



ROHINGYA ADOLESCENT LIFE-SKILLS TRAINING CURRICULUM



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ACKNOWLEDGEMENTS

The Rohingya Adolescent Life-skills Curriculum was originally developed in 2018–2019 through an extensive consultative process with Rohingya adolescents, caregivers, and community members. This initiative was led by Jannatul Ferdous Ruma, Child Protection Officer, UNICEF, and benefited from the collective expertise of partner organizations including BITA, BRAC, COAST Foundation, CODEC, DanChurchAid, Plan International, Save the Children, and World Vision Bangladesh. Their collaboration ensured that the curriculum reflected the lived experiences and immediate needs of newly arrived adolescents from Myanmar, while incorporating insights from caregivers and the wider community.

Further refinement of the curriculum took place during workshops in September and December 2021, involving education and child protection actors, as well as the Youth Working Group (YWG) in Cox's Bazar. These consultations highlighted gaps in delivery methods, monitoring, evaluation, and content, which guided the next phase of revision. The updated version also integrates lessons from pandemic-related challenges and feedback gathered from adolescents, caregivers, community gatekeepers, and relevant literature and data.

In 2022, the curriculum was adapted by Anne-Marie Akiki, Adolescent Specialist, UNICEF, with support from colleagues across Child Protection, Education, Health, Nutrition, and WASH, alongside contributions from the C4D team, the Energy and Environment Technical Working Group (EETWG), the Child Protection Sub-Sector (CPSS), and the Shelter/NFI Sector. Feedback from EETWG, Shelter Sector, YWG, CPSS, and Technical Advisor Dan Graham further strengthened the materials. The updated content was endorsed by CPSS and YWG.

The 2025 version was further revised and customised by Jannatul Ferdous Ruma, incorporating lessons learned from implementing partners who directly delivered the training package. This adaptation aims to address the current needs of adolescents and respond to the evolving camp context, with a strengthened focus on psychosocial development and practical life-skills.

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This final package references and has adapted its content from existing curricula, including:

- Bangladesh National Life-skills Curriculum for out of school adolescents,
- DanChurchAid 'Curriculum Framework'
- International Rescue Committee 'Girl Shine', 2018
- International Rescue Committee 'Supporting Adolescents and their Families in Emergencies – Curriculum for female and male caregivers', 2019
- IOM, CwC – 'MaBoinor Rosom Mother's & Sister's Ways. A Rohingya-led and designed approach to learning and consultations. Menstrual Hygiene Management Curriculum'. Cox's Bazar, Bangladesh, 2021
- Population Council 'Nutrition Education Curriculum, Adolescent Girls Empowerment Program'
- UNFPA 'Gender Equity Movement in Schools (GEMS) curriculum. Cox's Bazar, Bangladesh, 2021
- UNICEF 'Adolescent Kit for Expression and Innovation'
- UNICEF 'Me-We-Us on Social Cohesion and Resilience', 2021
- UNICEF 'Sparkling Wellbeing', 2021

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Life-skills Sessions Structure

The Rohingya Adolescent Life-skills Curriculum is a collection of structured participatory sessions and tools designed to empower Rohingya adolescent boys and girls. It addresses key issues on, health, hygiene management, child rights, child protection and safeguarding, environment awareness and disaster risk reduction using effective life-skills, while encouraging adolescent-led community engagement.

The curriculum has been designed to be implemented in a specific sequence to provide adolescents with the chance to progressively build their skills in Multipurpose Centres mainly. This curriculum can also be adapted for delivery in Adolescent Clubs and some of its sessions can be delivered as one-off awareness sessions (based on the needs of a group). Indeed, most sessions are designed so that they can be used for acute and specific interventions, depending on the context and needs.

This curriculum is only to be implemented by facilitators and peer leaders who have received comprehensive training, but only the facilitator is allowed to discuss content containing sensitive information and may cause child safeguarding concerns if not well-delivered.

Facilitation Guide

The purpose of this section is to provide guidance for facilitators on:

- How to read sessions of this curriculum
- Set up the suggested space and identify participants
- How to deal with difficult situations and disclosure of violence in a group setting or individually
- How to adopt an approach that is free of judgement, age-sensitive, gender-sensitive, and inclusive

An important consideration for partners implementing the life-skills toolkit:

- Ensure that staff delivering these modules/sessions are properly trained on the content of the Adolescent Life-skills Curriculum, child safeguarding, PSEA, child protection and communication with children and adolescents, child rights, engaging adolescents with different types of disability, health and hygiene management, environment and disaster risk reduction and other relevant trainings.
- Set support and supervision mechanisms internal to your organisation to support staff in the implementation and monitoring process.
- Set systems to maintain staff well being to avoid burn-out and overload. For example, supervisors to set weekly meetings with facilitators and bi-lateral follow-up; organisation to invest in staff wellbeing through learning opportunities for individual staff.
- Report back on quantitative and qualitative progress of each cycle.

Format of the Sessions

OBJECTIVES:

- What needs to be achieved by the end of the session.
- For facilitator to understand and guide in planning the session.

TIME:

Amount of time set for each session – on average 60 minutes.

MATERIALS:

List of materials needed for each session, to be prepared prior to the session's start and adapted according to available resources in each facility.

PROCESS AND ACTIVITIES:

Each session is divided into activities designed to be implemented in a set order. The facilitator does not need to memorise the sessions as it is but can also use their own words to reach the objective of the activity.

REVIEW OF PREVIOUS SESSION:

At the beginning of every session, facilitators are encouraged to have a brief review of the previous one to refresh the memories of participants on acquired learning points.

In italics:

A guidance on what the facilitator could say to summarise a point.

ASK:

A list of guiding and probing questions for facilitators.

Bullet-points:

A list of steps that need to be followed by the facilitator during the session.

TAKE-HOME ACTIVITY:

At the end of each session, participants are encouraged to reflect on what they learned, share with their peers, or use it in their day-to-day lives.

FACILITATOR TIP:

This section is to provide additional guidance and clarifications for facilitators as to how they can implement a specific activity.

RESOURCE:

Some sessions require additional knowledge and facilitators should go through the content prior to the sessions to be able to answer adolescents' questions. Resource information is not meant for distribution to adolescents.

If the facilitator does not feel comfortable delivering a session after reading the resources, they should seek support from a supervisor before proceeding with conducting the session.

Mode of Delivery

Frequency:

Sessions should ideally be delivered three times per week with each cohort/group of adolescents. In order for a participant to 'graduate', they need to have attended at least 80% of sessions, it is highly important for facilitators to keep track of attendance and follow-up with absentees.

Group Division

- Sessions are facilitated in separate groups of boys and girls.
- Boys and girls are divided into different age groups: 10–14 and 15–19.
- **Important Note:** Certain sessions contain indications near the title specifying the gender and age of audience members. For example: *Boys, Girls, (10–14), (15–19)*. If there are no specific indications, it means the session is appropriate for all groups regardless of their age or gender.
- The number of participants **should not exceed 20** and should be adapted to the capacity of the space assigned for activities. It should be kept in mind that the session methods require every participant to take part. If there are too many participants, it will be tough to meet the objectives.
- Number of participants also should be adapted according to health guidelines, to government and other relevant health and hygiene guidelines.
- Maintain proper hygiene and safety to avoid contamination of any communicable and infectious diseases.
- The seating arrangements should be made in such a way that **everyone has the same type of seat and can have eye contact with everybody else**. The facilitator should arrange the space before the session starts.

Spaces and Access: The sessions are intended for implementation mainly at Multipurpose centres and Adolescent Clubs. But they can be adapted with the support of management in your organisation and technical support as follows:

Here is a list of considerations to keep in mind when assessing new spaces or evaluating existing ones:

- Physical environment: basic sanitation, furniture, easy access for all adolescents
- Provide gender-segregated bathrooms if the space is mixed
- Space accessible to all people, and inclusive of disability (physical disabilities, injuries, visual or other sensory impairments, etc.).
- Presence of capacitated staff: staff of same gender as adolescents, preferably trained on basic concepts of gender-based violence, psychological first aid, child safeguarding, etc.

- Consider language used and cultural barriers: staff must be able to communicate clearly in the same language as adolescents.
- Keep a visible implementation schedule for activities in the space in a language that is understood by adolescents.
- Health and hygiene measures considered.
- If you do not have case workers in your space, avoid the delivery of sensitive sessions and content. Do not provide the Child Protection sessions if you do not have trained staff to support you in case of disclosure.

Vulnerability Criteria: The life-skills curriculum sessions are intended to reach adolescent boys and girls between the ages of 10 and 19 years. However, it is important to understand that there are groups with increased vulnerability who should be prioritised and reached through the enrolment phase to the curriculum implementation.

Vulnerable categories include, but are not limited to:¹

- 1) Very young adolescents (under 14)
- 2) Orphans; unaccompanied and separated adolescents
- 3) Adolescent heads of households
- 4) Married, widowed, engaged, or separated adolescents
- 5) Adolescent mothers
- 6) Young people with disabilities; young people living with chronic illnesses
- 7) Young survivors of all forms of abuse, exploitation, violence, and neglect
- 8) Minority linguistic, religious, and ethnic groups, including indigenous young people

Methodology: Sessions in the curriculum are designed to be transformative and experiential – the facilitator is not expected to be an expert in experiential and transformational learning, but the concepts are explained below, and the sessions are designed for facilitators to use these methods without many efforts. It is however expected from the facilitator to understand the objective of sessions and familiarise with the concepts below.

- **Transformative Learning:** The facilitator will support participants in reflecting on their personal understandings, their linkages with others, and hopes within their communities. The facilitator is not there to impose their opinion to create change, but rather help participants reflect on their ideas and assumptions, their social interactions and hopes for the future.

1 Adapted from: Compact 'IASC guidelines on working with and for Young People in Humanitarian Emergencies and Protracted Crises', 2021.

In this methodology, the facilitator is encouraged to share their experiences, when appropriate and relevant, but is not there to convince participants to adopt their own views and opinions.

- **Experiential Learning:** The facilitator will help participants relate to their life experiences and appreciate what they already know. The aim of the session is for learners to be at the centre of the session, and the facilitator to act as a guide rather than a ‘teacher’ and help move the session towards a common goal and key learning points.

The aim is to experience an activity (playing, drawing, drama, etc.), followed by a learners’ brainstorming, sharing information, and learning points – the goal is not to reach the ‘right answer’, but rather reach a consensus.

Supportive Learning Environment

As previously mentioned, transformative and experiential learning are enabled by a supportive and safe learning environment. It is important going into sessions to understand the below concepts in order to create and maintain that safe and supportive environment.

Setting Group Agreements

Group agreements are essential when delivering a session for a certain number of participants. This technique places equal responsibility on adolescents and the facilitator to agree, set, and reinforce cooperation, respect, and confidentiality. It is important to note here that the way group agreements are set is participatory rather than imposed on the group. The facilitator should avoid 'ground rules', but rather use 'group agreements' instead.

Suggested Way to Set Group Agreements

Before we begin, it is important to agree on a few points which will help us feel safe in this space and able to express ourselves freely and without judgement.

What are some of the points we can agree on to make sure this is a space where we feel comfortable and respected?

Make sure that participants mention these points:

- This is a safe space for adolescents to express themselves, and everything discussed should be kept confidential (nijor vhutore rahon/chupai rahon).
- Respect (kodor) other participants' opinions and ideas.
- Tolerance (bodras goron / shoon).
- Patience (sobor).
- There is no right or wrong answer.
- Participation (shamil thakon/oon). The simple fact of attending the session is a positive reflection on all our attitudes.
- Have fun (kushi)!

Before sensitive sessions, be sure to add these points:

- There are no obligations to disclose any personal matters.
- If you are not comfortable expressing personal matters in the group, you can come and speak to me about it after the session.

- It is also important that you feel comfortable discussing your points of view, but for certain sensitive topics, it is preferred that we avoid sharing personal experiences in a group, because we do not know what could happen to that information if it is shared. So, it is safer to talk to me directly in a safe place where everything will be confidential.

As participants are stating their points, make sure you write them down on flip chart paper, so they always remain visible to you, and you can use them in later sessions.

In case a participant discloses violence, you will need to introduce them to the case management service. Please read through the case management section of the facilitators' guide.

Positive Discipline

Facilitators are recommended to use the positive discipline method, as opposed to the punishment technique, which is more frequently or traditionally used. Indeed, while punishment is a single act, positive discipline is a four-step process that recognises and rewards appropriate behaviour.

Positive Discipline Steps

1. The appropriate behaviour is described: "Everyone quieten down now, please."
2. Clear reasons are provided: "We are going to start our session, and everyone needs to listen closely." This means that quieting down quickly will show respect for others. It is a good example of treating others as you would like them to treat you.
3. Acknowledgement is requested: "Do you see why quieting down is so important?" Or "when can we all talk without disrupting others and their opportunity to learn in the session?"
4. The correct behaviour is reinforced: eye contact, a nod, a smile, mentioning a success in front of the group (social recognition is the greatest reward). When rewards are used, they should always be immediate and small yet gratifying.

Questions and Language Tips

The life-skills approach to learning aims to help participants to critically question their assumptions, beliefs, and values, ultimately leading to a shift in the way they see themselves and the world around them. Critical to this process is the art of asking questions. Asking the right questions, at the right time, supports the deep self-reflection and critical thinking needed for individual transformation. However, asking questions that are too probing or insensitive can make participants feel vulnerable and exposed.

The session plans in this resource package include debrief questions to help facilitators guide participants towards the key learning objectives. Additional tips on how to craft reflective questions that promote critical thinking are included below.

Open-ended questions that require more than a 'yes' or 'no' answer encourage thinking beyond a position or opinion. They encourage participants to consider their own ideas, thoughts, and feelings. Open-ended questions start often with 'what', 'how', 'when', 'why', 'In your opinion.'

Example: *What are some elements to consider when taking a decision?*

Closed questions are often answered by 'yes' or 'no'. They can also provide the person multiple choices (e.g., black, or white) and can be answered in only one word or with a short, specific piece of information. Closed questions are useful when the conversation needs to be kept brief or if the question is being used to set up another activity.

Example: *Are adolescents allowed to take their own decisions?*

Indirect questions are addressed to a person/group of people without singling out their personal experiences, but rather orienting the question to people who are like them. Indirect questions use a projection technique and can seem less intimidating than direct questions. Indirect questions enable participants to speak abstractly and share experiences without feeling singled out.

Example:

- Can you think of any challenge adolescents face in your community? (indirect)
- Has anyone ever treated you unfairly because of your age? (direct)
- Have you ever treated someone unfairly because their gender? (direct)

It is encouraged to use indirect questions as well as fictitious role-plays and scenarios to put participants at ease, but it is important to gradually work towards being able to ask direct questions that require participants to reflect on their own personal feelings and experiences.

Other Tips for the Facilitator

Before the Session

- Prepare in advance: Most sessions and topics delivered to adolescents require planning, preparation of materials, arrangement of the space and familiarisation with the topic.
- You are not expected to know the session by heart, but you have to understand the key message that the activity is trying to convey to be able to successfully engage participants.
- Arrive at the space 15 minutes before the start and set it up. Lay out the materials and arrange the space so that the adolescents will be sitting in a circle that you are part of. Make sure that the setting encourages eye contact with everyone.

- During the first session, make sure you set group agreements from the start of the session. Remind participants of the agreements at the beginning of each session (as explained in the 'Group Agreements' section).
- Know your group: Some participants attending your sessions might have disabilities or learning challenges. Consider adapting the space and the materials to keep them engaged.

During the Session

- Welcome participants and exchange greetings.
- Set group agreements with participants during the first session.
- Provide all types of adolescents with opportunities and encourage them to participate and share equally.
- Observe the dynamics so that you can manage participants' discomfort and do not ignore behaviours you are uncomfortable with.
- Make sure you notice warning signs of adolescents who are at risk – and refer them to case management if needed (as explained in the 'Case Management' section).
- Do not be afraid to ask for support from a colleague in the same space if you feel that things might be getting difficult to manage. Preferably ask for the support of a social worker (if present in the same vicinity).
- Lead by example with adolescents: All rules apply to you as their equal in this session, so try to break the usual power dynamics existing between facilitators and beneficiaries, especially when they are young.
- Consider your style of delivery. Avoid preaching, lecturing, or telling adolescents what to do.
- Provide accurate information and facts when asked about something and avoid sharing your opinion. What works for you might not work for the participants or might put them in a harmful situation.
- If adolescents ask you about information you do not have or, you are unsure of, tell them that you do not know. You will try to get them the correct information in the next session.
- Talk to the group about the importance of privacy and confidentiality. Which means that participants are welcome to share examples from their community, but they should avoid sharing names and features that would indicate who they are referring to. Similarly, if participants from a community hear of an example given by another participant, they should avoid guessing who it might refer to.
- Give examples when trying to explain difficult ideas, through scenarios or role plays or by rephrasing.
- Keep your vocabulary clear and simple. Although perfectly capable of grasping new concepts, many adolescents can feel intimidated by technical language, so things need to be explained in a way that is accessible to them.

- Explain that there is no right or wrong answer. It is important to make sure that adolescents feel able to express themselves without fear of judgement.
- Have fun!

After the Session

- Do not forget to follow up or provide information to participants about services and support in the community that they may have requested or need.
- Refer participants to requested services while maintaining confidentiality when needed.
- If you did not have the relevant information requested by participants during the session, ask for support from your supervisor or a technical person.
- Remain available. Make sure adolescents know where they can find you, or how to reach you if they want to talk about topics or instances, they do not feel comfortable sharing with the rest of the group.

Inclusivity

- Some activities require physical movement, reading and/or writing which might not be inclusive of all participants (like participants with disability or learning challenges). Therefore, it is essential that you adapt the instructions to the needs of learners. For example: for low-literacy group, use drawing as an alternative technique; limited mobility, substitute physical movement with gestures that the individual is comfortable with.
- You have the flexibility to adapt according to the needs of the group. Some sessions may rely on writing, but they can easily be adapted to adopt drawing or other forms of expression adolescents are comfortable with.
- Be aware that your participants may have differing levels of literacy and education, whenever possible use materials written in languages that your participants understand. This may require translating certain materials or having an interpreter available.
- Ensure that the training space is accessible to participants with different physical abilities. This may require rearranging furniture in the training space or adapting activities that involve physical movement.

Bias and Neutrality

- Beware of the social and cultural norms and taboos that may affect participants' participation and comfort during activities. Some examples: physical touch, gender roles, expression of emotions, etc.
- If participants are not active, it is okay. You can encourage them to explore their discomfort while remaining culturally sensitive and avoiding to single-out a person or a group of individuals.
- Beware of your own biases and ask for help if you feel you cannot maintain neutrality.
- Show appreciation for different perspectives. After someone has shared ask if anyone has had a different experience to encourage the expression of different opinions.

Personal Checklist for Facilitators:

Be very clear about your role: Your behaviour more than your words will convey that you are not the teacher but a fellow learner.

Be aware of your eyes: Maintain eye contact with participants.

Be aware of your voice: Try not to talk too loudly, too softly, or too much.

Be aware of your 'body language': Consider where you sit or stand and other ways in which you may unconsciously communicate inappropriate authority.

Be aware of your responsibility: Make sure everyone has a chance to be heard and be treated equally; encourage differences of opinion but discourage argument.

Be aware when structure is needed: Explain and summarise when necessary; decide when to extend a discussion and when to go on to the next topic; remind the group when they get off the subject.

Be aware of your power and share it: Ask others to take on responsibilities whenever possible (e.g., keeping time, asking questions, maintaining and organising and tidying training space).

Case Management or Individual Psychosocial Support

At all times facilitators must adhere to the principle of 'Do No Harm.' UNICEF is committed to ensuring that its strategies and programmes are conflict-sensitive and informed by robust conflict analysis.² If you have any questions or concerns regarding the conflict-sensitivity of your programme please contact the local UNICEF office focal point.

This section aims to support facilitators to recognise and/or receive a disclosure of abuse, exploitation, or violence, and ensure that adolescents are introduced and referred to case management or individual psychosocial support when necessary. It is essential for all facilitators to know the case management referral pathways for gender-based violence and child protection in their area of implementation and possibly to keep information, education, and communication (IEC) materials in sight of participants to encourage self-referrals.

² United Nations Children's Fund, Conflict Sensitivity and Peacebuilding Programme Guide, UNICEF, November 2016.

Recognising Signs and Symptoms of Violence

These signs do not necessarily mean that an adolescent is a survivor of violence but could potentially lead to identifying a survivor.

- Does the adolescent appear distressed, paranoid, anxious, tearful, withdrawn, or fearful? Or, are they exhibiting dangerous behaviours?
- Does the adolescent appear to be avoiding eye or physical contact?
- Is someone else claiming to speak for or on behalf of the adolescent?
- Does the adolescent show signs of physical wounds, bruises, burns, scars, disability, or other signs of harm?
- Does the adolescent show signs of extreme weight loss, skin conditions or, sickness?

If an adolescent discloses violence in a group setting

- Facilitator should not ignore them, since these signals to others what they experienced is normal.
- Facilitator should not discuss their case or ask them questions in front of others. This is not sensitive to the needs of the adolescent, and it will put them in a harmful position.
- Facilitator should thank adolescents on occasions when experiences are shared with the group, and remind participants of confidentiality through group agreements and follow these steps:

Thank the adolescent for sharing their experience with the group and for the trust put in the group. The aim is to remind all participants of the importance of confidentiality.

Take the disclosed topic from a specific form to a general one so that it is not ignored or dismissed.

AT THE END OF THE SESSION

Find some time to talk to the participant alone.
ASK: Is there anything you'd like to share with me?

YES

Listen, but do not instigate or ask further questions if you are not a social worker.

NO

Introduce the adolescent to case management services available in your area. Ensure that the concept of confidentiality is explained to them. Ensure that you do not force it on them if they do not want it, but encourage them to seek help. Obtain their verbal consent before you refer them to the service.

Suggested ways to introduce case management for adolescents³

Part of my job is to make sure that adolescents I work with are safe and get help when they need it. What you and I talk about is between us, but sometimes there may be some challenges you might tell me about that you would benefit from talking about with other people.

There is another organisation [insert name of appropriate agency] that has people who work with individual adolescents to help keep them safe and healthy [specify the name of the social worker if you know it]. Based on what you told me today, I think this organisation may be able to support you.

I would like to share with them your name, location and how to contact you or someone you trust. The people at [name of organisation] will not contact your family, neighbours, or, friends without your permission. Would it be okay if I contacted [insert name of appropriate agency] to ask them to help?

If the facilitator is with an adolescent alone in a safe, private environment

DOs:

- Speaking in clear language, explain who you are, whom you work for and your role (if the adolescent is not already familiar with you).
- Ask the adolescent if they would like to tell you something, or if anything has recently changed in their life.
- If they disclose an incident, thank them for the trust they put in you, introduce them to case management and refer them to it if you obtain their verbal approval.
- Listen and show compassion – while respecting boundaries, especially if you are not a social worker.
- If they do not disclose an incident, you can still introduce case management services and refer them to it if you obtain their verbal approval.
- Staff should call the referrals focal point to notify them of a case of suspected sexual violence, as treatment for sexual violence is time-bound.
- All front-line staff should be familiar with copies of referral pathways for each location.
- Request support from technical focal points when in doubt.

3 Adapted from: UNICEF, 'Child Protection Standard Operating Procedures for Cox's Bazar', Annex 13, Guidance on Informed Consent/Assent, 2019.

