engaging in other activities as a group. Refer them to any relevant service points as needed.