DON'Ts:

- When the survivor discloses, do not investigate the incident. A survivor should not be urged to talk or, be forced to take a specific course of action.
- Do not interrupt the adolescent or, judge them when they are speaking. Acknowledge the story and respect their wishes, dignity, and rights.
- Do not interview the adolescent in front of other people.
- Do not tell anyone what you have heard or seen unless part of the formal referral pathway. Confidentiality is crucial to protect a survivor's safety.
- Do not ask the case worker to disclose what happened to the survivor after you referred the case to them. No information on case management can be shared with any agencies or individuals without the survivor's consent.
- Do not actively seek adolescents who are survivors if your agency is not mandated to support this specific population. But do not ignore them either – make sure they are referred to agencies that can offer support.

If an adolescent does not wish to see a case worker and only wants to talk to the facilitator

It is possible that an adolescent might not be comfortable with case workers, especially when they are from different agencies, and if they have already established trust with the facilitator. In this case, it is important to consider the following:

- Clarify the role of case workers to adolescents and highlight the confidentiality aspect of case management.
- If the facilitator has a case worker in their team, involve them in some sessions so that adolescents are familiar with them, or suggest physically introducing the adolescent to the case worker.
- If the adolescent does not wish to sit with the case worker, the facilitator can provide them with contact details of services and inform them where they can find the service.

What to do in terms of consent/assent – when it comes to adolescents' age⁴

Informed consent is the voluntary agreement of an individual who has the capacity to understand, and who exercises free choices, to be referred to a third party and/or a specific service based on full and transparent information.

Informed assent is the expressed willingness to participate in services by children under the age of 15 years old. The process is similar to informed consent and requires sharing information in a child-friendly format on services and potential risks and asking the child for his or her permission to help.

4 Adapted from: UNICEF, 'Child Protection Standard Operating Procedures for Cox's Bazar', Annex 13, Guidance on Informed Consent/Assent, 2019.

Age range	Caregiver implicated in abuse?	Type of consent/assent
6–14	No	Informed assent of the child and informed consent of the caregiver
6–14	Yes	Informed assent of child and informed consent of trusted adult or caseworker if no trusted adult
15–18	No	Informed consent of the child and caregiver
15–18	Yes	Informed consent of the child

Gender Mainstreaming

This curriculum tackles gender inequalities and gender roles, all through the sessions a gender lens is intentionally mainstreamed throughout. Examples, role-plays and scenarios have been carefully integrated with the aim of highlighting how deep-seated discriminatory perceptions, social norms and socio-cultural expectations around gender roles and power relations can sustain and enhance cultures of violence. Additional ‘notes’ are included to support facilitators to adapt sessions to meet the unique needs of boys and girls and lead deeper reflection on gender.

PSEA

Beware that in some of the sessions, participants might disclose knowledge or experiences of sexual exploitation or abuse by staff.

Familiarise with PSEA materials available prior to working with adolescents and youth. Make sure that posters and referral pathways are visible in your centre/during the session.

Report all suspected cases of sexual exploitation and abuse – encourage adolescents and youth to report all cases of sexual exploitation and abuse through phone: 01713653380.

Games and Icebreakers

Icebreakers are important for participants to get to know each other and share information about themselves. They are recommended to be used when groups do not know each other yet or want to get to know each other better.

Games are important for participants when the group’s energy feels low, and you feel the need to raise their focus.

Some of the games can also be used to divide participants into groups.

Names and adjectives

- ▶ Participants think of an adjective to describe how they are feeling or how they are.
- ▶ The adjective must start with the same letter as their name – for instance, 'I'm Arun, and I'm amazing.'
- ▶ As they say this, they can also mime an action that describes the adjective.

Two truths and a lie

- ▶ Everyone stands in a circle and prepares three statements about themselves: two have to be true and one a lie. For instance, 'My name is Sifat. I know how to drive a car, I like going to school, and I am good at dress-making.'
- ▶ The group has to guess which ones are correct and which one is wrong.
- ▶ All participants share their statements.

Who is the leader?

- ▶ Participants sit in a circle.
- ▶ A person volunteers to leave the room.
- ▶ After they leave, the rest of the group chooses a 'leader'.
- ▶ The leader must perform a series of actions, such as clapping, tapping a foot, etc., that are copied by the whole group.
- ▶ The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions.
- ▶ The group protects the leader by not looking at him/her.
- ▶ The leader must change the actions at regular intervals, without getting caught.
- ▶ When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

Sun shines on...

- ▶ Participants sit or stand in a tight circle with one person in the middle.
- ▶ The person in the middle shouts out, 'The sun shines on...' and names a colour or articles of clothing that some in the group possess. For example, 'The sun shines on all those wearing blue' or 'The sun shines on all those wearing socks' or 'The sun shines on all those with brown eyes'.
- ▶ All the participants who have that attribute must change places with one another.
- ▶ The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place.
- ▶ The new person in the middle shouts out, 'The sun shines on...' and names a different colour or type of clothing.

Group statues

- ▶ Ask the group to move around the room, loosely swinging their arms and gently relaxing their heads and necks.
- ▶ After a short while, shout out a word. The group must form themselves into statues that describe the word. For example, the facilitator shouts 'football'. All the participants have to instantly adopt, without talking, poses that show what 'football' means to them.
- ▶ Repeat the exercise several times.

Fruit salad

- ▶ Facilitator divides the participants into an equal number of three or four fruits, such as oranges and bananas.
- ▶ Participants stand in a circle.
- ▶ Facilitator stands in the centre.
- ▶ Facilitator shouts out the name of one of the fruits, such as 'oranges', and all of the oranges must change places with one another.
- ▶ Facilitator shuffles the name of fruits.
- ▶ A call of 'fruit salad' means that everyone has to change places in the circle.

Animal game

This game helps to divide a large group into smaller groups.

- ▶ Make slips of paper for each member of the large group. Write the name of an animal on each slip, using as many different animals as you need smaller groups.
- ▶ Hand the papers out at random and ask people to make the noise of their animal to find the other members of their smaller group.

Mime a lie

- ▶ Everyone stands in a circle.
- ▶ Facilitator starts by miming an action. When the person on their right says their name and asks, 'What are you doing?', they reply that they are doing something completely different – for example, the facilitator mimes swimming and says, 'I am washing my hair.' The person to the facilitator's right then has to mime what the facilitator said they were doing (washing their hair), while saying they are doing something completely different.
- ▶ Go around the circle in this way until everyone has had a turn.

Mirror image

- ▶ Participants sort themselves into pairs.
- ▶ Each pair decides which one of them will be the 'mirror'. This person then copies (mirrors) the actions of their partner.
- ▶ After some time, ask the pair to swap roles so that the other person can be the 'mirror'.

Creative greeting

- ▶ Participants walk in different directions around the room and slowly start making eye contact.
- ▶ Facilitator says 'stop', and people find the person nearest them.
- ▶ The pair share names with each other and create a sign of greeting that they can repeat, specific to the two of them.
- ▶ Participants walk around again, and at the second 'stop', they find another person to create a new sign of greeting with.
- ▶ Participants walk around again, and when the facilitator says 'one', participants must find the first person with whom they had a greeting and repeat it. When the facilitator says 'two', participants must find the second person with whom they had a greeting and repeat it.

Sharks and islands

Materials: Two sheets of flip chart paper, four A3 sheets of paper, six A4 sheets of paper

- ▶ Participants walk around the space and imagine themselves swimming in open water.
- ▶ Sheets of paper on the ground represent islands.
- ▶ Facilitator asks participants to swim, as he describes the water. When the facilitator says 'shark', the participants have to seek refuge on the islands.
- ▶ Facilitator continues as they remove sheets of paper or make the islands smaller.

Exchanging faces

- ▶ Participants stand in a circle.
- ▶ One makes a face to their neighbour on their right.
- ▶ The neighbour on the right repeats the face and turns to their neighbour on their right and makes a different face.
- ▶ The game will continue until all participants have made faces to each other.

Fish and net

- ▶ Half of the participants stand in a circle – they represent the net.
- ▶ The other participants stand in a circle around them – they represent the fish.
- ▶ The participants creating the net should leave space for fish to move in and out.
- ▶ Fish should move in and out of the net.
- ▶ When facilitator says 'stop', the net closes, and participants inside it become part of the net.
- ▶ Repeat until there is one fish left.
- ▶ Swap groups.

Human knot

- ▶ Participants stand in a circle.
- ▶ Participants to reach out and hold hands with different peoples in the circle (Not just next to them).
- ▶ Participants to untangle to form a circle.

The storm

- ▶ Assign different sounds and gestures to small groups of participants (e.g. Wind, Rain, Lightening, Thunder, etc.).
- ▶ Narrate the beginning of the storm and when you mention the name of the group, they should make their sound, like an orchestra (e.g. 'and then the lightning flashes and the thunder roars').

Portraits

- ▶ Provide participants with plain paper and pen.
- ▶ Ask participants to sit in pairs with a person they do not know and ask to draw a sketch of the person on the paper.
- ▶ They will ask them a few questions to incorporate in the portrait (name, hobby, surprising fact, favourite food, colour, etc.).
- ▶ Ask participants to show their portrait and introduce the 'original' to the group.

One word-whip

- ▶ One-by-one participants to share a word that describes how they are feeling in the present moment.



Session 01

Our Group Meets

Session 01: Our Group Meets

Objective

- Participants will familiarise themselves with each other and the facilitator.
- Participants will understand the benefits of attending life-skills sessions.
- Participants and facilitator will set the ground rules.

Time

- 1 hour

Materials

Flip chart papers, markers, pre and post-test printed, a workbook for each participant, pens, papers, colouring pens.

Process

Activity 1

- Ask the participants to stand in a circle.
- Introduce yourself.

We will play a game to get to know each other better.

- Ask the participants to pair up with the person on their left. (If their numbers are uneven, you can participate in the activity.)
- Ask each member of the pair to share their full name, one thing they like and one thing they are good at.
- Each member of the pair introduces their friend to others by highlighting their good qualities.

ASK: How does it feel when you hear someone say you have a good quality?
How does it feel when you hear someone say your friend has a good quality?

Activity 2

Today is the first session of the adolescent life-skills curriculum. You have been selected to attend with your peers. It includes information about topics that can be interesting for people your age. There are topics that range from communication to decision-making, knowing our rights, nutrition, health, and hygiene management and at the end we might also feel a desire to come up with different projects. Before we start, we are going to familiarise with what life-skills are.

- Ask participants to stand in a line and to take a step forward if what you mention is life-skills, and to take a step backwards if it is other skills.
- Let participants interact with the mentioned word and correct their understanding if there are any mistakes.
- Some of the things you can mention 'tailoring', 'solar panel repair', 'computer skills', 'decision making', 'child rights', 'listening and communicating', 'friendship', 'literacy and numeracy', 'math'

Life-skills are what we will be learning in these few sessions, they focus on the individual's soft skills and equip adolescents with the ability to make healthy, protected decisions, build friendships, improve their lives, and influence their communities. These skills are not material, but they immensely contribute to making us feel protected and empowered.

ASK: Are there any topics you think we might need to add to the list of sessions?

Participants selected for the group are encouraged to come two/three times a week, and each session will last for an hour.

Before we begin, it is important to agree on a few points which will help us feel safe in this space and able to express ourselves freely and without judgement.

ASK: What are some of the points we can agree on to make sure this is a space where we feel comfortable and respected?

Note to facilitator: Make sure that participants mention these points:

- This is a safe space for adolescents to express themselves, and everything discussed should be kept confidential (nijor vhtore rahon/chupai rahon).
- Respect (kodor) other participants' opinions and ideas.
- Tolerance (bodras goron / shoon).
- Patience (sobor).
- There is no right or wrong answer.
- Participation (shamil thakon/oon). The simple fact of attending the session is a positive reflection on all our attitudes.
- Have fun (kushi)!

Note to facilitator: In case a participant discloses violence, you will need to introduce them to the case management service. Please read through the case management section of the facilitators guide.

Write down on flip chart paper points mentioned by participants. At the end, ask participants to sign or write something on the paper if they agree with the document.

Activity 3

Before we go home, I will give you a table that will take us a few minutes to fill in. This table is something that you will fill in on your first and last session.

There are no right or wrong answers. This is not a test. We are not even asking you to write down your name. Rather, this will help us assess whether we have been able to deliver the information we wanted or not.

- Give the adolescents the pre-test/post-test evaluation paper and allow them time to fill it in.

Notes to facilitator:

- You can find the pre and post-test paper in the Book 1 M&E section. Print them in advance and bring them along to the session.
- If there are participants in the group who do not know how to read/write, find a way to sit discreetly near them and help them fill in the paper.
- Adolescents fill in their papers, collect them and input the answers into Kobo later.

ASK: What are some of the points you learned in this session?

TAKE-HOME ACTIVITY: Until next time, let's try to discuss with our families and caregivers the possibility of attending these sessions three times a week and apply what we learned this week.



Session 02

Trust and Friendship

Session 02: Trust and Friendship

Objective

- Participants will be familiar with the concept of trust.
- Participants will think about what they seek in friendships.
- Participants will think about peer pressure and how to deal with it.

Time

- 1 hour

Materials

Flip chart papers, markers, papers and pens, coloured pens, workbooks for participants.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

In our sessions we will meet and hopefully form friendships. Some of us might not know each other, some of us might be familiar, but this is an opportunity to chat with new people or deepen our bond with people we might vaguely know. Naturally, today we will talk about friendship and trust.

ASK: What are the traits of a trustworthy person?

A trustworthy person is someone we can go to when we need support or advice or need to discuss something that is bothering us. They care for our well being and safety, make time for us, and provide us with help if they can. A trustworthy person is someone who does not want to harm us physically or emotionally and is confidential with the things we share with them.

- Divide participants in groups of two. One adolescent is the guide, and another is to be led with their eyes closed.
- Other participants stand in the room and act like immobile obstacles.
- The guided person stands on one side of the room, and the guide on the other side directs them across the room using just words.
- Repeat the exercise with different volunteers.

ASK: The people who were guided – how did you feel about having to trust someone to guide you?

ASK: The people who were guiding

- how did you feel about being responsible for the person you were guiding?

As we could see, trust is often mutual and a two-way street, as we could see from both the people giving directions and the people being guided, and that trust comes with responsibilities. When someone trusts another person, they rely on that person for support. Finding a trusted person is very important for all of us. If we do not have someone right now, this group is an opportunity to understand the kind of person we are looking for and maybe identify someone.

Activity 2

ASK: What do you think is the link between friendship and trust? (Trust is an essential trait in friends.)

ASK: What are some of the situations where adolescents can be upset by their friends? And what are the ways adolescents can deal with those issues?

- Write the adolescents' responses on flip chart paper as they mention them.

Note to facilitator: If participants suggest strategies that are harmful – for example, shout at them, stop talking to them, etc. – it is important to address that. Do not tell participants they are wrong, instead ask them (and the group), “What could be some of the risks with that strategy?” Explain to participants that there are other ways to handle the situation well, and we should not respond with violence or aggression.

Sometimes we can have problems with our friends. Our friends might hurt our feelings, and we all have different ways of dealing with this. It can be very hard to share our hurt feelings in a good way, but it is better to communicate what is bothering us. It can make us feel better if we do it well. We should also think about how we make our friends feel. Breaking their trust can also damage the friendship.

There are three simple steps we can take to help us express our feelings well to our friends and family.

- Write down the following steps in bold on a flip chart
 - ▶ Use sentences that show how you feel or what you think, instead of using sentences that are blaming the other person. These sentences are about our own experience and feelings, and they are called 'I statements'. This means you might say, 'I feel sad because you told someone my secret', instead of 'You are a bad friend for telling someone my secret.'
 - ▶ Make sure you speak slowly and calmly so the other person can understand what you are saying.
 - ▶ Be friendly: collaborative, supportive, trustworthy. Mirror the qualities you would like to receive in friendship
 - ▶ Provide participants in pairs time to practice these methods and 'I statements'.

ASK: Why was it important for people to discuss the issue and how they feel, instead of telling each other what they did was wrong? (This will help them to resolve the conflict in a more successful and positive way.)

Activity 3

For boys: Aziz made new friends in his neighbourhood. His old friends still attend the Multipurpose centres, while the new friends are looking for jobs and encourage him to smoke, and to behave like a man. His new friends tell Aziz that studying is not important and that they could introduce him to new people who could potentially help him get a job, but he should not tell anyone. Aziz liked these people and wanted to maintain a friendship with them.

For girls: Jannat moved to a new camp and she has made two new friends. One of them encourages her to join activities in the neighbouring centre where she can safely go with peers or caregivers, whereas the other friend tells her that this is useless and they should instead stay in and get to know each other, the life in the new camp. Jannat likes these girls and wants to maintain a friendship with both.

ASK (both boys and girls):

- How is Aziz/Jannat feeling in these links with their friends? What do you call it when we feel pressure from friends or classmates to act or behave a certain way? (peer-pressure)
- What can some of these pressures be? (What to wear, how to behave, where to go, how to act with other boys/girls, etc.)
- Is all the peer pressure positive or negative? (Some of the peer pressure is positive, and some of it is negative. The first group of friends is encouraging Aziz/Jannat to do something that is good for them, whereas the other is encouraging them to do something that might not benefit them in the long term.)

- How do we identify positive and negative peer pressure? (Negative peer pressure is when our friends or others in our lives try to get us to do or think something that could be harmful or hurtful to ourselves and others. Positive peer pressure is the opposite of negative peer pressure. It is when we encourage or support each other in good ways, such as when we encourage each other to make good decisions to reach a goal or stay out of harm.)

ASK: When have you felt negative peer pressure or positive peer power? Which one feels better?

ASK: How can boys/girls manage or avoid negative peer pressure?

We are going to learn today more techniques that can help us ignore the negative pressure and encourage positive peer power.

Note to facilitator: Many adolescents may have only received negative peer pressure and not received much positive support. Notice how adolescents view positive and negative influences in their lives. What do they see as normal, the negative or the positive?

- Have the below points ready on the flip chart and explain them to the group

Communicate your choice clearly by saying 'No': Say 'no thanks'; sometimes it is just that easy.

Repeat yourself: Be firm in your position and continue to repeat your response, 'no thanks'.

State why: Give a reason why; try saying, 'No thanks, I have to be up early tomorrow' or 'No thanks, that is money I need.'

State the truth: People do not like being accused of peer pressuring others, so try stating the obvious, 'The peer pressure I am feeling is pretty strong', and then walk away.

Walk away: It is always an option to not respond and just walk away.

Change the subject: Try suggesting something better to do with your time: 'No thanks, do you want to...'

Be proactive: If you know you are in a situation where you are likely to be pressured into something you are not comfortable with, leave before it happens.

Accept the person, reject the behaviour: If the person is giving you a hard time, try telling them, 'I respect your choice to do that, so please respect mine not to.'

Let's look at some of the pressures we just discussed. And let's practice some of them.

- Split adolescents into small groups and ask them to practice in their groups the tips you gave them.

TAKE-HOME ACTIVITY: Until the next session, notice your dynamics with your friends and attempt to understand what techniques you use to overcome differences and deal with different types of peer pressure. You can use your workbook for this purpose.



Session 03

Basic Concept of Like-skills

Session 03: Basic Concept of Life-skills

Objective

After this session, the participants will be able to:

- Familiar with definition of life and skills
- Get basic understanding on core elements of life-skills
- Differentiate between life-skills and physical skills

Time

- 1 hour

Materials

- A drawing of a smiling girl
- Tip
- Board
- Marker
- VIPP (Visualisation in Participatory Programmes) card
- A handkerchief or a towel to blindfold

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

Materials: Bindi, board, handkerchief

Ask the participants: What do you understand by life? (Possible answer can be- the time from birth to death is life.) Take the opinion of everyone, and then say that life is the time period from birth to death. Within this time period, our life comprises the happiness and sadness, our desires and our achievements, different kinds of emotions, thinking, and all the events and incidents that happen surrounding us.

- Divide the participants groups with 4-5 people. Now, hold a competition.
- Before that, draw a face of a smiling girl on the board and collect a tip (a coloured dot worn on the centre of the forehead by some Asian women) in advance. Ask every contestant from every group to come from 6-7 feet distance and put the tip on a smiling girl's forehead.
- Invite a group first. The participants will stand by the board in two lines. Take one from the group to the spot six feet away from the board and blindfold him/her. Turn him/her around once. Then ask him/her to put the tip on the right place.
- During the process, his/her teammates can instruct him/her. They will be given 30 seconds to do it. If a contestant succeeds, his/her team will earn a point. Other members of the team will do the same.
- At last, declare the total points of the group.

In the same way, the rest of the groups will take part in the game. After all the groups have taken part, the group with the highest points will be declared winner.

After the game, ask the questions and collect the answers:

- How did you like the game?
- What types of skills were required in this game? (The answer can be- walking towards the goal, putting the tip; guessing the right direction, making decisions, identifying the right spot; communicational and emotional: understanding friends' advice correctly, deciding whose advice to hear, getting away with pressure etc.)

Activity 2

Ask the participants to form a circle. Tell everyone to say one of their skills. Give some examples at first: playing cricket, making friends, cycling, making good decisions, bargaining before buying etc.

After getting to know their skills, ask them to form two lines.

- One line for those who told about physical skill.
- One line for those who told about mental skill.

Tell them that life-skills refer to intellectual skills where we have to use our brain more than our body. Life-skills are personal, individual skills: either you have it or you don't. Then say, we use life-skills to deal with everyday problems.

Activity 3

- Choose three spots in the room: one on the left, one on the right and one in the middle or divide the room into three parts by paper.
- Say that now we will read out some skills. Those who think themselves intellectual will go to the left side. Those who consider them to be physical skills will stand on the right. Those who are hesitant will occupy the middle.

- Now read them out to them one by one:
 - ▶ bargaining before buying
 - ▶ saying NO clearly if someone asks to do something bad
 - ▶ sewing
 - ▶ climbing hills
 - ▶ doing shopping carefully
 - ▶ picking ripe tomatoes from a basket
 - ▶ riding bicycle
 - ▶ keeping their friends' embarrassing stories to themselves
 - ▶ remaining calm although being bitterly angry
 - ▶ climbing hills carefully with heavy load on head
 - ▶ getting a pricy object by chance and returning it to its owner

If needed, allow scopes for participants standing on different spots to have a debate.

Activity 4

- Divide the participants into four groups. Ask every team to name an activity the participants regularly do.
- Now ask them to find out other activities related to it. Every team will make a list of those activities.
- Give them 10 minutes for the job. Walk around to see if the list is made properly.
- Ask the participants to read out their lists in order.
- After all the presentation, tell them to go to their group and discuss: Which of the activity of the list requires which physical skills and life-skills?
- After discussion, arrange group representations. Get to know their opinions, one group after another.
- At last, say that physical skills and life-skills are not the same. Life-skills are the root of all skills. Without life-skills, one can't work.

Key Learning

- Life-skills are psychosocial and behavioural skills and major components encompass self-awareness, empathy, critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relationships, coping with stress, and coping with emotions

TAKE-HOME ACTIVITY: Until next session try to identify what skills do you have and what skills you want to improve within next months.



Session 04

Decision-making

Session 04: Decision-making

Objective

- Participants will know the difference between healthy and unhealthy decisions.
- Participants will familiarise themselves with the steps of decision-making.
- Participants will understand the techniques to influence decisions.

Time

- 1 hour

Materials

- Flip chart papers, pens and papers, markers, ensure all participants have their workbooks, decision-making flowchart (in annex) to draw on a flip chart prior to session start.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

From the moment we start our days until we go to bed, we are faced with a list of choices and decisions to make. Some of those decisions we do not even think about, and some are more difficult to take.

ASK: What are some of the decisions that adolescents must take? (If participants are struggling, you can guide them with examples: what clothes to wear, what food to eat, where to go to, etc.)

ASK: What are some of the decisions that parents, decision makers or older brothers might make for adolescents? How could this make adolescents feel?

Note to facilitator: Adolescents might mention very personal things. Make sure you thank them for trusting the group and sharing their experiences with others.

Sometimes we can decide things for ourselves, but other times we might not have control over the decisions that affect us. In this session we are going to talk more about what choices are and how to make sure we can take the best choice we have for ourselves and others. We are also going to discuss how to influence decision-making when it is not in our hands.

First, let's talk about how to influence decisions that do not fall under our control.

For boys: Rokib is interested in attending the vocational training sessions, but his parents think that his choice is not wise. Instead of going to these sessions, they think it would be better that he works and earns money. What are Rokib's choices to influence that decision?

For girls: Luna wants a specific thing from the market. Every time she asks someone to get it for her, they bring her the wrong one. Luna's parents do not allow her to go to the market because they are afraid for her safety. How can Luna get the specific object she needs?

- Show adolescents the flowchart of the Decision-making (flowchart - Resource Sheet)
- Use Rokib's/Luna's example to explain the Decision-making flowchart.
- If adolescents cannot read, explain each step, in detail through images.
- Once participants understand the diagram, split them into small groups and give each group an example from challenges they mentioned in the first activity. They will use the Decision-making flowchart to practice how they can respond in the scenario they have been given.

Activity 2

In this activity, we are going to think about the choices we have, whether they concern us or others.

- Divide participants into groups and provide each group with the following scenario to discuss the different types of choices a person has and how they can plan their decision accordingly.

For girls: Scenario 1

Tanisha has to decide whether to finish her chores or play with her friends. What are her choices? What could her decision be?

(Encourage participants to think beyond the two obvious options of: playing and leaving her chores and doing her chores and not playing.)

For boys: Scenario 1

Rashid came home after a long day at work to discover that a matchmaker had come to his house to ask his older sister, who is 18 years old, to accept a marriage proposal. What are Rashid's options? What should Rashid do? (Encourage participants to think beyond the two options of: allowing his sister to get married, or not allowing his sister to get married.)

For both: Scenario 2

Sumon was selling nuts in the camp when a man he did not know approached him. The man had a small bag with him and asked Sumon to keep it closed and hand it to the lady wearing the red scarf in another camp for 300 Takas. The man asked him to take the bag and showed him a photo of the woman with the red scarf. What are Sumon's options? What should Sumon do? (Encourage participants to think beyond the two options of: delivering the bag, not delivering the bag.)

- Bring participants back into one group and discuss the following points.
- Ensure that participants understand that for the decisions we do have control over, we should think about some smart ways to make them.

ASK: Can you think of any ideas on how to make a smart decision?

We all make decisions. Sometimes these can be the right decision for us, and sometimes we can get it wrong. Although there is no way to always know if we are making the right or wrong decision, we can at least think about how to make smart decisions.

There are three simple steps to making a smart decision. (Write these steps on the flip chart.)

- List my options.
- Think about the 'pros' and 'cons'.
- Ask trusted people for advice. (note for facilitator: here you can remind participants of who is a trusted person).

Note to facilitator: Explain the meanings of 'pros' and 'cons' when you are going through the steps. Pros are positive impact that might result from an action, whereas cons are negative impacts of an action; the same action can have both pros and cons.

Sometimes our decisions do not impact us alone, but they might affect the life of other people. In these cases, it is important to understand the impact on other people's lives and get their opinions about the matter. The role in these cases may switch from decision maker to person who supports.

TAKE-HOME ACTIVITY: Before next week, practice using the techniques we discussed in the Decision-making flowchart if you have the opportunity. If not, practice the steps to making a smart decision, and we can share our experiences in the next session. You can use your workbook for this purpose.

Decision Making Graph

Are our decision makers ready to talk
(think about their body language)

IF YES

HOW can you start the discussion?

Have you prepared what you will say?

YES!

IF NO

1. Wait for a better time to discuss the situation
2. Think about who else you can turn to

NO?

1. Think about new options/perspectives
2. When is the right time?
3. Is there someone else you turn to for advice?
4. Is there someone else who can negotiate with your parents on your behalf?



Session 05

Problem-solving

Session 05: Problem-solving

Objective

- Participants will be able to identify problems and follow the steps to solve them.
- Participants will think about utilising their support networks in problem-solving.

Time

- 1 hour

Materials

- Flip chart paper, Marker, A4 paper, Pens, Bottle

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

SAY: Today we will be talking about issues we might face, and we can put ourselves in a problem-solving mindset to find solutions.

DO:

- Divide participants into groups of 10 members (maximum) each.
- All groups must stand on the same side of the room, and their target should be the bottle at the opposite side of the room.
- The objective is to reach the bottle and bring it back to the starting point.
- Team members should not allow their feet to touch the ground when doing this (therefore, they cannot walk or run to the bottle – they must strategise).
- If one of the team members' feet touches the ground, then that team will have to start again.
- Provide participants with time to strategise before they proceed with the activity.
- Participants can use available materials around them (keep a few pieces of paper lying around for this purpose, but do not point them out).

ASK: What are some of the challenges you faced while playing this game? What was the main problem to solve in this game? Was there any value in strategising when trying to solve the issue? What was the role of the team in all of this?

SAY: When trying to solve a problem, it is important to plan alone or with others on ways to move forward.

Some problems cannot be solved by one person and need to be dealt with as a group. For a group to be efficient and tackle the problem, members should be able to communicate and cooperate with one another.

ASK: What is a problem? What can be some of the reasons behind a problem?

SAY: Some of the problems we face are linked to external factors, while others might be linked to situations and other people. We are going to look at both and learn how to deal with both types of problems and how to solve them.

Activity 2

DO:

- Divide participants into groups of five people.
- Show participants this drawing as you share the following scenario with them.



Scenario: Due to heavy rains, a truck carrying food, warm clothes, boots and basic needs to people gets stuck inside the camp. Because of this, hundreds of families in need might not get food on time.

- In the groups, ask the participants to answer the following questions: What is the problem here?
- What are the solutions? Which solution would you try out, and how?
- Let participants practice and present in a role play or on flip chart paper how they will tackle the issues.

- Summarise participants' input and move forward. Make sure that participants understand that there are multiple things to tackle in this story: the truck that is stuck, families not getting food.

Say: There are the five steps of problem solving:



Additionally we have to consider:

- Identify the problem.
- Focus on the problem, not the person.
- When expressing yourself, tackle the problem without attacking the person.
- Keep an open mind and listen to the points made by the other person, so the conversation can advance.
- Treat the person's feelings with respect.
- When necessary, take responsibilities for your own actions.

Activity 3

SAY: Sometimes the problem we might face can be caused by or linked to other people.

DO:

- Divide participants into small groups and ask them to brainstorm about challenges adolescents might face that might involve dealing with others.
- Capture the themes as participants present them, and put them on flip chart paper.
- In the wider group ask how we can deal with these problems, and add the suggestions to the same flip chart in another color.

Note to facilitator: If the participants suggest unhealthy/harmful ways to deal with their problems, do not ignore the suggestion, but rather ask them to think in a bigger group about the pros and cons of the suggestion.

TAKE-HOME ACTIVITY: Until next time, let's try to identify the problems nearby your family which can be solved by you with your friends.



Session 06

Self-esteem and Positive Thinking

Session 06: Self-esteem and Positive Thinking

Objective

- Participants will understand the concept of self-esteem and self-confidence.
- Participants will start practicing positive thinking.

Time

- 1 hour

Materials

- Flip chart papers, pens and papers, markers, ensure all participants have their workbooks.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

Today we are going to talk about the positive influences and things around us and how they affect us. Influences can be people we trust and individuals we see regularly. Influences can also be activities we do or objects we can use that alter our mood.

- Divide participants into groups of six and ask them to think of two people in the same situation: healthy living in a camp setting, going to school, not living near their long-time friends, not having a steady income, with access to services and a club they can go to with other young people and learn skills.
- One of those people focuses on the positive influences and things around them, and the other one does not see any positive things or influences.
- Ask the participants to tell us more about the lives of these two people and how they feel through their day.
- Let participants present their answers.

ASK: Given that they are in the same situation, what are the differences between these two people? How is that reflected in their daily lives?

Sometimes we do not get to choose the situations we find ourselves in, but it is important to remember that we have a choice to decide how we want to approach our daily challenges. Approaching things by identifying and utilising positive influences around us can tremendously affect our lives.

Provide participants with paper and pens and ask them to reflect on: their favourite things to do in the area they live in, some of the people who make them feel good, something they did recently that made them feel good (for others or themselves).

Participants do not have to write; they can also draw what they want to express.

I will not ask you to share your answers with others, as this is personal. But it is important for you to remember these points when you want to start identifying the positives around you.

Activity 2

To feel comfortable in our surroundings, it is not only important to focusing on positive people and things around us, but also the positive qualities we have. I am talking here about self-esteem.

ASK: Can you tell me what self-esteem means?

- Ask the participants to draw a tree on a new sheet of paper, with some fruit on it and some leaves on the ground.
- Tell participants that the leaves on the ground represent things that the tree does not need any more, whereas the fruit are the positive products of the same tree.
- Tell participants to think about themselves as the tree, where fruit are positive things, they think of themselves (it can be skills, or nice things others told them about themselves), whereas the dead leaves are negative things they may say to themselves and want to let go of.

ASK: If fallen leaves are negative things, we tell ourselves, fruits are positive things we tell ourselves, and the tree is a representation of our self-esteem, how can we make ourselves feel better or grow better in our surroundings?

Now that we can see all the leaves on the ground around the tree, it is important to get rid of them so that there is room for more fruits and so that the tree can grow bigger. When a boy/girl trusts themselves and their skills, they have better self-esteem and can do things to enhance their daily lives.

Activity 3

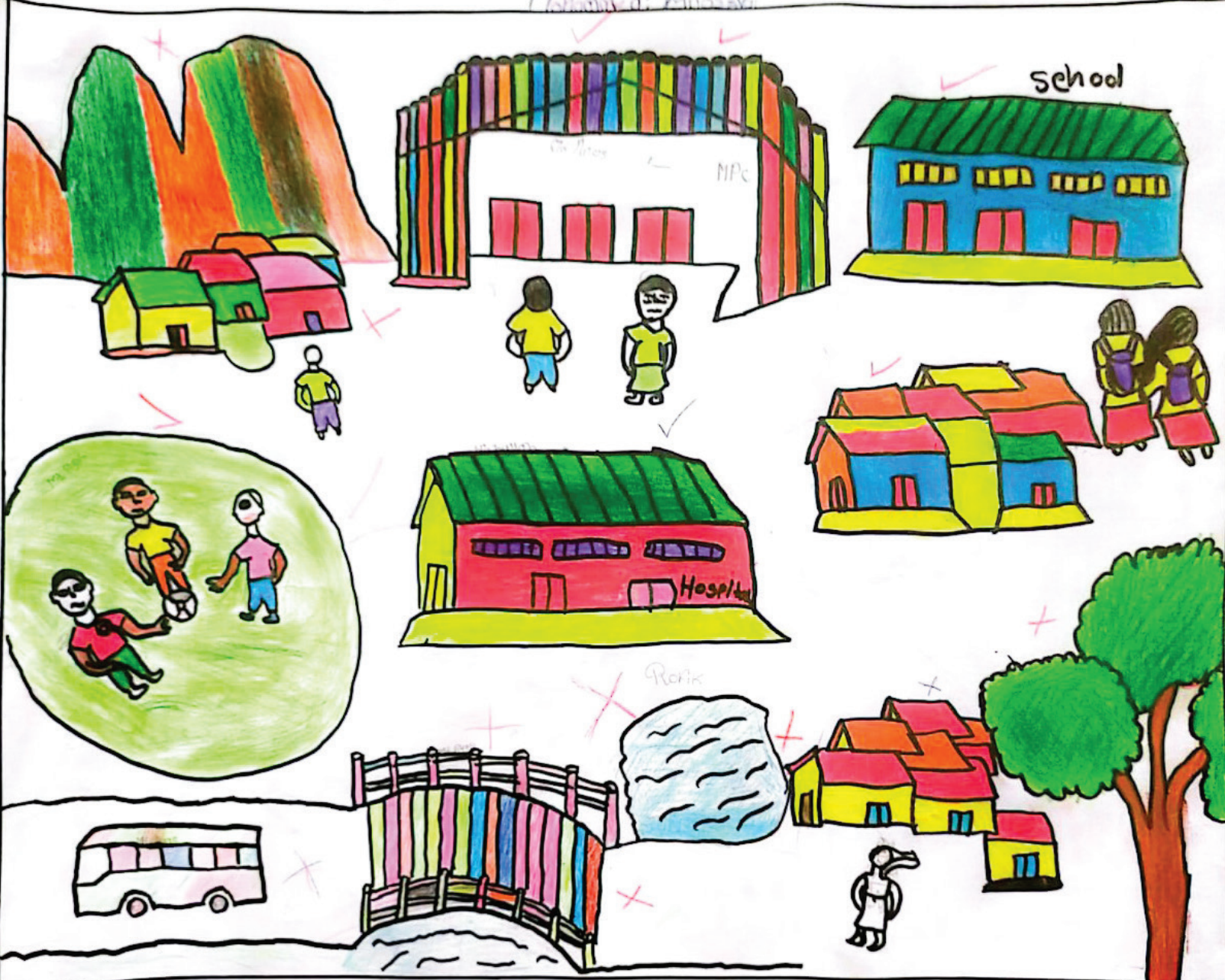
We are going to think about our skills and the things we feel we can do. I want you to sit in pairs with the person on your right and tell each other things you like about yourselves.

- Give participants time to think alone later and write down on a piece of paper the following statements:
 - ▶ I AM (a statement of who they are – e.g., I am smart, I am funny, and I am a great friend).
 - ▶ I CAN (a statement of what they can achieve – e.g., I can help out my friends, I can control my anger, and I can believe in myself).
 - ▶ I WILL (a statement of self-belief – e.g., I will be more helpful to my parents, I will succeed in life, and I will become an honest person).
 - ▶ Give participants time to exchange opinions about each other's skills.
 - ▶ When participants have finished, ask them to keep this paper with them and may be adapt it when they need to.

ASK: How do adolescents, who know what their qualities are, what they can and will do, feel about themselves?

It is important to update these statements often, always remember to be kind to ourselves and repeat these things to ourselves so that we can increase our self-confidence.

TAKE-HOME ACTIVITY: Before next week, try out one technique that we discussed today when you are feeling that your surroundings are getting you down or that your self-esteem is low. We can share our experiences in the next session. You can use your workbook for this purpose.



Session 07

Listening and Communicating

Session 07: Listening and Communicating

Objective

- Participants will understand the importance of listening in communication.
- Participants will become familiar with different positive communication techniques.
- Participants will get the opportunity to practice assertive communication techniques.

Time

- 1 hour

Materials

- Flip chart papers, pens and papers, markers, ensure all participants have their workbooks.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

Today our session is about listening and communication. These two points are very important in our day-to-day life because, if you can use them properly, it will help you maintain healthy relationships and influence decisions.

- Ask the participants to stand in a straight line.
- Whisper the following sentence: 'Badal has three cats, four pigeons and two birds' to the first one in line. Have them whisper what they heard to one another following the order of the line until it gets to the last person.

ASK: Was it the same thing that was said by the first person? If it was different, how so and why?

- If you have time, repeat the exercise with another sentence by changing the order of participants in the line.

ASK: What made listening in this activity difficult? What are some tips we can use to listen better when our friends tell us something important?

Listening is the first essential step to establishing healthy communication. What we did here was one-way communication, so the information was lost/transformed. This can in some cases lead to problems.

Here are some tips you can follow to make sure you are setting the basis for healthy communication:

TIPS FOR LISTENING

- Be an active listener: engage with the person's story or lesson by nodding and showing that you understand.
- Face the speaker and maintain an appropriate amount of eye contact with them.
- Be attentive but stay relaxed.
- Keep an open mind to what the other person is saying.
- Allow the person to speak without interrupting.
- Wait for the speaker to pause before asking questions.
- Try to understand what the person speaking is feeling.
- Provide feedback if appropriate.

Let's practice those tips

- Ask the participants to stand in a line, but this time when passing the sentence, participants can give each other clarifications.
- Suggested sentence: 'Poli has two brothers. She goes to the learning centre, and her older brother works in the camp, while the other is a tailor.'

ASK: Did you notice any improvement in the quality of information passed along?

Activity 2

Listening comes as part of communication. Communication is essential to making and keeping friends, and it can be used at work, at school, with family and with people all around us.

Communication always has at least two parties: one who is listening and one who is communicating, and the roles change. Now that we know how to listen, we are going to talk a little bit more about how we can communicate.

EXPLAIN: There are three main communication styles, and I want to share them with you to see which one works best.

1. Passive communication: When we cannot say directly what we really want or need. For example, passive people might not say what they think, do not make eye contact, speak softly. They might agree with others to avoid confrontation.
2. Aggressive communication: When we can say what we want or need but do it in a loud or demanding way. For example, we might interrupt others or have closed body language, make others feel scared or say hurtful things.
3. Assertive communication: When we say what we want and need in a direct but respectful way. For example, we use open and relaxed body language, we make eye contact, use a firm but friendly tone of voice, respect others and respect ourselves.

We use different ways to communicate in different situations. In many cases, assertive communication is the best choice. It allows you to state what you need, create boundaries, and say what you feel in a respectful way.

Activity 3

Before we finish this session, we will talk a little bit more about the points that might help you communicate better.

ASK: What are some of the points that will help people be open to what you are telling them?

- Magic words: Use positive and good words.
- Filter words: Get rid of mean words or words that you know might bother the other person.
- Purpose statement: Show your reasons and the meaning of your request – for example, 'I am requesting this... because...'
- I statements: – express your frustration with other behaviours in a clear, non-blaming way. Use sentences beginning with 'I' instead of 'you', and express how you feel because of what happened, rather than telling the person they are bad – for example, 'I felt offended when this happened... because...'
- Facts instead of opinions: Use facts in your arguments. Do not talk generally – for example, instead of saying, 'You never listen to me', say 'Yesterday when I was talking to you, I felt like I was not being given the attention I needed.'
- Beware of your body language: Communicating without words is also important and we sometimes forget about the power of this type of communication, while focusing on words. Understanding the way people communicate without words will help you to understand when it is a good time to approach people about certain things. For example, if you see your sister or brother is tired, it might not be a good time to ask them to help you with something, etc.

TAKE-HOME ACTIVITY: Until the next session, let's try to use all the listening, communicating and 'no' techniques in our daily lives, using the steps we learned. We will invite you to share your experiences at the next session. You can use your workbook for this purpose.

STOP CHILD MARRIAGE



Session 08

Understanding and Managing My Stress and Emotions

Session 08: Understanding and Managing My Stress and Emotions

Objective

- Participants will be able to identify stress and its impact on people.
- Participants will be able to practice various relaxation techniques.
- Participants will be able to define and utilise their support systems.

Time

- 1 hour

Materials

- Flip chart papers, pens and papers, markers, ensure all participants have their workbooks.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

- Ask the participants to stand in a circle.
- Ask the participants to crumple two sheets of paper into two balls and hold them in their hands, with their arms extended out in front of them.

The person who lasts the longest without dropping the ball wins.

ASK:

- How does carrying something in the same position for this long feel?
- Was the object heavy?
- Did you feel any pressure from it anyway?

Although the ball is made of paper, everyone's arms were progressively getting tired the longer we held them regardless of their weight. Similarly, our mind gets burdened when we deal with a lot of stuff for a long time. We feel pressured, tired, and unhappy. When our mind feels it has faced more than it can bear, then it is known as stress. Today we will be talking about stress and how to manage it.

I am going to share a story with you, and as we go through the story, I want you to point out what are the emotional and physical changes that the person in the story is experiencing. We will discuss them in this session.

For girls:

Shahida is an adolescent volunteer. One day she was attending a session and notices that she has left her keys at home. She starts to get anxious thinking that her family members will get worried if they get home before her and cannot not open the door. She also starts feeling her shoulder and her stomach getting tense and her heart racing as she remembers that she needs to collect rice, flour, and oil from the food distribution centre, as there is no food in their house. Shahida is also thinking about what will happen and cannot concentrate at all. After the session, she rushes out to collect the food, but while crossing the road she is hit by a bicycle and gets a minor injury. She starts to sweat and has difficulty breathing until she is later admitted to the health centre.

For boys:

Syed is a 17-year-old boy. He helps his uncle in his shop a few hours in the afternoon before he goes back home. One day he is delivering groceries to a client far away and borrows his friend's bike to go faster. Syed is in a rush and hits another stall as he is riding the bike and damages it slightly. The groceries fall on the ground, and some of the vegetables in the bag are damaged. Syed starts feeling a knot in his stomach imagining how he must tell his friend, the client, and his uncle about what happened. Syed starts sweating and has difficulties breathing, so he collects everything in a rush and leaves his hat behind as he leaves the spot and heads to the client's house.

- Give participants time to think about the physical and mental effects of what Syed/ Shahida are experiencing.
- Let them present in a group and add the following elements of stress.

Physical effects:

- Pounding heart
- Breathing fast
- Dry mouth
- Heartache
- Cold or sweaty hands

- Stomach aches
- Tight muscles
- Increase in sweat
- Increased desire to use the bathroom
- Change in appetite

Mental effects:

- Difficulty concentrating
- Forgetfulness
- Blurred judgement
- Embarrassment
- Crying
- Difficulty speaking
- Fear and feeling threatened
- Yelling at friends/family
- Feeling out of control, overwhelmed, confused.

What Syed/Shahida experiences in this scenario is a natural reaction that is triggered by the body to adapt to an uncommon situation he/she finds him/herself in. We notice in the scenario that the more stressed he/she gets, the worse the symptoms get. What we are going to discuss next is techniques to reduce these elements of stress.

When we are stressed, we can feel tension or pressure, usually because of challenges we face. When faced with situations where we feel pressure, our bodies sometimes behave in a way that is different from how it normally behaves. People might feel, think, or behave differently from how they normally do.

- Stress is not always bad. Sometimes the pressure we feel can help us to work hard or motivate us or keep us safe. For example, if a tiger appeared, we would feel stressed, and we would act! Or, if we had a deadline to finish something that is requested from us, we might feel stressed and work faster to complete it. But this kind of stress only lasts for a short time.
- Stress that lasts for a long time or that creates lots of strong feelings in someone is the type of stress we want to learn to manage.

One of several ways to reduce stress and one of the most effective ways is breathing exercises.

Activity 2

Conduct a breathing exercise with the group:

- Let's relax right now. First, let your body relax a bit. Reach up, high above your head, stretching your arms... stretching your body very tall. Now let your arms relax. Place them at your sides, loosely.
- Do the same thing again, but this time, breathe in as you reach up. Stretch... and now breathe out as you relax and place your arms at your sides.
- One more stretch, arms up, breathing in... and relax, arms down, breathing out. Just stand now, letting your arms rest at your sides. Keep breathing deeply and slowly.
- Repeat the above two more times.
- Provide participants with time to share how they are feeling.

Conduct the Magic Flower-Candle Calming exercise:

- Let's all put our fingers in front of our face. This is our magic finger that will first transform into a magic flower as we softly breathe on it and try to smell it. When we want to exhale, our magic finger transforms into a candle that we want to blow slowly enough not to completely blow it out. Let's all try and do this together.
- Smell the flower, blow the candle... Smell the flower, blow the candle...
- Repeat this for 2 minutes until everyone feels relaxed and the energy in the class is calm.
- How did you feel?
- Remember you can always carry your magic finger with you everywhere and use this exercise whenever you need to calm down.

There are more techniques you could use to manage prolonged stress. Here are some of them.

- Take a deep breath. Stress can make us breathe lightly, and this can cause more stress! Try taking a minute to slow down and breathe deeply.
- Let's take a few deep breaths now to see how it feels! Remember the activity from the Expressing Emotions session!
- Talk about it. Keeping feelings inside can make you even more stressed. Sharing your feelings with someone you trust can help you see your problem in a new way.
- Take a 'minute' break. Take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including nice sounds and smells. Let's do that now! Close your eyes and imagine a place that you love and makes you happy!
- Get physical. Remove the pressure through exercise or physical activity. This can be anything from playing a game with friends to doing some regular physical sport that you like doing. Let's try now! Let's jump up and down and release some pressure!

- Laugh. It's important to be able to laugh. Share jokes and funny stories with your friends. Laughter is good for you! Let's try that now! After I count to three, let's all have a big laugh!
- Look for the good things around you. It is easy to only see bad things when you are stressed. So, try to think about the enjoyable things around you or the people who make you happy. Let's try that now! Look around the room. Is there anything or anyone in this room that makes you happy? Let's appreciate it for a second.

Activity 3

- Ask the participants to make two signs: one that says 'good stress' and another that says 'bad stress'.

I will read out a scenario, and I want you to go and stand under the sign where you think this stress belongs.

- Thaeb is stressed because he has a deadline coming for his homework, but it is making him more effective in finishing! (good stress – short-term and making him productive)
- Tahmina is having very bad headaches because she is struggling in her new job. (bad stress – long-term and having physical effects)
- Ritu has been feeling very tired and exhausted because of arguments taking place at home. (bad stress – long-term and having physical effects)
- Ayesha is walking home, and it is getting dark. She is feeling a bit stressed, so she starts to speed up. (good stress – short-term and making her act)

ASK: Why do you think it is important to know the difference between good stress and bad stress?

(One stress you do not need to manage. In fact, it is helping you to achieve your goals or helping to keep you safe. However, the other type of stress needs to be acted on, so it's important to be aware of it and manage it. If someone is feeling overwhelmed or having some physical side effects, this is the type of stress that needs managing.)

TAKE-HOME ACTIVITY: Before next week, try out one technique that we discussed today when you are feeling stressed, nervous, or anxious. We can share our experiences in the next session. You can use your workbook for this purpose.



Session 09

Developing Empathy

Session 09: Developing Empathy

Objective

- Participants will understand that there are multiple ways of seeing the same issue.
- Participants will understand the relationship between perspective and perception.

Time

- 1 hour

Materials

- Flip chart papers, pens and papers, markers, ensure all participants have their workbooks.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

In today's session, we will talk about something called perception, but before we get into the topic let's play a game:

- Ask participants to look at each picture and answer the questions related to the picture.

ASK:

Picture 1:

- ▶ What do you see? (Old lady and young lady);

Picture 2:

- ▶ What do you see? (an old couple and a room with musicians and a woman in the door, and a chandelier);

Picture 3:

- ▶ Are the lines straight? (yes)

ASK:

- Why do you think different people experience situations differently?
- Can you think of times where this might happen in real life?

Two people can look at the same thing or situation and see two entirely different things. Neither person is right or wrong. Their perspective (how we see something) is simply different.

Imagine four people, a carpenter; a traditional healer, a cook and a child are all looking at a fruit tree. The carpenter sees wood that he can build with. The healer sees leaves she can make medicine with. The cook sees firewood he can cook with, and the child sees delicious fruit he can eat.

Our interests, values, beliefs, and experiences influence how we see a situation. Conflict often occurs because we refuse to accept that there is more than one way of seeing something. Rather than helping others to see what we see, we get angry, yell, and walk away. In many cases we stop talking to person we disagree with. However, this is the opposite of what we need to do. Many of you started out only being able to see one image. But when you helped each other and took the time to talk and explain to each other what you were seeing, you all came to see both images. Each of us is unique, and how we understand the world around is unique too. If we want someone to understand our perspective, we must be willing to help him/her to understand. We must be patient and communicate calmly and clearly. We must acknowledge that there may be more than one way of seeing or understanding something. It is often better to work in a collaborative way to check-in on our assumptions and bring in more perspectives to have more accurate conclusions.

Activity 2

- Participants to stand in a circle.
- Ask participants to identify person A and person B.
- Instruct participants A to make a fist with one of their hands.
- Instruct participants B that in order to win this game they must open their partner's fist.
- Start the exercise and stop after 30 seconds.
- Ask who was able to get the first open, and who was not.
- Have partners switch roles and repeat the exercise. Start the exercise again and stop after 30 seconds.
- Ask again what happened in the exercise. If anyone was successful in opening their partner's fist ask them to share their strategy, listening for examples of negotiation.

ASK:

- What happened?
- Why did you exert force/resistance in this activity?
- Why did we assume that in order to win, our partner had to lose?
- What did you have to gain from resisting? Was there another way?
- What strategies did the two partners use to arrive at a win-win solution?
- How does this activity relate to the previous activity?
- In what way does that activity reflect how we deal with conflict in our own lives?

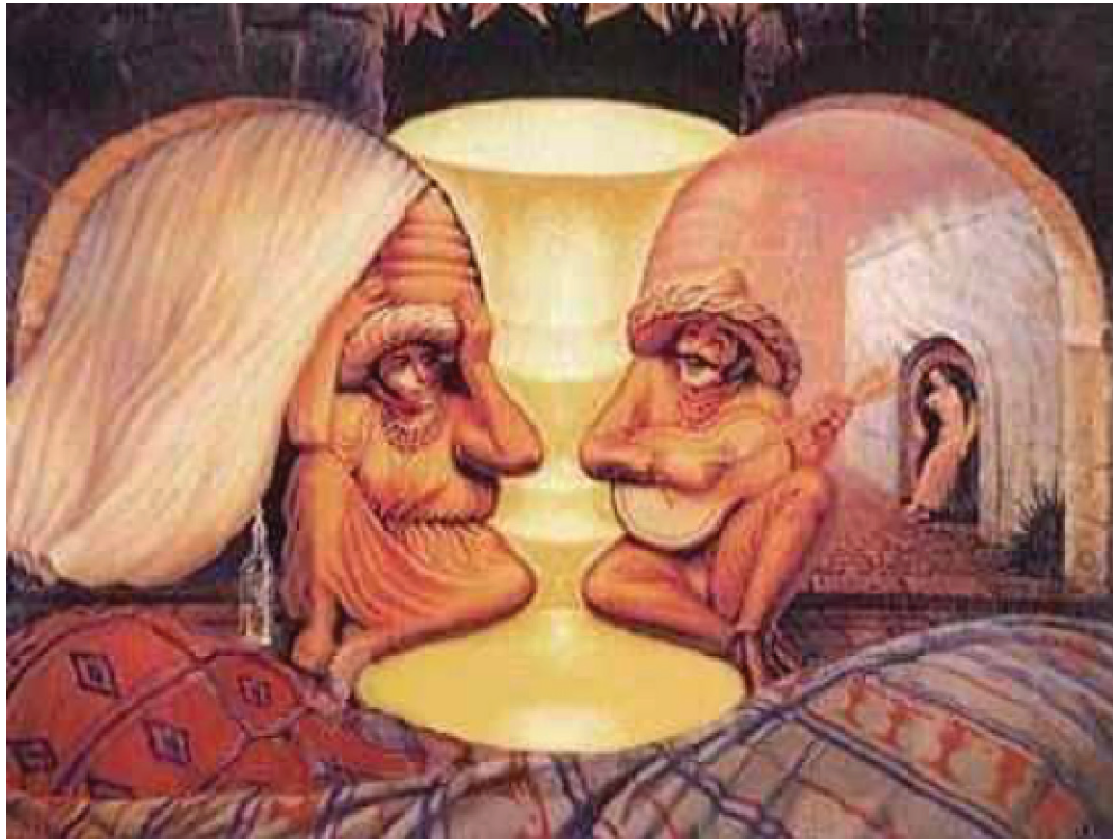
It is part of our human nature to be competitive. Most of us see situations as win-lose; as children we are often encouraged and even rewarded by our parents, teachers, and other adults for winning, for being the top student, the best football player etc. As adults we may be rewarded with more money and opportunities for being the 'best' at something. Our habit of seeing situations as win-lose can make it difficult for us to accept other perspectives; to listen to opinions we disagree with; to choose to work together rather than compete. This habit is particularly strong when there are not enough resources to go around. For example, not enough food, not enough jobs, or not enough land. While our first instinct is to 'win' remember we have the power to choose how to respond to conflict. The first step though is realising that there is another choice.

TAKE-HOME ACTIVITY: This week, if possible, try to observe people's behaviour and see if you can understand how they are feeling without them telling you. We can share our observations in the next session. You can use your workbook for this purpose.

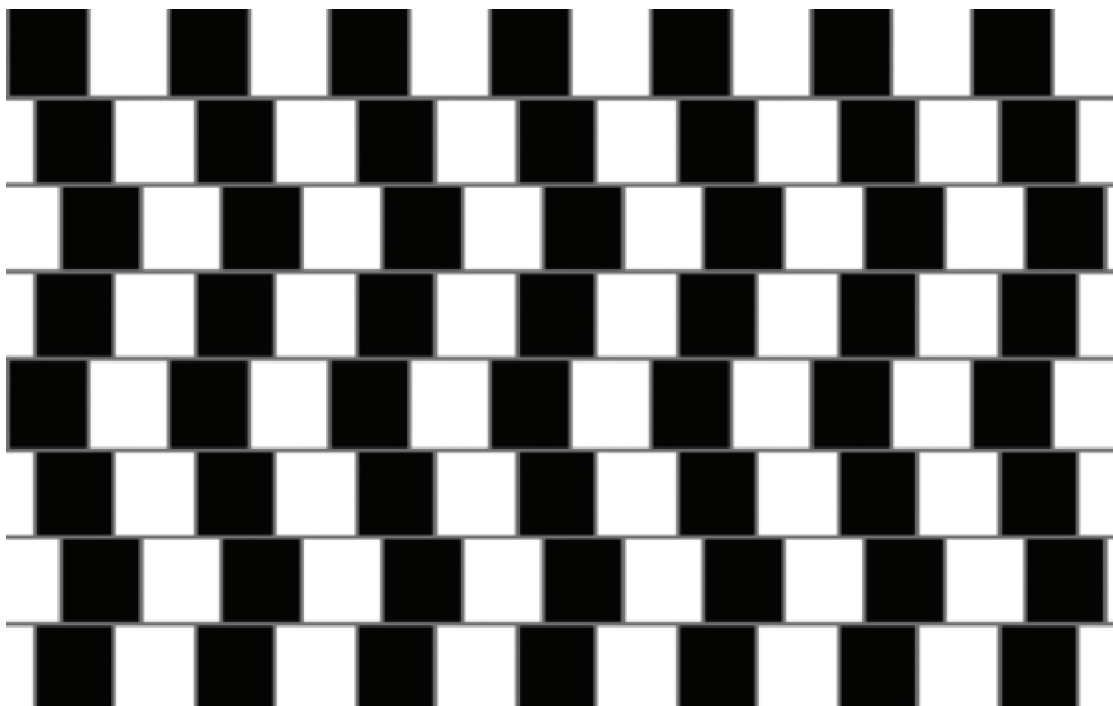
Resource Sheet:



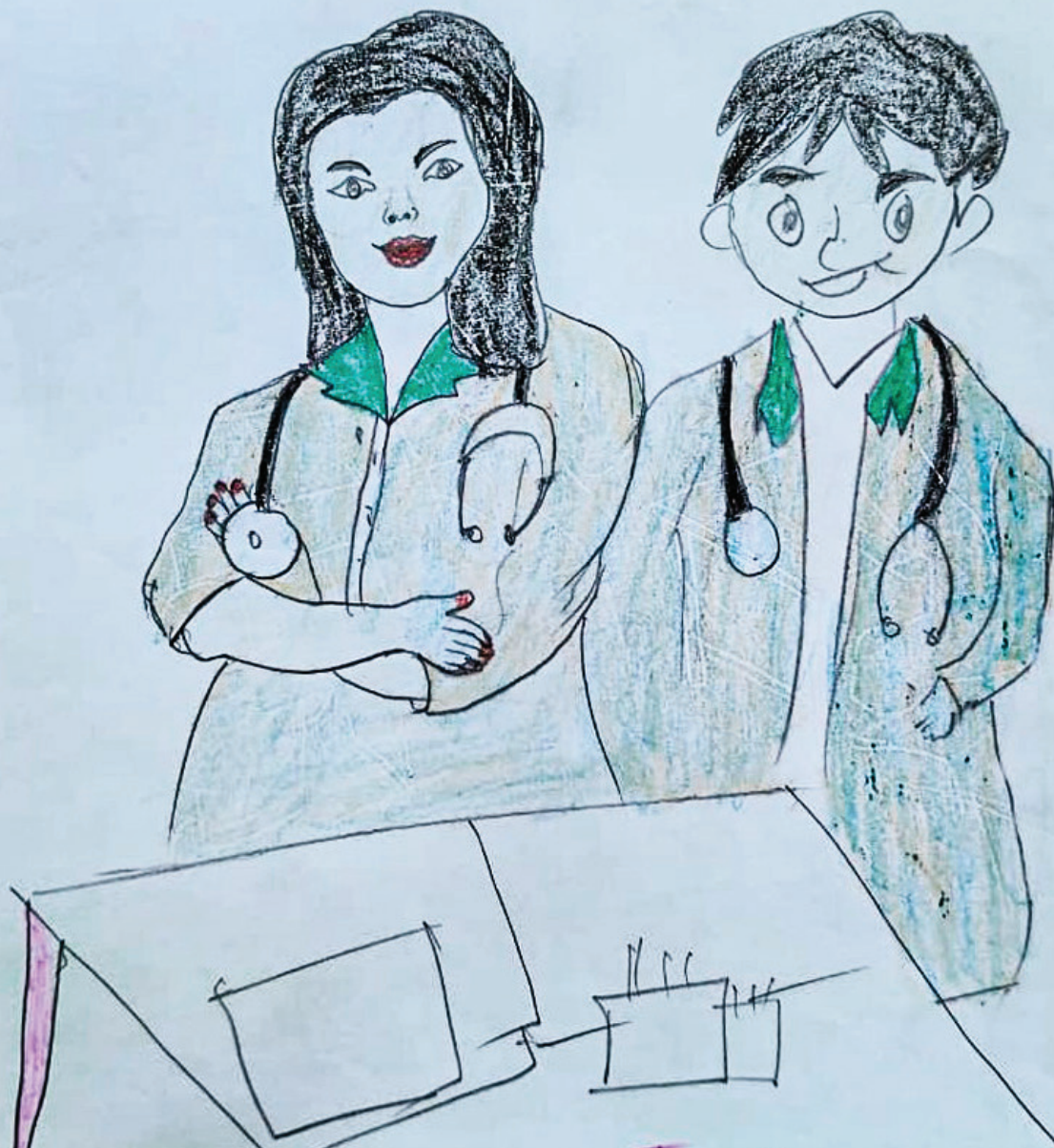
Picture: 1



Picture: 2



Picture: 3



Session 10

How to Say NO

Session 10: How to Say NO

Objective

- Participants will be able to show creative thinking process in quick action.
- Participants will know how to avoid negative influence to take the strong decision.
- Participants will be able to practice say NO to avoid any ill intension or any bad proposals clearly.

Time

- 1 hour

Materials

- None

Process

Activity 1

Ask some questions only have one correct answer. And it is 'NO'. Ask the participants to find out questions like this.

Divide the participants into two groups, standing face to face. Members of the opposite groups standing face to face will ask each other one question. The correct answer of the question will be 'NO'.

- Start question-answer part. The questions they framed should be examined to see if the correct answer of it is 'NO'. If the answer is other than 'NO', the participant can change it.
- Ask the participants: Did someone ever ask you to do something you didn't want to do and you said 'NO'? They may be of your age, maybe elder.

If anyone has anything to share, listen.

- Clarify the point saying that sometimes if you refuse to do something bad, it makes some people happy. But some people get upset, even angry with you.
- Say: We will watch a dramatic performance about it.

- Tell the participants to form pair groups. In each pair group, the participants will encourage, allure, even pressurise each other to engage in something bad. The other will not agree.
- Give them three minutes to prepare. Every pair group will be given 2 minutes to perform.
- Tell every group to show their performance one by one.
- After the performance of every team, ask:
 - ▶ Did everyone say NO in the same way?
 - ▶ Was it clear?
 - ▶ Was anyone angry when they said NO?
 - ▶ Did anyone behave badly?
- Ask:
 - ▶ What can happen if anyone says NO softly/ hesitantly? What result can it bring if anyone says NO angrily?
- Take opinions of as many participants as possible.

Activity 2

Say that there are 3 types of human behaviour when talking to each other.

- Gentle behaviour/soft behaviour
- Firm/clear/strong behaviour
- Aggressive/violent behaviour

Explain 3 types of behaviour using the question-answer method.

Now tell him that, we will see the role-play again on this subject. In previous activity the person who proposed now will say 'no'.

But this time you have to say No firmly/clearly/strongly, not in a soft/whiny voice. But you can't get angry, you can't behave aggressively. You have to speak calmly. Sometimes you have to joke or put pressure on the other side.

Allow 3 minutes for preparation.

After each pair's performance, ask:

- Did we say 'no' the way we wanted?
- Was the body language strong?

Members of the other party will express their opinions.

Want to know - which pair says 'no' the best?

End the session by congratulating those who said 'no' the best with a round of applause.

3 types of behavioural characteristics:

Gentle behaviour/soft behaviour	Firm/clear/strong behaviour	Aggressive/violent behaviour
There is no respect for one's own rights.	Respect for one's rights is shown.	Only one's own rights are given importance.
Respect is shown for the rights of others.	Respect is shown for the rights of others.	There is no respect for the rights of others.
One's own feelings are not taken into account.	Importance is given to one's own feelings.	Only one's own feelings are given importance.
Respect is shown by taking into account the feelings of others.	Respect is given to the feelings of others.	There is no respect for the feelings of others.

Key Learning

- Be assertive, strong and logical to say No to anyone
- Never hurt, never show anger or revenge attitude while refusing any negative/ ill intention/proposal



Session 11

My Needs, My Desires

Session 11: My Needs, My Desires

Objective

- Participants will understand the difference between the things they want and the things they need.

Time

- 1 hour

Materials

- Flip chart papers, pens, papers, markers

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

Humans spend their resources on many things. Some of these things are necessary for our survival: these things are called 'basic needs'. Others are things we need to fulfil our functions and achieve our goals and they are called 'needs'. Lastly, there are things that make us happy, and we might purchase them for this purpose: these things are called 'wants'. Today, we are going to discuss the difference between the things we want and the things we need.

- Ask the participants to stand in the middle of the space. Tell them that the right side is the needs, and the left side is the wants.
- Mention different expenses and tell them they have to decide if it is a want or a need and go to the relevant side of the room: 'If you think the expense is only a need, place yourself on the side that represents needs. If you think the expense is only a want, place yourself on the side that represents wants. But if you are not sure, or you think that in some cases the expense could be either a want or a need, place yourself somewhere in the middle.'
- Read out the following expenses, one at a time. After each expense, allow participants' time to place themselves along the line of wants/needs.

Water	A second pair of shoes
Top-up for your mobile phone	Sweets
Food	Savings in case of emergencies
Sanitary products	Medicine
Hair products	New scarf

Note to facilitator: Allow participants' time to discuss each choice.

ASK: Are needs and wants the same for everyone?

Needs and wants are often different for different people. But to manage our money well, we have to decide what needs and wants are for us. The key to saving resources is making good decisions about spending it. If you can spend less resources and save even just a little bit, you will attain your savings goals in the end. Your short-term loss can become your long-term gain.

Activity 2

For one of his jobs, Mashrur works with his friend Zahid as a skills training tutor. The two boys each make a little earnings every month. Zahid spends all his earnings each month. Everyone thinks that Zahid earns more than Mashrur because Zahid is always wearing new clothes and shoes. Zahid often buys sodas/energy drinks/cold drinks at the local shop, while Mashrur drinks water or tea at home.

- Divide the participants into small groups and ask the following:
 - ▶ How are Mashrur and Zahid spending their money?
 - ▶ How does Zahid manage his earnings? How does Mashrur manage his earnings?
 - ▶ What decisions are each of the boys making?
 - ▶ Who is spending their earnings on needs?
 - ▶ Who is spending their earnings on wants?

ASK: In your groups, create a role play on the story of Zahid and Mashrur, and imagine that Zahid has come to Mashrur for advice. What kind of advice can Mashrur give Zahid?

Once the groups have finished performing their role play:

ASK: Was the advice Mashrur gave Zahid realistic?

TAKE HOME ACTIVITY: You can think about your personal needs and wants. Reflect back on a plan to manage resources available to you to achieve your objectives. Feel free to use the workbook for this purpose.



Session 12

Health and Hygiene

Session 12: Health and Hygiene

Objective

- Participants will identify unhygienic habits and understand how to limit them.
- Participants will understand their role in prevention of communicable diseases.
- Participants will practice handwashing steps.

Time

- 1 hour

Materials

- Flip chart papers, pens and papers, markers, hand towels, oil, glitter, soap, access to running water, coloured pencils, ensure all participants have their workbooks.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

Yousuf moved into a camp a year ago but recently noticed that many people around him were getting sick, more so than usual. People around him were complaining about being hot, having headaches or stomach aches and feeling very tired. He also noticed that sometimes there wasn't enough water around to wash his hands or clothes. People had to wait in long lines to take a shower. **Yousuf** wondered if this had something to do with it.

ASK:

- Why do you think people were getting sick?

Today we are going to learn about hygiene, its definition and application, as it is essential to staying healthy and protected from harmful bacteria and viruses.

- Hygiene is the practice of keeping ourselves and our surrounding environment clean, especially to prevent illness or the spread of disease.
- Personal hygiene is the practice of keeping our bodies clean and healthy (inside and out), as well as our clothes and hair and the personal items we use for grooming.

- Environmental hygiene is the practice of providing clean water, disposing of waste, and keeping the areas where we live clean and safe.

It is challenging to stay healthy when we travel or live in non-permanent homes. This is why, today we will be thinking about the unhygienic habits we have and how we can use some of the ideas in these sessions to stay healthy at home.

- Divide the participants into small groups.
- Ask them to think of an adolescent their age and draw on flip chart paper the places they go in a day (home, playground, room, pond, other spaces). What are the health risks in those places, and what can this adolescent do to prevent those risks and feel happy and safe in their environments?

Once they finish, ask them to present to the wider group.

- Divide the participants into two groups.
- Ask the participants to put a drop of oil on their hands and rub them until their hands are completely covered.
- Ask the participants from group 1 to put some glitter on their hands until they are evenly covered.
- Ask groups 1 and 2 to shake hands.
- Ask the participants to try to get the glitter off with dry paper towels.
- Ask the participants to get the glitter off with water.
- Ask the participants to get the glitter off with soap and water.

Glitter is like germs. Germs are very small and cannot be seen with normal eyes. Germs make us sick and spread diseases. Rubbing our hands with dry paper towels or passing them under water will not get rid of germs. We need to do proper handwashing with soap every time to make sure we reduce the presence of germs on our hands as much as possible.

- Add the following information in case some of these points were missing:
 - ▶ To prevent germs from growing and other infections, wash your hands with soap when you can
 - ▶ Proper handwashing helps maintain personal hygiene.
 - ▶ Handwashing reduces risks of diseases and symptoms such as diarrhoea, scabies, typhoid, etc.
 - ▶ It is important to wash our hands with soap before putting our hands or other things in or near our mouth (e.g., before eating or before feeding a baby).
 - ▶ Our hands can carry dirt from the latrine to our homes and other people, so it is important to wash our hands with soap after using the latrine or cleaning children's faces.
 - ▶ Fruit and vegetables might carry dirt with them into our homes, so it is important to wash our fruit and vegetables and our hands before we cook.

- ▶ Keep your body clean. Shower when it is possible to and use gentle products on your body and private parts.
- ▶ If possible, brush your teeth twice a day. Rinse your mouth with clean water – do not swallow the water.
- ▶ Try to rest when possible. Sleep and relax whenever you can so that your body has time to recover.
- ▶ Think about things you like or do things you enjoy when you are feeling a little bit down.
- ▶ After using the toilet, clean your genitals from the front to the back so that germs are not spread.

What is Hygiene?⁵

Saf-sutara (hygiene) is what we do to be clean, it is important because by being clean we can help ourselves stay healthy. We can learn and teach others what to do to stay hygienic and clean.

Chuk a deha no ja de hendilla fuk (microbes or ‘insects you cannot see with your eyes’). Microbes are small living things (fuk) that we cannot see with our eyes. Microbes are everywhere and many of them do not harm us. But some are harmful and can make us sick if they enter our mouth, nose, or eyes. When they are outside our bodies, they will not make us sick.

Activity 2

- Ask the participants to remember what types of diseases- common or serious- they suffered from.
- Ask them to name one or two diseases.
- Now call a volunteer from the participants. Drawing others’ attention to him, say: We can divide human body into 3 parts:
 - ▶ 1st part: head (show the part on the body of the volunteer)
 - ▶ 2nd part: from head to belly button and
 - ▶ 3rd part: from belly button to the sole
- Divide the participants into 3 groups. The first team will find out the diseases of the upper part of the body, the second team, middle part, and the third team will deal with the lower part of the body.

5 Adapted from IOM, CwC ‘Menstrual Hygiene Management Curriculum. MaBoinor Mother’s & Sister’s Ways’ A Rohingya-led and designed approach to learning and consultations, 2021

Give them 15 minutes for that.

- After the group activity, ask them to present. When one group finish presenting, ask: Did you forget to include any disease which is caused in this area? In this way, run the presentation of 3 teams.

Say: There are some other diseases which can attack other areas of body, like, skin (eg. Skin disease).

Now, ask two participants to perform the following role play: A sick man came to a doctor with stomach ache.

- Doctor: What's the problem with you?
- Patient: I am suffering from serious stomach pain.
- Doctor: Ok. Let me take a look at your eyes. I have to treat them.
- Patient: My pain is in my stomach. Why would you treat my eyes?
- Doctor: (the doctor will pretend to put medicine on the eyes). You saw what rubbish you ate, and it gave you disease. So, I have to treat your eyes first.

Ask the participants: What did we learn from the story? Take their opinions.

Say: Common diseases at some point create tangle or complexity. Besides, whatever part a disease may attack, it will pose problem for the whole body, because a lot of parts constitute our body, and they depend on one another to function.

Activity 3

- Divide the participants into 4 groups. Give every group a large piece of paper and colour pencils. Ask every team to draw their favourite places.
- When the drawing is over, ask them to talk what they don't like about the place or what can cause disease.
- Ask every team to show their drawing and point out its disease-prone area.
- Tell the participants: Most diseases pass from one body to another body through water, air, and insects. Besides, there are some diseases which are transmitted through air, water, clothes, bed sheet etc. in addition, some are sexual diseases.
- Tell them some names of diseases, and ask them to decide if they are spread by water, air, insect or sex (some examples: cold, cough, diarrhoea, typhoid, cholera, pink eye, dengue, HIV/AIDS, sex infection)

Say: We have to keep in mind that our body is a machine and it requires a lot of things to function properly.

Ask: What do we need to stay healthy? Collect one idea from everyone. Add some, if needed.

Activity 4

We can be safe from many diseases only if we change our habits. Ask them to think about the habits we need to change to be healthy.

- Divide the participants into three teams.
- Provide each team with flip chart paper to prepare a poster for the community about the following things:
 - ▶ Group 1: Unhealthy habits that spread diseases;
 - ▶ Group 2: Unhealthy habits that invite diseases (bad food habits, excessively fatty food, smoking);
 - ▶ Group 3: Promotion of healthy habits that could prevent disease spread (exercise, manual labour).
- After each group presents, have a conversation about how we can prevent or replace unhealthy habits and how we can encourage healthier habits.
- Ask each group to present and hang their poster in the MPC.

There are a few things that can help us deal with spaces that put us at risk, such as latrines, and make sure that there are ways to prevent and deal with diseases that result from this, such as diarrhoea.

- The safest place for all faeces is in the latrine. This reduces the risk of them getting into our water.
- If small children have defecated in the open space, which can happen, the faeces can be covered over with mud and transported to a latrine for disposal.
- Improper waste management, latrine usage and handwashing can lead to diarrhoea.
- The major sign of diarrhoea is having three or more loose stools in one day; diarrhoea can be caused by many things, but by using everything mentioned in this session, we can reduce their risks.
- If someone in your family has diarrhoea, it is good for them to drink ORS or sugar salt solution (SSS) after each loose stool to rehydrate. ORS/SSS should be made with safe water.
- If someone in your family has diarrhoea for more than one day, and they do not seem to be getting better, speak to your community health worker or visit the clinic.
- If someone in your family has severe diarrhoea, seek help from the clinic straight away.
- Regular physical activity can improve our heart's health, our moods and mental health, build strong bones and muscles, control weight, reduce symptoms of anxiety and depression.
- Regular low-to-moderate intensity activities for as little as 30 minutes a day can be helpful. Some activities are- walking, running, household works, football, cricket, badminton, free hand exercise etc.



Resource – Annex

Acute watery diarrhoea

What is acute watery diarrhoea?

Acute watery diarrhoea (AWD) (Rohingya: Ga-lamani) presents as three or more loose or fluid stools in the past 24 hours and may be accompanied by vomiting.

Who is vulnerable to AWD?

AWD causes dehydration and can be extremely dangerous to people of any age, especially children.

Should I tell others if I get AWD?

Yes. There is no shame in having AWD and/or talking about it.

Is it preventable?

Yes. AWD is preventable and treatable.

What preventive measures should be taken if anyone has AWD?

- Always wash both hands with soap and safe water at six critical times (see below).
- Ensure that you and your family drink and use (cook and drink) safe water.
- Refer the AWD patient to the nearest health post/centre.

What are the six critical times to wash both hands with soap and safe water?

1. Before eating
2. Before feeding children
3. Before preparing food
4. After defecation
5. After cleaning child faeces
6. After sneezing and coughing

How quickly does AWD spread?

AWD can be spread in your community rapidly.

What do you do if a person gets AWD?

Take Oral Rehydration Solutions (ORS) using safe water and continue normal food intake. Take him/her to the nearest health post/centre.

Should I take water from any pond or body of water near my house or camp?

No. The water from a pond or body of water is not safe to use for any purpose.

How can you ensure that the water is safe?

- Chlorinated water is the safest water to drink. Water from tap stands (if you have them nearby) is chlorinated, so use that water to drink.
- Water from a tube well should be treated with Aquatabs and stored in a covered, clean container with a lid.
- Use clean and covered containers for collection, transport, and storage of your drinking water.
- Before using the water, wash both hands with soap and water.

How do you ensure hygiene properly?

- Flies spread AWD, so always keep your food under cover.
- Always heat your food before eating it.
- Boil water in the absence of Aquatabs.
- Use hygienic latrines.
- Dispose of children's faeces safely (in a latrine or defined places).

Stop Sexual Abuse



Session 13

Healthy Diet and Healthy Life

Session 13: Healthy Diet and Healthy Life

Objective

- Participants will get to understand the optimal dietary practices, and what the different types of foods and their functions in the body are.
- Participants will understand the impact of iron deficiency/anaemia and the role of iron-folic acid (IFA) supplementation, iodine and other micronutrients deficiencies, how to prevent them and the importance of deworming.
- Participants will understand when it is important to seek medical attention and where to receive it.

Time

- 1 hour

Materials

- Flip chart papers, pens and papers, markers, coloured pens, Lego blocks (only four colours: red, yellow, green, and blue), food picture cards, pictures of food groups, ensure all participants have their workbooks.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

ASK:

- What are some of the foods you can have for breakfast/lunch in the camp?
- Why do we eat (insert what adolescents mention)?

What we eat affects every part of our lives: it can make us feel good or sick, help us grow, provide us with energy and help us stay healthy. Therefore, it is important to discuss food and nutrition.

ASK: What does nutrition mean?

What we eat, or drink is usually broken down into tiny pieces called nutrients that our body needs and uses. Nutrients give the body energy. To have good nutrition and remain healthy, we must eat a variety of foods.

- Divide participants into two groups and ask them to build a triangle using all four colours of the Lego blocks.

ASK: Let's imagine that the triangle is our body and different colours are different nutrients. What would happen if all the pieces of one colour were taken out?

- Demonstrate and see how everything falls apart.

Just like Lego blocks that are used to make structures, each food group comprises foods containing different nutrients called vitamins, minerals, proteins, and carbohydrates that the body needs to stay strong and healthy. The body uses these nutrients to build our muscles, bones, blood, hair, nails, cells, tissues and many more parts and keep them strong and healthy.

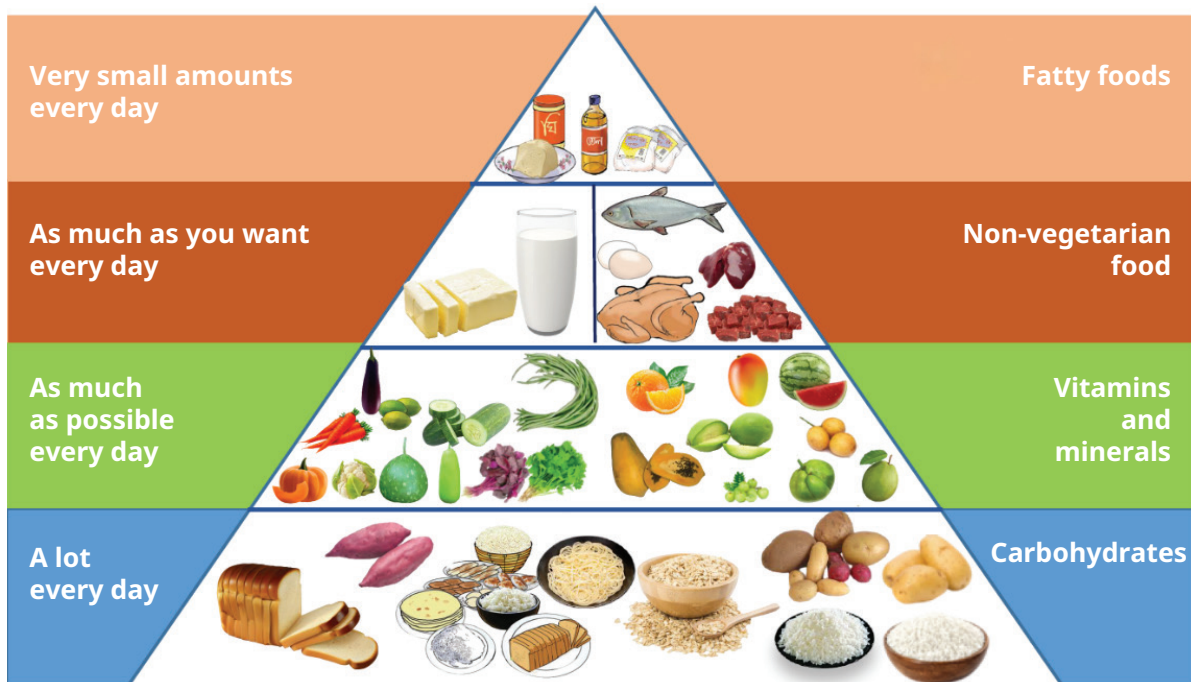
There are five main food groups that we should be familiar with:

- **Carbohydrates** are a large group of foods that encompass a lot of ingredients and are sometimes referred to as grains or cereals. This group includes any starchy foods such as potatoes, rice, wheat, puffed rice (muri, chira), peas and corn.
- **Proteins** are important food group that helps to growth and repair of body cells. This group includes all kinds of meats, such as chicken, beef, mutton, fish, egg. It also includes some plant-based foods such as grains, nuts and seeds.

Fresh fruit and vegetables consist of plant-based ingredients and can also include starchy carbohydrates or protein elements.

Dairy products are made from the milk of mammals. They include cheese, sweet curd (Payesh) and others cream and butter.

- **Fats** are divided into different categories, and some are healthier than others. The body uses saturated and unsaturated fats to function fully.



The Food Pyramid

Activity 2

- Divide the participants into smaller groups and provide each group with a deck of selected food picture cards.
- Ask the participants to take an imaginary trip to the market to buy food that they will use to prepare lunch. They must choose from the cards they have.
- When they are done, each group will present the meals they plan to prepare and tell others if they have all groups of nutrients in them.
- A balanced diet is one that gives your body the nutrients it needs to function correctly. Balance diet be prepared from locally available, seasonal and low-cost food sources. To get the proper nutrition from your diet, you should consume most of your daily calories in:
 - ▶ Fresh fruits
 - ▶ Fresh vegetables
 - ▶ Rice/cereals
 - ▶ Pulses
 - ▶ Nuts
 - ▶ Egg, milk, locally available fish, and meat

A balanced diet is important because your organs and tissues need proper nutrition to work effectively. It is important to eat balanced diet during adolescence because a rapid growth and development of the body takes place during this period. A balanced diet helps the bones, muscles and other parts of the body to get adequate nourishment required

for rapid growth. Without good nutrition, your body is more prone to disease, infection, fatigue, and poor performance. Children and adolescents with a poor dietary habit run the risk of growth and developmental problems and poor academic performance, and bad eating habits can persist for the rest of their lives.

Balanced diet and its importance



Image: Balanced diet and it's importance

In camp context, due to unsanitary storage of foods, we might be exposed to worm infections. Intestinal worms are organisms which reside in the human intestine and affect the absorption of nutrients needed for growing, learning and staying healthy. There are several types of worms, for example roundworm, hookworm, threadworm and tapeworm.

Deworming kills the worms and if done regularly prevents us from building heavy worm loads, which have more severe consequences on our health. Deworming is a safe, easy and cheap intervention and you can seek it in medical centres, all you have to do is take it twice a year with all your family members.

The last thing we will talk about today is related to the global covid-19 pandemic. As you know, over the past few years we have been hearing about this pandemic and dealing with its consequences. There are many things we hear that might be correct and others not.

ASK: According to your community, what are some of the things you heard are important to eat to build our immune systems and face the pandemic?

- Divide participants in groups and provide them with the time to answer the question
- Let the groups present and clarify misconceptions and provide the following information.

Eating a healthy diet is very important. What we eat and drink can affect our body's ability to prevent, fight and recover from infections. While no foods or dietary supplements can prevent or cure infection, healthy diets are important for supporting immune systems.

- Eat balanced diet, including fruits and vegetables
- Vitamin C is an antioxidant that is important to produce collagen and carnitine and plays a crucial role in our immune response. So, Vitamin C rich foods (lemon, guava, fresh vegetables, seasonal fruits) that you need to include in your diet to stay safe.

Activity 3

We talked about the different foods, nutritional needs and in this activity, we will dig deeper and understand the consequences of their lack of. Different food groups tend to carry nutrients such as iron, and iodine that are essential to our health.

ASK:

- What purpose does iron serve in our bodies?
- Have you heard of the word anaemia?
- What do you understand from it?
- What happens when we do not have enough of it?
- How can we manage this?

Provide participants time to think of the questions in groups and discuss.

In human bodies, blood acts as a vehicle that carries nutrition for different organs to fulfil their function. Blood is composed of red blood cells or 'haemoglobin' that is formed and maintained with iron. So, this means that if there is a lack of iron, or iron deficiency, then the blood cannot fulfil its functions properly and we might feel tired and pale.

Anaemia tends to be more common amongst girls, and this is why there is a need to understand all the early signs to seek support.

ASK: What are some of the symptoms?

- Early tiredness, weakness, headache
- Giddiness, no will to work
- Loss of energy in the body
- Paleness of inner eyelid
- Lips, tongue, nails, feet appear pale
- Palpitation (heart beats fast)
- Poor memory
- Lower of immunity – tends to get sick more frequently than others
- Swelling over hands and feet
- Breathlessness while working

ASK: Now that we understand what anaemia is, its symptoms, what are some of the things we can do to prevent it?

- Seek medical support if you feel like you have one or more of these symptoms.
- As a preventative measure, there are some iron rich foods you can take such as:
 - ▶ Animal Origin: Meat, fish, poultry, eggs
 - ▶ Non-animal Origin: Spinach, green leafy vegetables (GLV), Green onion, carrots, radishes, beetroot, tomatoes and potatoes (with jackets).
 - ▶ Fruits- Bananas, pomegranate and other colourful fruits, raisins, whole wheat, brown rice, beans, soybeans, sunflower seeds and honey
- Moving onto iodine, this is also another nutritive group that we will try and understand.

ASK: What purpose does iodine serve in our bodies? What happens when we do not have enough of it? How can we manage this?

- Provide participants time to think of the questions in groups and discuss.

Iodine is an important micronutrient found in some foods. Iodine is especially critical for normal brain development and growth; consequently, iodine deficiency can result in impaired mental functions in addition to delayed physical development.

Iodine can be found in: sea fish, table salts labeled 'iodized', dairy (milk, cheese, yogurt), eggs, beef liver and chicken

How do you test for the presence of iodine in your salt? Do an exercise.

You can easily test for iodine in salt at home



Take a teaspoon of salt and tap off the excess salt from the spoon with your fingers.



Place the salt on a clean plate



Take 5 grains of rice and make sure that there are not more than 5 grains of rice



Mix well with rice and spread evenly in the middle of the plate



Add two drops of lemon juice to the salted rice and observe.
If the salt turns purple, then your salt has iodine in it.

Check the above rule every time you buy salt.

TAKE HOME ACTIVITY: Take a look at the information reflected in your workbook and share with your family, friends and community.



Session 14

Puberty and Reproductive Health

Session 14: Puberty and Reproductive Health

Objective

For Girls

- Girls will be familiar with the physical and emotional changes they go through during puberty.
- Identify popular misconception about menstruation
- Describe how to stay clean

For Boys

- Boys will be familiar with the physical and emotional changes they go through during puberty.

Time

- 40 minutes

Materials

- Flip sheet, marker

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

For Girls

Activity 1

Today we are going to talk about changes girls go through between the ages of 10 and 18 years old. This phase is called adolescence.

- Some of the changes I am mentioning are changes we feel, and others are changes we see in our bodies. These changes are normal, and they are called puberty.

- There is nothing to be ashamed of. It is a natural function of the body, and it helps girls' transition from childhood to adulthood.
- This does not mean that girls are still children or adults yet. Even if their bodies have changed, there are still many changes taking place that are unseen, especially in the brain, and that makes them adolescents.
- Some of you may have experienced some of these changes, and some of you might be going through others, and it is fine. Some girls mature faster than their peers, and some physical changes may be more gradual than others.
 - ▶ Divide the girls into two groups.
 - ▶ Ask the first group to write down on flipchart paper all the physical changes that girls go through during puberty.
 - ▶ Ask the second group of girls to write down on flipchart paper all the emotional changes that girls go through during puberty.
 - ▶ When the girls are preparing their answers, go into each group and make sure you guide them by providing information and clarifying their questions. Make sure this is done in a way so that girls do not feel ashamed.
 - ▶ Ask each group to present to the larger one.

During puberty, your body releases something called 'hormones' (chemical messengers), which make your body grow from a boy's body into a woman's body. Hormones will have the following effects:

Physical

- Girls' breasts grow, girls may gain weight (some extra fat tissue with which the body prepares for future pregnancy- body becomes rounder around the hips), girls might increase in height (towards the end of puberty).
- Breasts may be painful as they grow. The pain can be a mild ache or a sharp or burning pain. This may be different for each girl, which is normal and nothing to worry about.
- Girls will notice that they sweat more, and the skin becomes greasy.
- Greasy skin might cause acne on the face or in other areas. It is important to wash the acne with soap and dry it out, and avoid playing with it, as it might leave a scar or even cause more acne.
- Their pelvic bones and hips will grow.
- Girls may possibly get stretch marks on hips, thighs, butt and sometimes on breasts.
- Hair grows in sensitive spots and under the arms.
- Start of menstruation (we will discuss this soon)

Emotional

- Girls might experience different feelings and moods (dilor halot). They may get annoyed easily, or feel angry, sad or moody.
- Girls may change the things they like. For example, they might like a new hobby that they did not like before.
- Girls might want to spend more time with friends and less time with family. But this does not mean girls don't love their family– it means they like being with their friends more than before.
- Girls may worry about their body and the way they look. For example, girls might not be as happy with the way their hair looks or how they fit into their clothes.
- Girls may feel pressured by friends to act a certain way. For example, friends might ask a girl to do something she does not want to, but she might not know how to say 'no' because they are her friends.
- All these physical and emotional changes are normal.
- Everyone grows at their own pace– some earlier, and some later.
- It is important not to tease others who may grow earlier or later.
- Young people often feel uncomfortable or self-conscious because of the changes in their bodies.
- Sometimes these changes may be new and interesting, but other times they may be hard.
- Sometimes it can help to know other girls who are going through many of the same things.

Stand in circle with others.

- Ask what they know about menstruation. Listen to them with patience, and let them say whatever they like. Be careful so that no one can make fun of someone's opinion. At the end, say: Menstruation and wet dreams are natural for teenagers. When a girl reaches adolescence, her menstruation starts. This is not a disease. Menstruation is not harmful for health. Wet dreams occur during sleep. They are normal and should not be viewed as bad or wrong. It is also normal not to have them.
- Ask: Does menstruation and wet dream require any medication? Listen to what they say.
- After that, say: As menstruation is not a disease, it doesn't require any medication. However, if menstruation is not regular, consulting doctors is necessary. Women become pregnant as a result of sex with men, and their menstruation circle comes to a halt. Wet dreams maybe a healthy and normal part of sleep. Aside from the need to clean up clothing or bedding, there is no particular problem with the phenomenon occurring. In rare cases that wet dreams are troublesome, medications (such as antidepressants) can be used to decrease the frequency of

events. If required need to consult with doctor but never go to any quack doctor/ Kabiraj.

- Ask: Do all girls start menstruating at the same age? Take answers from one or two.
- Ask the participants to pair up side by side. Say: In the society, there are a lot of misconceptions about what should be done and what should not be during menstruation.
- Ask the pair groups to find out those false ideas. Give them five minutes to do so. They have to find out at least 3 ideas.
- Ask the pair groups to present the common strange sayings.

Misconceptions about menstruation:

- Don't play with boys.
- Stay in side house during menstruation, don't go out.
- Don't take bath.
- Don't do exercise or physically demanding work.
- Don't do manual work.
- Don't go to school or don't go outside house.
- Don't drink milk.
- Don't eat fish.
- If you are in pain during menstruation, take your child toy in your lap, it will relieve your pain.

Ask all to form a circle. Say that now you will read out some lines for them. Those who agree will go to the right, and those who disagree will go towards the left.

Agreement – disagreement

- ▶ Menstruation starts between 9 and 13 years of age. But it can be late for some girls.
- ▶ Menstruation is an embarrassing topic.
- ▶ Menstruation is natural to girls.
- ▶ Menstruation lasts for 2-5 days. But the natural is 2-6 days.
- ▶ Menstruation takes place after 28 days. But for some, it can be after 22 or 36 days.
- ▶ Menstruation can be irregular in the beginning. Sometimes it skips some circles, sometimes, it happens early.

- ▶ Girls should not go to school during menstruation.
- ▶ Sometimes, in the beginning of menstruation, the discharge of blood is more, which lessens on later days. It's normal.

If it is seen that the participants are divided into two groups, let them have a short debate.

- Ask the participants to say the name of one body part / place and remember the name. Notice carefully whether all the parts and places of the body which attract more dirt were included or not. If not, ask anyone to add.
- Ask: How the part you named attracts dirt? (Give an example: Where is dirt gathered if we have ice-creams?) Everyone has to talk about the part they mentioned in the beginning.
- When everyone is done, ask: Which body part attracts most dirt? Take answers from some.
- Form pair groups side by side. Ask the pair teams to think about these questions for 4 Minutes and find answers: What can happen if we don't wash that body part? How can it be cleaned or kept clean? During presentation, each one of the pair groups will talk about the part they named. Listen to their opinions. After a presentation, if anyone wants to add anything, let them do so (you yourself can add something on your own).
- Now ask them to think for a minute: How can that body part be kept clean? Everyone will talk about how to keep clean the part they named.
- Listen to their opinions. After a presentation, if anyone wants to add anything, let them do so (you yourself can add something on your own).

Close the session, thanking all.

For Boys

Activity 1

Today we are going to talk about changes boys go through between the ages of 10 and 18 years old. This phase is called adolescence.

- Some of the changes I am mentioning are changes we feel, and others are changes we see in our bodies. These changes are normal, and they are called puberty.
- There is nothing to be ashamed of. It is a natural function of the body, and it helps boys' transition from childhood to adulthood.
- This does not mean that boys are still children or adults yet. Even if their bodies have changed, there are still many changes taking place that are unseen, especially in the brain, and that makes them adolescents.

- Some of you may have experienced some of these changes, and some of you might be going through others, and it is fine. Some boys mature faster than their peers, and some physical changes may be more gradual than others.
- ▶ Divide the boys into two groups.
- ▶ Ask the first group to write down on flip chart paper all the physical changes that boys go through during puberty.
- ▶ Ask the second group of boys to write down on flip chart paper all the emotional changes that boys go through during puberty.
- ▶ When the boys are preparing their answers, go into each group and make sure you guide them by providing information and clarifying their questions. Make sure this is done in a way so that boys do not feel ashamed.
- ▶ Ask each group to present to the larger one.

During puberty, your body releases something called ‘hormones’ (chemical messengers), which make your body grow from a boy’s body into a man’s body. Hormones will have the following effects:

Physical

- Pubic hair becomes thicker and curlier.
- Underarm hair starts to grow.
- Boys start to sweat more and develop body odour. This is normal, and good personal hygiene can help tackle the undesired effects.
- Boys’ skin often becomes greasier, and many of them develop acne – a skin condition that shows up as different types of spots, including whiteheads, blackheads and pus-filled spots called pustules.
- Greasy skin might cause acne on the face or in other areas. It is important to wash the acne with soap and dry it out, and avoid playing with it, as it might leave a scar or even cause more acne.
- The first signs are that the testicles grow, followed by the penis gradually growing in length and then width until it gets to its adult size much later.
- Boys’ breasts can swell slightly temporarily. Many boys may experience this, but it is temporary most of the time, and it does not mean you will have breasts when you get older.
- Boys’ voices ‘break’ and get permanently deeper. For a while, a boy might find his voice goes very deep one minute and very high the next.
- Boys go through a growth spurt and become taller by an average of 7–8 cm, or around 3 inches, a year, and become more muscular. Boys’ shoulders will broaden, and their muscles will develop more definition too.

- Boys may have involuntary ejaculations of semen as they sleep, commonly known as 'wet dreams'. Sometimes boys might wake up in the morning and find sticky, damp areas in their clothes or sheets. This is not urination, and it often happens around that age. There is nothing to be ashamed of. It is important to clean the area of involuntary ejaculation when given the chance.
- Boys may also experience involuntary erections. These are spontaneous reactions that are not triggered by touch or sexual thoughts but can just happen. Boys can feel embarrassed, but it is not permanent. These are signs that the body is maturing, and it will become less frequent with time.

Emotional

- During puberty, boys deal with hormonal and physical changes. Body odour and acne may affect boys' self-esteem.
- Boys may start having different dynamics or sometimes feelings towards other people.
- Boys may change the things they like. For example, they might like a new hobby that they did not like before.
- Boys may feel pressured by friends to act a certain way. For example, friends might ask a boy to do something he does not want to, but he might not know how to say 'no' because they are his friends.
- Boys may feel the desire to rebel against their parents, and the ability to solve their own problems.
- Boys also develop a list of new feelings, which can be an exciting time to know oneself.
- Boys may experience an 'emotional rollercoaster', where things might be up and down all the time – meaning unexplained mood swings linked to hormonal changes – but this too shall pass.
- Some boys might feel a little bit down or like they might have aggressive reactions to things, but this too shall pass. It is important to breathe when this happens. Remember that what you are feeling is normal and try to remain as calm as possible.

All these physical and emotional changes are normal. Everyone grows at their own pace – some earlier, and some later. It is important not to tease others who may grow earlier or later. Young people often feel uncomfortable or self-conscious because of the changes in their bodies. Sometimes these changes may be new and interesting, but other times they may be hard. Sometimes it can help to know other boys who are going through many of the same things.



STOP..
CHILD
LABOUR

Session 15

My Rights

Session 15: My Rights

Objective

- Participants will be able to compare the development of a child and a seedling using creative thinking skill.
- Have clear idea about who are the children and what age they belong to.
- Understand who is child and the rights of a child.
- Show awareness about four types of child rights.

Time

- 50 minutes

Materials

- Board, marker, Posters containing the names of four types of child rights.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

- Welcome the participants to the session and exchange greetings.
- Ask them: Who among you have planted saplings and taken care of them? If anyone wants to share their experience on this, listen to it.
- Ask participants to form a circle. When everyone is in circle, ask anyone of them to stand in the centre of the circle. Facilitator will stand in the centre as well.
 - ▶ Tell the approaching volunteer loudly enough for others to hear, "You will play the part of a sapling".
 - ▶ "As a sapling grows bigger if it receives care, you will rise gradually, imitating the process." Now ask him/her to crouch down.
 - ▶ Tell the participants: "This sapling will turn into a big tree one day. It will come into flowers. It will bear fruits."

- Ask the participants to consider on the three aspects in two minutes: What types of tools and what kinds of assistance the sapling needs -
 - ▶ ... in order to survive?
 - ▶ ... in order to grow?
 - ▶ ... in order to escape danger?
- After two minutes, ask everyone to come one by one near to the sapling and perform how they will care for the sapling in mime.
- Each of them will come up with an idea and mime it. For example, if anyone wants to water the tree or ward off a goat, they have to show them in mime.
- Every time a participant comes, you have to tell him/her clearly: What types of tools and what kinds of assistance the sapling needs in order to survive, grow and escape danger?
- After the performance of two or three being done, you will change the dialogue a bit, and say: What are the things needed for the sapling to survive, grow and be safe?
- Getting care and assistance, the sapling will grow bigger and spread branches out. At the end of the mime, thank the volunteer.
- Ask: How did you like the mime?

Ask them: What are the similarities between the developments of a sapling and a child? Get to know the similarities.

Ask them: What the sapling would say if it could talk? Take one point from everyone.

Form pair groups. Ask them to discuss the following question in pairs for two minutes: If the sapling could talk, how it would benefit the owner? Collect one idea from every pair group. In this way, ask the following question and collect their ideas.

- If the sapling could talk, how it would benefit the society?
- If the sapling could talk, how it would benefit itself?

Now ask: How long a sapling can be called a sapling? Collect opinions from everyone.

Then, Ask: Beyond which age, a child no longer remains a child, becomes an adult? Collect their opinions.

- Draw a chart on the board and write down their opinions.

After which age, a girl is considered to be grownup?	After which age, a boy is considered to be grownup?
12 Years	12 Years
13 Years	13 Years
14 Years	14 Years
15 Years	15 Years

Now say: The UN declared that everyone under 18 is a child. Tell that the Convention on the Rights of the Child is an international law. All countries have to comply with it. Also add that according to the national child policy of Bangladesh, a boy or a girl under 18 is considered a child.

Activity 2

Say: In the last session, we came to know who we call children. Now, we will talk about child rights.

Say that people have many necessities. Some of them are essential. People cannot do without them. These are their rights.

- Tell the participants to stand in circle. Tell them that you will read out some phrases to them. They have to tell which of the rights they have and what needs they require. Tell them that those who think it's a right will move towards the right and those who think it's a need will go towards the left side.
- Those who cannot make up their mind will stand in the middle.

Read out these phrases one by one:

<ul style="list-style-type: none">▶ to study▶ sports▶ food▶ pure water▶ football▶ mobile	<ul style="list-style-type: none">▶ shelter▶ care▶ chocolate▶ safety from physical torture▶ medication/treatment▶ coconut water
---	--

- If participants are divided on the basis of their opinion, let them have a debate over it and find a middle ground.
- Then ask: What will we understand by child rights? Find out everyone's opinion.
- Ask the participants to remember the sapling. In the previous session, we came to learn what a sapling needs in order to survive, develop, ensure protection and express opinion.
- Then say that, in order to live harmoniously, develop and protect from all forms of abuse, a child requires some essential needs. The needs are children's legitimate requirements. These should be provided with before being asked for. These legitimate requirements are child rights. These are children's birth right.
- Say it clearly that the UN introduced law states that every child, be they a boy or a girl, black or white, rich or poor, indigenous or nonnative, Bangladeshi or Rohingya, no matter however difference there may exist, all of them, have all types of rights. And all children have the same rights.

Activity 3

- Ask everyone to think of a child right. They have to express this right by miming/ using no word. Give them two minutes to prepare.
- After the preparation, tell: Now you have to perform it (during acting/performance, the actors cannot use language, rather, they will use hints and gestures to make others guess the right). In the meantime, others will remain focused on the actor and try to find out what right the actor is indicating.
- After the performance of each, you will ask others: What right he/she was hinting at? Thus, after the performance of each, ask the question and take answer.
- Tell that child rights can be divided into four groups: the right to life, the right to development, the right to safety, the right to expression or participation. Hang the four posters having four types on them.

Four cluster of Child Rights

1. The rights to survive
2. The rights to development
3. The rights to protection
4. The rights to participation.

Then, ask the participants to repeat what right they mimed and ask them to tell which groups they fall into. (If you see that the participants' ideas don't cover all 4 types of rights, finish the discussion by taking help from the resource sheet 'Convention on the Rights of the Child')

Activity 4

Write 'agree' and 'disagree' in separate column. Say that, now you are going to read out some statements. (Use as many sentences as you need from the table on the next page. You can add your statements as well). Those who agree with the statement will go to the right, and those who disagree with the statement will go left. Don't follow others; make your own decision by thinking on your own.

If difference in ideas is seen among participants, let them debate. After debate, convey the correct message.

Order statements agree-disagree

Order	Statements	Agree	Disagree	Explanation
1	Rich children have more rights than poor ones.		✓	The Convention puts all children on an equal footing, regardless of their gender, social class, physical and mental abilities, or other differences.
2	Rohingya refugee children and Bangladeshi children have the same needs.	✓		Regardless of where children come from, their basic needs are the same.
3	It is true that children with disabilities have fewer rights.		✓	The Convention puts all children on an equal footing, regardless of their gender, social class, physical and mental abilities, or other differences.
4	Girls do not need education as much as boys do.		✓	All genders of children have the same rights and the same needs.
5	Mothers are more responsible for taking care of children.		✓	Even if this is the norm around us, according to the Convention, both parents are responsible for caring for their children.
6	It is fair for 10-year-old children to drop out of school or another educational system to support their family.		✓	Even if sometimes it might be a necessity for some children to do so, it is not in line with their rights under the Convention.
7	It is mainly the responsibility of parents to preserve children's rights.	✓		Caregivers and States are responsible for preserving children's rights.
8	If children do anything wrong, older people such as parents, teachers, guardians, employers, or business owners can beat them. There is nothing wrong with it.		✓	Children should be physically and mentally protected, according to the Convention.
9	Children have the right to be treated with respect, just as older people such as parents, teachers, guardians, employers, or business owners do.	✓		True according to the Convention.
10	All Rohingya refugee children have the rights to health services, education, and sports.	✓		True according to the Convention for all children, including Rohingya children.

Order	Statements	Agree	Disagree	Explanation
11	The right to education is more important than the right to play.		✓	The Convention does not put the different children's rights in any order of importance.
12	Adolescent Rohingya girls should not play outside like Rohingya boys.		✓	All genders of children have the same rights and the same needs.
13	Children study 4-5 hours a day at camp school.		✓	The Convention does not allocate a specific amount of time for studying.

Resource Sheet:

<p>Right to life: What we need to stay alive/ survive:</p> <ul style="list-style-type: none"> • Enough food • Shelter/accommodation • Family love and care • Vaccines to protect against disease • Adequate health care • Safe water and sanitation 	<p>The right to development: To grow, to have something to learn, to become healthy, capable, mature people. What we need:</p> <ul style="list-style-type: none"> • Right to education • The right to freedom of thought and expression • Sports rights • Right to recreation and sports • The right to parental support
<p>The right to protection: Discrimination, torture, exploitation, and what is needed to avoid suffering from neglect/neglect?</p> <p>Our:</p> <ul style="list-style-type: none"> • Right to identity, name and nationality • The right to protection from harmful customs/practices (child labor, trafficking) • The right to protection from child abuse (physical, sexual, emotional, neglect); there will be no physical peace • The right to protection from harmful customs/practices (child marriage, sexual exploitation, trafficking) • Right to protection from exploitation 	<p>The right to participate: What we need to build good relationships and be good members of our families, communities, and active citizens of our country:</p> <ul style="list-style-type: none"> • Right to information sharing • Right to expression • Right to association • The right to be informed about matters related to their own good and bad • The right to access accurate information





Session 16

Diversity and Inclusion

Session 16: Diversity and Inclusion

Objective

- Participants will understand the importance of diversity.
- Participants will play an inclusive role in their communities.

Time

- 1 hour

Materials

- Flip chart papers, pens and papers, markers, coloured pens, printed picture of drawing in the annex, ensure all participants have their workbooks.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Note to facilitator: in this session, you might have some adolescents with disabilities attending, it is important that you adapt the narrative of this session to make them feel included, rather than putting too much attention on them during this session.

Activity 1

ASK: In the previous sessions, we discussed adolescent rights and the conventions related to it. Do you remember what we said about discrimination and equality?

We discussed equality, but today, I would like to discuss with you another notion which is equity.

ASK: If you might know what equity means, would you like to try and explain?

- Hang up photos from Annex to session.
- Invite participants to look at the pictures closely and notice the differences between the pictures and discuss.

Just like we can see in the pictures, as humans we are different. Our gender, physical abilities, learning abilities, and other aspects might influence our access to information and chances of success. While equality is important, equity is the best way to ensure that we all receive what we all deserve.

ASK: Do you know what I mean by ability and disability?

People with disabilities are those who have long-term physical, mental, intellectual, or sensory impairments. What is essential to know is that everyone is equal regardless of their body abilities.

It is important to know our rights if we are part of that group to get additional support. If we are not part of that group of individuals, our roles as their peers, their friends, their siblings, or others is to ensure that we create the conditions to make people with disabilities feel included and have access to the rights they deserve.

Activity 2

- Divide the participants into two and ask them to regroup based on differences or similarities of the following characteristics one after the other: all long hair/short hair; all tall/not tall; all who like to sports/do not like sports; all who play music/do not play music; all shy/not shy.

Note to facilitator: You can adapt characteristics depending on the group.

- Ask the participants to do this until they shuffle around and change groups multiple times.

ASK: What are some of the things you noticed from this activity?

All humans are diverse and different, and this is a very natural part of human life. Everybody has differences, whether that difference is related to things we like, colour, gender, size, shape, religion, or other things.

A disability is no different. It may limit a person's mobility (ability to walk) or their ability to hear, see, taste or smell, but it does not limit their strengths and abilities. Differences in a group are valuable. Those differences are where creativity and new ideas are born.

Activity 3

I am going to share with you Ibrahim's story and we will be discussing it later - think of his birth, his situation and how he can live better in his community.

Ibrahim was born into a family that was impatiently anticipating his arrival, when he was born his family cared for him and was happy to welcome him. At the age of three years old, his parents noticed that he had difficulties speaking, and at the age of five years he was significantly different from his peers. Ibrahim did not like the company of other children, and by the time he had to go to the learning centre, the head teacher called his parents and told them she could not host an autistic child. Ibrahim's parents thought he was special and did not know much about autism. They accepted the decision, thinking that it was a contagious disease.

- Give adolescents time to reflect on the story and discuss.

Just like Ibrahim, there are multiple people in our community who have disabilities. Often, disabilities are not contagious. Ibrahim has a learning disability, but if provided with the right support, he can thrive and live a life like all other children. Before judging people with disabilities, and discriminating against them, it is important to educate ourselves about these disabilities and support different people.

- Disabilities might not be visible at birth,
- People living with disabilities might feel embarrassed to discuss them with people around them.

ASK: What we can do to ensure we are including persons with disabilities?

Ask them what is the best way they like to feel included? Learn about their disabilities from scientific resources, do not judge, listen, ask the right questions, and give your peers the right to support and feel included.

Activity 4

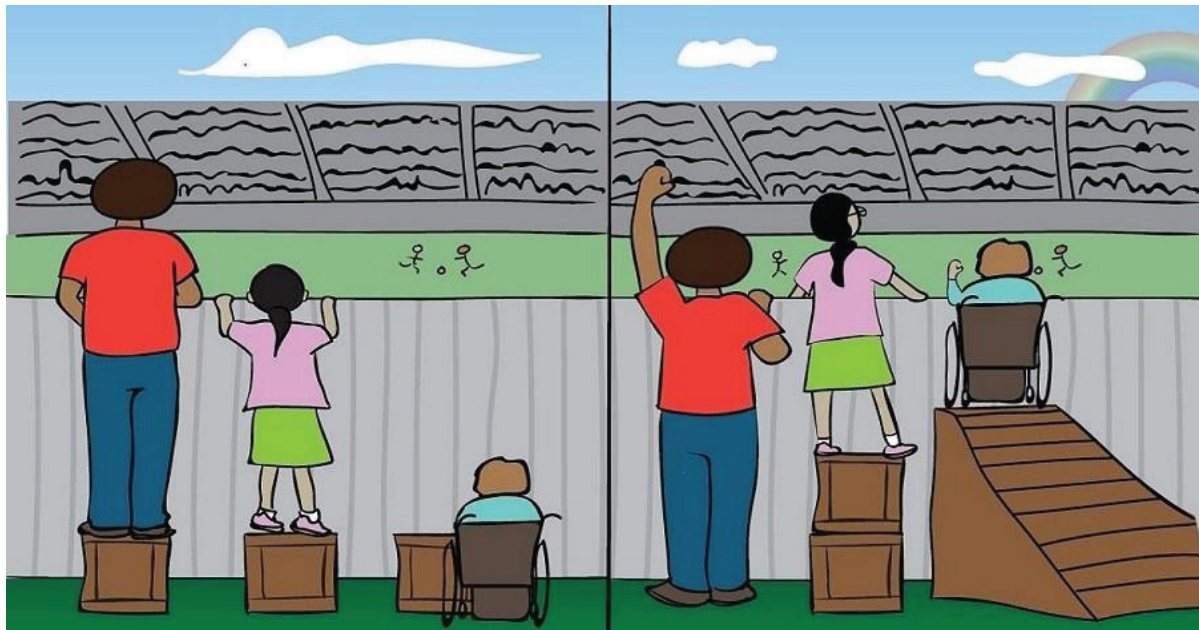
I am going to provide you with Post-It notes and pens. You will have time to write down any questions you have around this topic anonymously, and once you're done, you can put them in the hat.

- Give the participants time to write and share.
- When the adolescents have finished, take their questions, and discuss them in the group, providing answers from the resource section.

Note to facilitator: If there are any points you are not sure about, say that you do not know and get the answer from a technical staff member for the next session.

TAKE-HOME ACTIVITY: I want you to think about the area you live in and about adolescents with disabilities and how we can support them in achieving their full rights and potential.

Annex picture



Equality

Equity

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

RESOURCE FOR FACILITATOR

This section offers guidance on how to communicate effectively with persons with disabilities. It can be used to help staff understand basic ways to adapt verbal and non-verbal communication when working with adolescents with disabilities. Adolescents with disabilities have a right to participate in activities on an equal basis with other members of the community. As service providers and practitioners, the way we interact and communicate with persons with disabilities and talk about them can help break down barriers to participation and send positive messages to colleagues, partners, and community members. It also improves the quality of our programmes by ensuring that they are inclusive of all ideas, skills and capacities that exist within the community.

Communication Tips

Use respectful language

Different language is used around the world to describe disability and to refer to persons with disabilities. Some words and terms may carry negative or discriminatory connotations and should be avoided in our communications.

Avoid...	Consider Using...
Emphasising a person's impairment or condition. For example: Disabled person	Focus on the person first, not their disability. For example: Persons with disabilities
Negative language about disability. For example: 'suffers' from polio, 'in danger' of becoming blind, 'confined to' a wheelchair, 'crippled'	Use neutral language instead. For example: 'has polio', 'may become blind', 'uses a wheelchair', 'has a disability'
Referring to persons without disabilities as 'normal' or 'healthy'	Try using 'persons without disabilities'

Use a strength-based and right-based approach

- Do not make assumptions about the skills and capacities of persons with disabilities – this can affect the way we communicate and interact with them. Remember that adolescents with disabilities are people, first and foremost. Just like all adolescents, they have different opinions, skills, and capacities.
- Look at what they can do. This can often give insight into how they can communicate and participate in your activities.
- Speak directly to adolescents with disabilities, not their interpreter or assistant/caregiver.

- When speaking for a length of time, try to place yourself at eye level with the person if they are not already at the same height.
- Treat adolescents with disabilities like you treat other adolescents. Discussions and activities should continue to be age-appropriate and then adapted for the communication needs of the individual.
- Ask for advice. If you have a question about what to do, how to do it, what language to use or the assistance you should offer, ask them. The adolescents you are trying to work with are always your best resource.

Working with people with different impairments

In addition to the topics provided above, there are specific communication and engagement strategies to consider, depending on the type of disability the person has.

When working with people with physical impairments:

- Move at their speed. Do not walk ahead of them if they are moving more slowly than you.
- When delivering sessions from the adolescent life-skills curriculum, adapt the activities so that they do not include a lot of physical activities.
- When helping, first asking them what they require. Follow their instructions, and not what you think is best for them.
- Do not lean on or move someone's wheelchair or assistive device without their permission.
- Discuss transportation options for activities and events. Consider what is going to be safer and most affordable for the adolescent and their family.
- Ensure that spaces chosen for adolescents with disabilities are friendly and inclusive and that they have enough space within a room to move freely.

When working with people who are deaf or hearing impaired:

- Find out how the adolescent prefers to communicate – this can be determined by observing their interactions with others or by using simple gestures to suggest communication options.
- Speak clearly; do not shout or exaggerate words.
- Get the adolescent's attention before speaking and talk to them directly rather than to the interpreter (if any).
- Do not cover your mouth while talking to them.
- In a group setting, make sure that the adolescents with a hearing impairment can visually see everybody's mouths.

When working with people with vision impairments:

- Always introduce yourself and other participants in the group by name.
- Tell the person if you are moving or leaving their space – do not just walk away.
- If the adolescent has arrived at a new place, tell them who is in the room or group, and offer to describe the environment.
- Avoid vague language, such as ‘that way’ or ‘over there’ when directing or describing location.
- Always ask the adolescent first if they would like assistance to get from one place to another and how they would like to be assisted.
- If you are using visual support materials, always describe what you are showing to adolescents.

When working with people with intellectual impairments:

Note: Adolescents with intellectual impairments may have trouble in understanding, learning, and remembering, as well as applying information to new situations. It is important to note, however, that adolescents with intellectual disabilities can learn new things and participate in our activities, with just some small changes to the way we work.

- Communicate in short sentences that convey one point at a time.
- Use real-life experiences that illustrate each point you are making.
- Provide adolescents with time to answer your questions before you repeat them. If you do repeat them, use simpler, clearer words.
- Allow adolescents with intellectual impairments to ask questions.
- Make sure that only one person is speaking at a time.
- Persons with intellectual impairments may want more time to think about decisions or to discuss their options with someone they trust.
- Visual support can help convey messages more easily.

When working with people with speech impairments:

- Plan more time for communication with people with speech impairments.
- It is okay to say, ‘I do not understand’ and ask them politely to repeat what they said.
- Do not attempt to finish the sentences of people with speech impairments.
- You can ask questions that require small ‘yes’ or ‘no’ gestures.
- You can choose drawing or writing as an alternative way to communicate in certain cases.

NOTE: It is important to create an environment free of judgement, and to be patient and kind towards one another, especially when in a group of adolescents. Lead by example and use the group agreements as your ally in reinforcing positive dynamics.



Session 17

Child Protection and Child Safeguarding

Session 17: Child Protection and Child Safeguarding

Objective

- Participants will learn about child protection and child safeguarding.
- Participants will identify different types of violence.
- Participants will understand the effects of violence.
- Participants will think of ways to protect themselves from violence.

Time

- 1 hour

Materials

- Flip chart papers, markers, papers, inflatable balloons, pens.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

Today we are going to discuss a very sensitive topic; we are going to discuss violence. Let's all remind ourselves of the group agreements we set in the first session and remember that this is a space of comfort; confidential matters should remain as such. It is also a space where we agreed to respect each other's opinions.

- Ask the participants to stand in a circle.
- Divide participants into three groups (group 1: 2 people; group 2: 4 people; group 3: 6 people – adapt it to the number of participants).
- The first group will form a circle, the second group will form a second circle around them, and the last group will form an outer circle.

Note to Facilitator: If the space in the MPC is too small for this activity, and adolescents are comfortable with this suggestion, you can suggest doing this activity outside.

- Provide group 1 team members with inflated balloons and tell them that they are responsible for preventing the third group from popping them, but they are not permitted to hide the balloons in their clothes.
- Group 2 members will work as a buffer and try to prevent the third group from popping the balloons. They will stand facing the third group, not facing the centre.
- Group 3 has to pop the balloons by using different tactics.

The duration of the game will be 2 minutes from the time the facilitator says 'start'.

ASK:

1. What did you think about the game?
2. How did group 1 team members feel?
3. How did group 2 team members feel?
4. How did group 3 team members feel?
5. Does this game have anything to do with safety? If so, what are the points you learned from it?

Ask: What does child protection mean? Listen to the participants. Then, put their opinions in an organised way, and say:

In the game, the group 1 team was representing as child, team 2 was the protector of the child and team 3 was people living around the child. While any one try to do harm to the child, a group of people try to keep you protected from all kind of harm as like us group 2 the child protection actors.

Do you know what Child Protection is?

Child Protection is defined as preventing and responding to violence, exploitation, abuse, and neglect against children.

Sometimes people from this group can do harm to the children. For preventing such we follow child safeguarding.

Child Safeguarding:

Child Safeguarding refers to the proactive measures taken to prevent and reduce the risk of harm to children from their interaction with UNICEF or its partners, encompassing actions to protect them from physical, sexual, and emotional violence, exploitation, neglect, and other forms of maltreatment, both direct and indirect.

Let's talk more about this.

Ask the participants to close their eyes for a while. Make sure they all did it.

Now, tell them to remember a day when their parents gave them strict punishment. Ask them to think how many days ago it happened. How did he/she feel back then?

Ask them to open their eyes and give them 5 minutes to go back to their usual self.

Say: Now I will tell you an incident. Tell them to listen attentively.

Tell Asma's story

Asma is at 15. Her father asked to go to the MPC to participate awareness session. But she sits alone aside of the house being absorbed in thinking without paying attention to her father.

- Ask them to give the situation a serious thought. Ask them to imagine that they are that girl, Asma
- Ask: What do you think Asma's father did or will do to her in this situation? Or, given the situation, how would your father or mother behave if you were that girl?
- Listen to their answers and try to find out how their guardians behave with them.
- Then, say: children are abused in different ways at home, at CFS/AFSS/MPC/, at community. They include physical assault, talking down, making fun of, beating, neglecting, discriminating, deceiving children. We all went through such treatments more or less.
- Ask every participant to say the name (not type) of a particular form of abuse (twisting ears, beating with sticks, bullying, using slang, making someone stand in the sun etc.).
- They all will tell a name of an abuse. No names should be repeated. Encourage all to come up with a name. Keep it in mind that their ideas should include physical, mental, sexual, neglect- these four types of abuse. In order to keep pace with telling names, you yourself should add one or two names.
- If needed, conduct another round after this one.
- When everyone is done, say: There are four types of child abuse. They are physical abuse, mental abuse, sexual abuse, and neglect. Hang the poster containing 4 types of child abuse in front of them. Make them understand four types of abuse briefly through question and answer method.
- Now ask them to remember the name of the punishment they told. Tell them to think which of the four types it belongs to.
- The participants will let others know to which type his/her punishment belongs.

Activity 2

I am going to tell you a story, and as we go through it, I will ask you questions that you will have to answer.

Asma's story

Asma is 15 years old. Her father asked to go to her aunt's house to babysit her cousins. When her father was asking her to do this, Asma was distracted and did not react to his request. Her father thought she was ignoring him, and he got so angry he started shouting at her, telling her she is not smart, not worthy, and disrespectful.

Sayed's story

Sayed is walking down the street and sees a group of boys standing outside a shop. She crosses the road because she wants to avoid them. They start shouting at her, saying things about the way she is walking, the way she is dressed and the way she looks.

Monjur's story

Monjur is 16. He wanted to borrow a hammer from his friend so that he could finish making a table for his house. His friend had just bought a new, expensive hammer that he had not used, but he agreed to lend it to him on the condition that Monjur returns it in perfect condition.

Monjur was very careful using the hammer, but when he was going back to his friend's house to return it, he fell and scratched the hammer. Monjur's friend became angry when he saw this and punched Monjur.

Farid's story

Farid is 15, his father stopped sending him to school because he thought that Farid was old enough and should be finding a job instead of going to school. Farid is brilliant and has amazing grades and hopes he can become a doctor someday.

ASK: What did Monjur, Farid, Sayed, and Asma experience?

Adolescents may find themselves in situations facing violence. Today we will talk about the types of violence that exist, where violence might happen and who might be the perpetrator. I want you to remember the examples of Monjur, Sayed, Farid and Asma for this exercise.

ASK: What are the different types of violence that exist?

- Gather input from adolescents, summarise and correct the information.

There are different kinds of violence:

Violence against children can be physical, emotional or sexual. It happens in every country and any setting. Violence refers to any behaviour involving physical force that intends to hurt, damage or kill someone or something. There are three types of violence:

1. **Physical:** Physical torture, cruel and inhuman physical punishment, physical bullying and hazing, and corporal punishment.
2. **Sexual:** Physical or emotional violence, sexual violence ranges from direct physical contact to unwanted exposure to sexual language and images.
3. **Emotional:** Threatening, insulting, rejecting, ignoring, ridiculing or scaring a child are all forms of emotional violence.

Some examples like:

Emotional Violence: When someone makes another person feel fear to gain control over them. Examples: Threatening to harm someone; yelling or shouting; saying harmful things; calling someone worthless or stupid; stopping someone from seeing their family, parents, or friends; making comments about someone's appearance or things related to their body.

Neglect: When someone is stopped from exercising one of their rights because of their age or gender. Examples: When someone stops a girl from going to school; when someone is not given their basic needs such as water, food, and shelter because of their gender; when someone is not able to go to the doctor because of their gender.

Forced Marriage: When someone has to get married when they do not want to, and they have no choice in the decision.

Physical Violence: Hitting, pushing, using force to hurt or hold someone, or using any kind of material (hands, sticks, harmful tools) to harm someone.

Sexual Violence: Rape, sexual favours in exchange for assistance, unwanted kissing or touching (including private parts), someone asking, making connotations, and forcing themselves onto anyone else.

ASK: Now that we know what the types of abuses and violence are, I want us to look again at the stories of Asma, Sayeda, Monjur and Farid. Let me know where the act happened and their relationship with the person who did the act.

Violence can happen anywhere and can be perpetrated by anyone. Anyone can be subjected to violence: men, women, boys, and girls. However, boys and girls are at higher risks of violence which tends to happen more frequently in private spaces, and the perpetrator tends to be a person known to the abused.

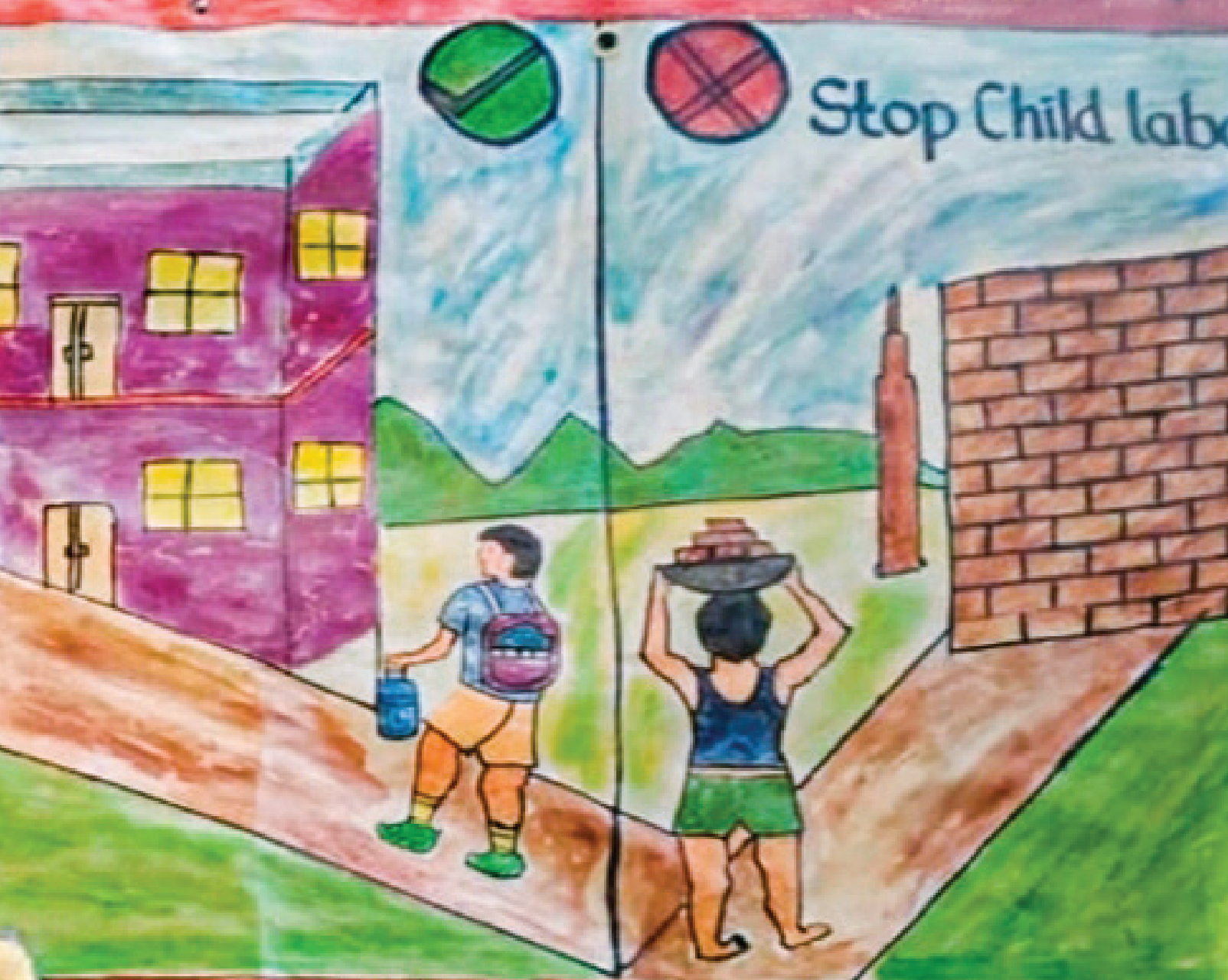
Activity 3

- You have shown many good ways to respond to risks and challenges that adolescents might face. There are other things we can also do to be safer, and I can share a few suggestions with you.
- ASK: Can we think of some things we should do to try to keep ourselves safe, and some things we should try to avoid doing to try and keep safe? If participants are unsure about what to do, who can they ask for advice? (Make sure they mention case workers.)

Do's	Don'ts
Always let someone you trust know where you are going and what time you should be home.	Don't walk alone at night.
Walk in well-lit areas with lots of people. Avoid dark, quiet areas, especially when going to the toilets at night.	Don't accept rides from strangers.
Remove or hide harmful tools that could be used to hurt someone.	Don't tell strangers personal details about yourself (for example, where you live or work, your phone number).
Move into a room where you can escape, or others can hear you.	Don't let strangers or people you don't know enter the house, especially when you are alone.
Agree with friends/sisters/brothers, etc. to make a specific sound when help is needed.	Don't carry too much money or valuables with you.
If you have to visit someone who makes you feel uncomfortable, ask your sister/brother/other trusted person to come with you.	Don't do things that make you feel uncomfortable, even if your friends try and convince you that it is a good idea.
Let someone you trust know if anyone in your community makes you feel uncomfortable.	Do not accept gifts from people who might try to ask you for favours.

ASK: Are these situations realistic to what adolescent experience? What other situations do adolescents face, and how could they respond to them?

TAKE-HOME ACTIVITY: Until our next session, notice whether you see others in the community engaging in violent behaviours. Talk with people you trust if someone has been violent to you. You can also talk to me or the social worker we mentioned earlier. Encourage participants to take note of the referral pathways on their workbook.



Session 18

Gender Discrimination and Harmful Social Practice

Session 18: Gender Discrimination and Harmful Social Practice

Objective

- Participants will be able to identify gender-related discrimination.
- Participants will be introduced to gender-based violence.
- Participants will be informed about harmful social practice.

Time

- 1 hour

Materials

- Flip chart papers, markers, papers, pens. Make sure that participants have their workbooks with them.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

Today we will be discussing the commonalities and differences between boys and girls.

- Ask the participants to write down on small pieces of paper similarities between boys and girls and put them in the similarity box.
- Ask the participants to write down on small pieces of paper differences between boys and girls and put them in the different boxes.
- Read out what participants wrote down on their pieces of paper.

There are some differences between girls and boys. The things that only males and females can do are related to their sex. The things that both can do but are only done by one because this is conventional is related to their gender. The things that only boys can do because of their gender or only girls can do because of their gender are determined by society, and this changes from one place to another and from one time to another.

The things that only males and females can do are related to their sex (breastfeeding, giving birth, etc.), while the things that they both can physically and mentally do are related to their gender.

'Sex' refers to the physical body and biological differences between females and males. Females are born with specific body parts and functions (breasts, uterus, vagina; females give birth, etc.). Males are born with specific body parts and functions that make them males (penis, sperm, beard, etc.).

'Gender' refers to family, social or community expectations of boys and girls. Most of the time, it has nothing to do with having a female or a male body. It refers to the social status, the opportunities and the restrictions that are faced by girls/women and boys/men, as well as certain activities that girls/women and boys/men are each supposed to do within their communities.

- Now, ask the participants to walk around in the space, focusing on themselves only and the instructions you are going to give them.
- While they are walking around the room, think about ways in which society describes boys. For example, how do you think our community would finish the sentence 'Boys are...'? You can answer out loud if you want.
- Let's do the same for girls. How would the society finish the sentence 'Girls are...'?

Note to facilitator: Stress that this is not how they would finish the sentence themselves, but rather how they see the community around them treating boys and girls – for example: boys are strong, boys are smart, boys are troublemakers; girls are weak, girls are emotional, girls are sensitive.

Now, let's think about how people in the community might finish this sentence: 'Boys cannot...' You can say your answers out loud if you want.

Let's think about how people in the community might finish this sentence: 'Girls cannot...' You can say your answers out loud if you want.

ASK: If we compare the community's perception of girls and boys, what do we notice? Do they both face restrictions because of the community's perception? If yes, what are those restrictions? Who faces more discrimination due to their gender in the community?

Both boys and girls have gender roles, and the community restricts and limits them. Boys are always expected to be strong, while girls are often perceived as weak and are highly limited. Girls face more restrictions and limitations from society than boys do, due to the general perception of them being weaker than their male counterparts.

- Give the participants pieces of paper and pens.
- Ask the participants to write down on the pieces of paper the things that the community thinks about girls and boys (some of the examples might be 'Girls cannot go out of the house' or 'Boys have to do all the heavy lifting').
- Let's put all these pieces of paper in front of us. What would we like to do with them? (Encourage participants to do something fun with the papers, such as tear them up, roll them into balls and throw them, or jump on them.)

- Ask them to think about the things they would like to see in the community about boys and girls and ask them to write them down on other pieces of paper.
- Let's keep these papers to hand in this room so that we can constantly see them.

Sometimes society puts limitations on boys and girls. Girls are disproportionately impacted, and these limitations are a result of how society perceives girls and boys, and gender roles.

ASK: However, now that we understand that both boys and girls are very capable, powerful, smart, and strong, what can we do to challenge these stereotypes?

Activity 2

Now that we understand the limitations that the community has on boys and girls mostly, it is important to understand where this comes from and how we can challenge these roles.

- Divide participants into four groups and provide them with scenarios in which they will have to identify gender limitations. Who is participating in the creation of this issue? How can this issue be solved? What can we do about it if we witness a similar situation?
- Provide participants with time to prepare.
- Discuss their answers with the larger group.
- Correct misconceptions that might have been raised.

Scenario 1: *Shahidul has made new friends with whom he has been spending time outside in the neighbourhood. When girls pass by, Shahids' friends encourage him to call the girls and make comments on their looks. He feels uncomfortable with that, but they tell him that he is not a man if he does not show girls that he likes them. Shahidul starts making comments to girls walking by, even if this clearly makes them feel uncomfortable and they never respond to it.*

Scenario 2: *Nusrat and Taeb are twins. They are both good at school, and Nusrat loves to be there. When they turn 12 years old, their father announces to Nusrat that she cannot go to school anymore because it is not appropriate for girls her age, and she must start learning housework to become a good housewife someday.*

Scenario 3: *Tasnim is 14 years old, she lives in a camp and whenever she must go out, her mother asks her to wear the Niqab. Tasnim does not want to wear it, but she often does so to please her mother. She was the last one among her friends to wear it, but she felt like she needed to, because they were all starting to gossip about her. Tasnim felt that wearing the Niqab was her way of having a normal life again.*

Note to facilitator: Make sure to highlight that wearing a Niqab is not the issue in this scenario, but rather the fact that Tasnim has to wear it because she is a growing-girl and needs it to protect herself and her reputation. She is not doing it by choice, which is the problem here.

Scenario 4: *Mashrur is 13 years old, he likes playing in the house with his sisters and watching his mother cook. When he goes to school, he does not enjoy playing football with other boys during recess. People tease him and tell him that he is a girl, and he should be manlier. His mother even asks him to go out and learn about life outside the house like other boys.*

- ▶ Discuss the scenarios and provide clarifications.

Both boys and girls experience gender limitations – and what we call gender-based violence. These restrictions and acts of violence affect girls more often and are perpetrated by people in the immediate surrounding and can be caused by females to females, females to males, males to females and males to males. It is extremely important to recognise these limitations to understand our role in dealing with them.

It is also important to do our best in these circumstances if we feel safe to limit these behaviours in our community.

Activity 3: Child marriage

- Ask the participants to stand in a line with others. Take a tennis ball in your hand and say: We will play a game now. The ball will pass from one person to another. The participant who gets the ball will have to tell a reason for early marriage.
- Start the game. Make sure that you took everyone's opinion.
- After the game, ask them if all of them got the ball. Ask:
 - ▶ Do any of you have anything more to add? If yes, give him/her the ball and listen to them.
 - ▶ Now start the second round. This time, when someone gets the ball, he/she has to tell a disadvantage of early marriage. Finish the game, following the same rules as before.

Now ask a girl from the participants to come forward. Ask her to sit on a chair in front of all.

Say: *She is your friend, Ayesha. She is 15. Last year, she came to Bangladesh with her parents and 5 other sisters. When she was in Myanmar, she used to go to a school. But it was far away from home. So, her parents stopped her education. She wants to continue her study. She goes to learning centres and girls' club. Last week, her parents settled her marriage. The man is a popular leader in the refugee camp. He already has a wife. He is at 35. Ayesha told her mother that she will not get married now. Rather, she will go to learning centre and girls' club. Hearing this, her father got furious. Her father loves her very much. In the refugee camp, he makes ends meet with much difficulty. He says: It is a good proposal. The bridegroom is good. You will be fine. Don't you see how the girls are stalked by boys in the camp? Ayesha thinks maybe it is the best for her. Her family is so poor that she cannot take it anymore. But the guy has another wife.*

- Will she be able to fit in?

Say: Now Ayesha wants advice from her friends from girls' club about what to do.

- What will she do now?

Every participant will give Ayesha advice. Conduct the advice session slowly. Take 15-20 minutes for this.

When they finish giving advice, tell Ayesha: Your friends gave you well-thought advice.

- Now, what will you do?

Listen to her advice.

Activity 4

ASK: Did you ever hear the expression 'child labour' before? Do you know what it means?

When a child (anyone under the age of 18 years old) works for subsistence (food or money), it is called child labour.

Ask the participants to form pair groups. Give one photo of children doing risky jobs to each pair group and ask them discuss and find out answers to following questions:

- What the child in the photo is doing?
- What types of risks the job involves?
- What kinds of harm the job is doing at present, and what kinds of harm it is likely to do down the line?

Give them 6 minutes to discuss. When the time is over, ask them to present. Make sure that they all participate equally. When all the teams have finished their performance, say: Every photo I gave you is the photo of child doing risky jobs.





TAKE HOME ACTIVITY: Until next session, feel free to discuss these topics with your friends, family members or community members if you feel like it. You can seek support from me (facilitator) and/or case worker if you need to dig deeper into the topic.



Session 19

Child Trafficking

Session 19: Child Trafficking

Objective

- Participants will learn definition of human and child trafficking.
- Participants will understand the reason behind human/child trafficking and who may be victims.
- Participants will think of ways to protect and prevent against human/ child trafficking.

Time

- 1 hour

Materials

- Flashcards or self-papers, pen or drawing pencil, make sure that participants have their workbooks with them
- Drowning paper: SAFE (green) and UNSAFE (red)
- Open space (circle or front of the room)

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

Today we are going to discuss a very sensitive topic; we are going to discuss child trafficking. Let's all remind ourselves of the group agreements we set in the first session and remember that this is a space of comfort; confidential matters should remain as such. It is also a space where we agreed to respect each other's opinions. Before the main discussion let's have a game.

- Ask the participants to stand in a circle.
- Provide participants necessary materials like drawing paper or flashcard, colour pencil and pen.
- Write or draw short, child-friendly scenarios on cards.

- Safe examples:
 - ▶ Walking to school with friends
 - ▶ Telling your parents where you are going
 - ▶ Asking a teacher for help if you are worried
- Unsafe examples:
 - ▶ A stranger offering you gifts to go somewhere
 - ▶ Someone asking you to keep a secret about meeting them
 - ▶ An unknown person offering a job or money to travel
- Place the SAFE and UNSAFE signs on opposite sides of the room.
- Explain to children: We are going to play a game called Safe or Unsafe Path. I will read a situation. You must decide if it is SAFE or UNSAFE.
- If you think it is SAFE, walk to the SAFE sign. If you think it is UNSAFE, walk to the UNSAFE sign.
- After you move, we will talk together about why it is safe or unsafe, and what you can do if you are ever in that situation.

How to Play:





1. Facilitator reads one scenario card aloud (or shows a picture).
2. Children walk to the side of the room they believe is correct (SAFE or UNSAFE).
3. Ask a few children: "Why do you think it is safe/unsafe?"
4. Briefly explain the correct answer and reinforce protective actions:
 - ▶ "If it's unsafe, you should say NO, move away, and tell a trusted adult."
 - ▶ "If it's safe, it means you are being careful and protecting yourself."

Continuing with more scenarios.

Debrief (Discussion after the Game):

- Ask: "What did we learn from this game?"
- Reinforce key messages:
 - ▶ Not everyone who offers help is safe.
 - ▶ Always tell a trusted adult if someone makes you feel uncomfortable.
 - ▶ Friends, parents, teachers, and community helpers can support you.

Safety Note:

- Keep scenarios age-appropriate and avoid frightening details.
- Use simple language.
- End the game with a positive reminder: ***"You have the right to be safe, and there are always people who can help you."***

Discuss Definition of Human trafficking:



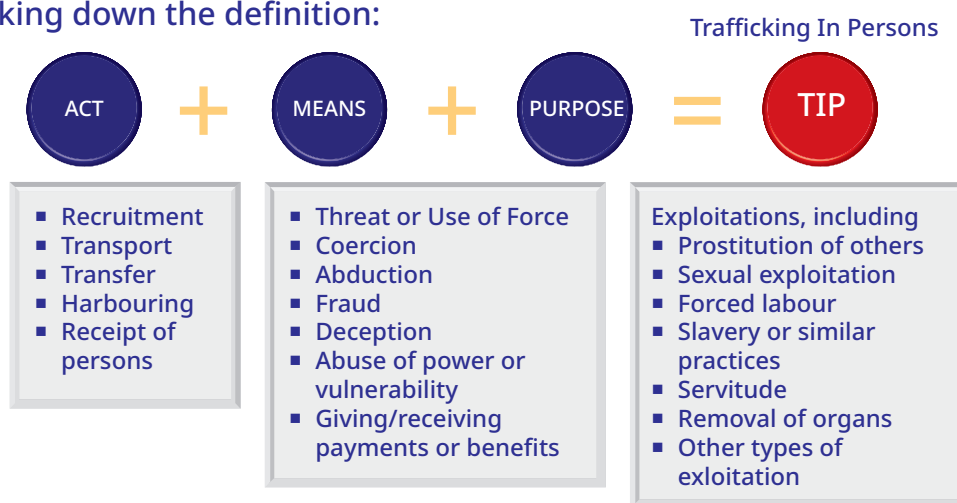
Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

The act of trafficking, which means recruitment, transportation, transfer, harbouring, or receipt of persons.

The means of trafficking which includes threat of or use of force, deception, coercion, abuse of power or position of vulnerability.

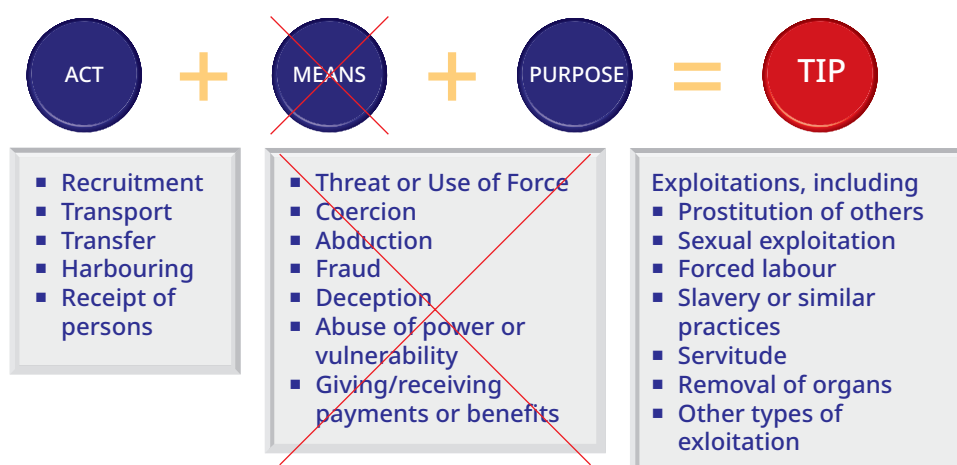
Facilitator clearly deliver to the facilitation that for adults, trafficking requires **Act + Means + Purpose**, but for children, trafficking is established with just **Act + Purpose** — the 'Means' (force, fraud, coercion) is not required.

Breaking down the definition:



 **PROTECTION WORKING GROUP**
COX'S BAZAR

Trafficking in Children



 **PROTECTION WORKING GROUP**
COX'S BAZAR

The purpose of trafficking is always exploitation.



Activity 2

I am going to tell you a story, and as we go through it, I will ask you questions that you will have to answer.

Mohammad is a 25-year-old man who hopes to find a job in Malaysia. One day, a recruiter offered to help him find a job in Malaysia. The recruiter told him that he would work for 8 hours a day, he will receive 10 USD a day, and food and accommodation would be provided. When Mohammad arrived in Malaysia, he was handed over to an employer who made him work in a factory. The employer kept his passport and threatened to hurt his family if he did not work hard. Mohammad had to work for 12 hours a day and he only received 5 USD per month. At work, the employer has 'watchers' to monitor employees. He was not allowed to leave the company compound without someone accompanying them.

Mariam is a young woman living in a camp. She was approached by her neighbour who offered her a job as a cleaner at a hotel in Cox's Bazar for 2,500 BDT per month with food and accommodation. Mariam accepted and took a tom-tom with the neighbour to Cox's Bazar. She arrived at a hotel where a man pushed her into a room and locked the door. Some ladies forced her to wear makeup and a dress. Strangers would come to the room and bother her. She stayed in this hotel for three months until the hotel owner told her to go back to the camp.

ASK: Listen from children what their understanding.

- What promises did Mohammad and Mariam hear before they left home? (Helps children notice how traffickers use false promises.)
- When Mohammad and Mariam arrived, what was different from what they were promised? (Encourages children to spot the 'trick' or lies.)
- What signs tell us that Mohammad and Mariam were not safe in those places? (Guides children to recognise red flags like taking passports, being locked in, being forced to work.)
- If you were in Mohammad's or Mariam's situation, who could you ask for help? (Promotes protective strategies and trusted support networks.)
- What can you do if someone you know is offered a job that sounds too good to be true? (Encourages children to think about prevention and spreading awareness.)

Adolescents may find themselves in situations facing trafficking. Today we will talk about who may be trafficking victims, where trafficking might happen and who might be the perpetrator. I want you to explore reasons behind trafficking.

ASK: What are the reasons behind human trafficking?

- Gather input from adolescents, summarise and correct the information.

Poverty, Unemployment, Lack of Awareness, Family Issues, Cultural Practice, Organised Group, Early Marriage, Discrimination, Neglect, Abuse, Force Marriage, being born into a Trafficking Situation.

ASK: Who could be a human trafficker?

6 out of 10 men and boys were recruited by strangers.



6 out of 10 women and girls were recruited by family members or neighbours.



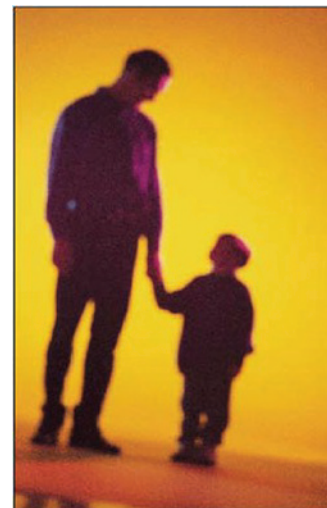
Anyone can be trafficker.

Human trafficking victims are recruited by:

Men or Women, Parents or Family Members, Neighbours, Boyfriends/Girlfriends, Peers, Employers, Brothel Owners, Organised Crime Participants/Gang Members

ASK: Who may be a victim of human trafficking?

- Women, girls, men, and boys
- Female headed households
- Single women living alone
- Persons with specific needs
- People in poverty
- Forcibly Displaced People (refugees)
- People who are socially isolated
- Members of marginalised communities



people who commonly act as trafficking perpetrators:

- Recruiters, brokers and middlemen online ads, recruitment agencies
- Organised criminal networks and smugglers
- Employers, labour contractors and business owners
- Intimate partners, family members or acquaintances
- Corrupt officials and service providers

ASK: Now listen adolescent what their understanding about trafficking and paraphrase if they mistake any part of the activity 2.

Activity 3

Now that we understand what trafficking is and the measures needed to prevent it—and to share this knowledge with others—let us take the next step. We are going to talk about how to prevent human trafficking. To begin this important discussion, let us start with a story.

A girl whom we call Sunita was 14 years old and an orphan. She stopped going to school when her parents died and she went to live with her grandmother. But the grandmother was too old to properly care for Sunita and an aunt and uncle offered to care for the girl. Instead, they forced her to become a prostitute at a bus station in their city. The PCT team saw the girl and learned about her desperate situation. When they tried to rescue her, the team was physically threatened by the girl's aunt and uncle. With the help of police, they rescued the girl and sent her to a government hostel where doctors discovered she was HIV-positive.

Ask: Share the story with adolescents and ask what they realise to listen to the story.

Listen to children's opinion with respect and summarise to them what children shared and deliver the prevention measures against trafficking sequence.

Facilitator Notes for Prevention Measures Against Child Trafficking

- Start with a Story or Scenario: Share a short, simple story of a child who faced a risky situation (e.g., being offered gifts by a stranger) and ask participants, ***“What should the child do?”***. This opens discussion naturally.
- Use Role Play: Divide participants into small groups. Assign one group to act as 'children', another as 'strangers', and another as 'parents/teachers'. Let them act out situations (e.g., being offered a job, being asked to keep a secret). Discuss what is safe or unsafe.
- Ask Guiding Questions: Instead of reading the list, ask questions like:
 - ▶ “Who do you trust when you feel unsafe?”
 - ▶ “What would you do if a stranger promised you a gift?”
 - ▶ “Why is it safer to walk with friends instead of alone?”
- Use Visual Aids: Show pictures, flashcards, or simple drawings (e.g., a school, a stranger, a police officer). Ask participants to identify which situations look safe or unsafe.
- Encourage Sharing: Invite children to share their own ideas of how they stay safe in daily life. Write their answers on a flip chart or board to build ownership.
- Practice Emergency Contacts: Have children practice memorising or repeating important phone numbers together in a fun way (like a game).

Prevention Measures Against Child Trafficking

1. *Stay Close to Trusted Adults: Always stay with your parents, guardians, or trusted adults, especially in crowded places.*
2. *Do Not Trust Strangers with Promises: If someone promises money, gifts, or a job in exchange for going with them, say NO and tell a trusted adult immediately.*
3. *Safe Travel and Movement: Never travel alone to another place without your parents' or guardian's permission.*
4. *Know Your Emergency Contacts: Learn important phone numbers (parents, teachers, helpline, police).*
5. *School and Community Awareness: Going to school regularly and joining community activities keeps you safe.*
6. *Share Your Worries: If you feel unsafe or someone is forcing you, tell your parents, teacher, or community leader.*
7. *Avoid Child Marriage & Early Work: Say 'NO' to child marriage and unsafe work—these can lead to trafficking.*
8. *Stick With Friends: Play, walk, or go to school in groups—it is safer than being alone.*
9. *Recognise Safe vs. Unsafe Situations: If someone asks you to keep a 'secret' or tries to take you away, it is unsafe—shout for help!*
10. *Know Your Rights: Every child has the right to be safe, go to school, and grow up free from harm.*
11. *Be aware of strangers offering you a good opportunity of work, education, or marriage.*
12. *Keep regular communications with your neighbours, especially children, women, elderly and persons with disabilities who could be at higher risk. Be suspicious if your neighbours offer you a good opportunity of a job, a study, or a marriage.*
13. *Always keep an eye on your children when they are outside. Do not trust people who say they can take your children away to a safer place.*
14. *If a Job Offer Seems Too Good to be True: When a job is offered with good salary, free food and accommodation provided, discuss with others who you trust or humanitarian workers.*

- Introduce the social worker in the MPC or nearest facility or existing service point in the territory, and their function.

TAKE-HOME ACTIVITY: Until our next session, notice whether you see others in the community engaging in human trafficking. Talk with people you trust if someone who could help to provide more information.

When you are moving to another country by sea or by land, you may face various dangers and risks during and after the journey.





Session 20

Drug Abuse and Its Consequences

Session 20: Drug Abuse and Its Consequences

Objective

- Participants will understand the link between peer pressure and drug use.
- Participants will understand the negative health impacts of substance abuse on their bodies.

Time

- 1 hour

Materials

- Flip chart paper, markers, A4 papers, sweet treat for all participants, pens, workbook

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

Divide the participants into three groups and give them instructions separately (they should not know what the other groups' instructions are).

Group 1: Give them a sweet treat and tell them that group 2 will also have sweets in their hands. The goal of group 1 is to persuade group 2 to eat the sweets without directly requesting them to do so. For instance, they can eat their sweet treat in front of their peers while having a casual conversation with them.

Group 2: Give them sweet treats and tell them to go and sit facing the first group and interact with them.

Group 3: Tell them about the instructions to the first and second groups, and ask them to observe them.

- Ask the participants to get in position. Signal Group 1 to eat their treat and see what happens.
- Wait for 3 minutes after the signal to end the activity.

ASK:

- Group 2: How many of you have eaten their sweet treats? What made you eat it? When did you feel the strongest craving to eat your treats?
- Group 1: What techniques did you use to entice your friends to eat their treats?
- Group 3: What are your observations?
- Everyone: What are other situations in our lives where we might encounter situations like this one?

Sometimes we find ourselves in situations where we mimic our friends' behaviours without even really thinking about what we are doing. There is some aspect of it that is peer pressure, and another that is just unconscious mirroring. Today we are going to talk a little bit more about a behaviour that people tend to mimic without considering its impact: the use of drugs.

Activity 2

ASK: In the previous activity I mentioned something called drugs. Do you know what they are?

Drugs are originally used in medicine to manage an illness or something else. However, in common usage, there is non-medical use of these substances that, when ingested, affects adolescents' mental processes and other development and can often produce dependency/addiction to the substance.

ASK: Have you ever heard of drugs or other substances used in your community? If so, what are they?

There are multiple substances that we might come across in the community that could cause dependency and/or act as drugs. Some of them are cigarettes/biri, alcohol, marijuana, yaba, etc. I will tell you a story, and later you will have to help me point out some of the effects of drug use on the person in the story.

Story: Sajid is 17. He and his friends gather in the evening to share their stories and things that happened during the day. When they do, his friends smoke, and they offer him cigarettes. He always refuses, but one day he decides to start behaving like his friends. He thinks, 'What is the harm? Everyone does it!' One day, while they are smoking and talking, another one of their friends tells them that he has another type of cigarette to smoke; it is all natural substances and will make them laugh and feel relaxed. Sajid and his friends decide to smoke some marijuana with the group. He feels relaxed, all the jokes are funnier, and Sajid has plenty of fun, but the next morning he has a lot of trouble focusing. After a month of doing this, Sajid feels that concentrating is becoming an increasingly difficult task, that he cannot remember everything, and that his reactions are becoming slower and slower. Even at school he feels like his performance is decreasing, and he has difficulties breathing properly.

ASK: What are some of the effects of using these substances on Sajid?

As we can see in Sajid's story, there are multiple negative impacts of using drugs that can affect the person on multiple levels: health, social, economic.

Health Impacts

Even if some drugs can make the person feel temporarily relaxed, happy and funny, they usually have effects that might cause long-term impacts:

- Lack of concentration
- Difficulties remembering things
- Slower reactions
- Damaged brain development
- Development of psychosis
- Substance addiction
- Breathing problems
- Fatal consequences (not for all drugs)

Other Impacts

- Affecting performance at school/work
- Illegal practice – risks of legal problems and imprisonment
- Drugs can be costly, and since they are addictive, the person who depends on them may find themselves conducting illegal practices (e.g., stealing) to supply their needs
- Feeling of detachment from family members and friends
- Feeling angry when not using
- Being at risk of abuse

Activity 3

Now that we know more about the effects of drug use on adolescents, I will be reading out some statements, and you will indicate if they are right or wrong.

- Give the participants the following table (without marks and explanations) and allow them time

Note to facilitator: If certain participants cannot read/write, support them without attracting too much attention.

- Recap with the participants at the end and provide explanations.

Statement	Right	Wrong	Explanation
Drugs can help adolescents figure out their problems.		X	Drugs are often used to run away from problems, and the impact of drugs tends to create more issues rather than help.
Smoking is addictive.	X		Cigarettes contain nicotine and other toxic substances. Nicotine is extremely addictive.
A cold shower, a tea or a coffee can make a person sober.		X	A person who consumes alcohol or drugs needs to metabolise them to sober up. This process can sometimes take days.
Smoking is harmful for a pregnant female, and not the fetus in her womb.		X	Not only is smoking harmful for the mother, but it is for the child in her womb too.
Addiction to hard drugs starts with softer drugs.	X		It is often the case that addicts start their journey to hard drugs by using less aggressive ones.
If I am not smoking, but I am smelling other people's cigarettes, it does not affect me.		X	Being a second-hand smoker (inhaling smokers' smoke) can be equally harmful to non-smokers.

The reason why we did this session today is to raise awareness about drugs. I would also like to say that if you are concerned about someone consuming substances or if you have any questions about your interaction with these substances, please feel free to come to me at the end of the session.

Activity 4

Before we close the session for today, I want us to think of the ways these drugs and substances move in the area we live in and how adolescents can avoid participating in their movement.

- Divide the participants into three groups and ask them to think of ways to help Jahid in the following scenario.
- Let them think of ways Jahid can avoid becoming mixed up in this issue and can deal with his current situation.

Jahid's story:

Jahid is 16 years old. He lives in the camp and understands that drugs and different substances are harmful for him. He works with his uncle to make ends meet for his family, and one day a client at the garage asks him if he is interested in helping him transport a bag from one place to another to make some extra money.

Ask the participants to think of the issue in the larger group, clarify misconceptions, stay open to disclosures, and make yourself available at the end of the session to answer any additional questions.



Session 21

Online Safety and Gambling

Session 21: Online Safety and Gambling

Objective

- Participants will Identify at least 3 common online risks (e.g., scams, fake news, inappropriate contact).
- Participants can list 3 practical steps to protect their personal information online.
- Participants can define gambling and recognise its various forms, both online and offline.
- Understand the serious negative consequences of gambling.

Time

- 1 hour

Materials

- A small box to represent a 'phone', markers, flip chart, or large pieces of paper.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

Select any two scenarios from the resource sheet and perform the role play with adolescents on both positive and negative use of mobile and internet.

Note: Facilitator can use practical experience to choose role play.

Ask: “What are the other things we can do with a mobile phone?” (e.g., talk to family, learn, news, entertainment).

- Write/draw the all answers on one side of the flip chart.
- Ask what you like most to do with mobile and internet and why? Did you face any situation or someone show something that made you awkward/uncomfortable?

- Ask: 'What are some of the problems or dangers we might face online?' (e.g., strangers asking for photos, showing inappropriate online contents, people lying about who they are, fake news, phone scams)
- Write/draw the dangers on the other side.

Say: 'Think of your phone and your personal information like your home. You don't let just anyone inside.'

- Use the box as a 'phone'. Have cards with pictures representing different types of information:
 - ▶ **Safe to Share:** A drawing of a favourite food, a hobby.
 - ▶ **Be Careful Sharing:** A picture of your face, your personal information.
 - ▶ **Never Share:** A picture of your progress ID card/FCN, a picture of money (bank details), picture of private parts of body, inappropriate contents/video clips/picture
- Ask participants to place each card into the 'phone' box, discussing as a group why some information is dangerous to share.

Say: Your mobile phone is like the door to your home. Just as you lock your door to keep strangers out, you must also 'lock' your phone to keep your life safe.

Some people create malicious attacks which are like digital traps to try to get into your phone. Their goal is to:

- **Access:** Steal your private information, like the phone numbers of your family abroad or your personal photos.
- **Damage:** Break your phone's software or delete your important files, so it doesn't work properly.
- **Disrupt:** Trick you into clicking on bad links that can fill your phone with problems or steal money from your mobile banking account.

These attacks often come through:

- Scam calls or messages from unknown numbers.
- Fake links that promise money, prizes, or gambling wins.
- Strange files or pictures sent by people you don't know.

Summarise with 3-4 simple, memorable rules (use visuals):

1. Keep it Private: Don't share your password, personal details, or photos with strangers.
2. Think Before You Click: Don't click on links from people you don't know. They might be scams.
3. Talk to a Trusted Adult: If something online makes you feel worried, scared, uncomfortable or confused, tell a parent, teacher/Case Worker, or community leader.

Your safety and your family's safety are in your hands. Be careful what you click on, and always protect your personal information.

Activity 2

Ask: 'Have you heard of people playing games to win money? What games?'

Explain: "Gambling is when you risk money or something valuable on a game with an uncertain outcome, hoping to win more. It's not just in casinos."

Show different forms:

- Offline: Card games (e.g., Teen Patti), dice games, cockfighting, betting on cricket/football/sallum matches within the camp.
- Online: Fake lottery pop-ups on websites, online card games using mobile data, sports betting apps.

Tell a short, relatable story.

"Ali saved a little money from his aid rations to buy new clothes. His friends convinced him to play a card game, saying he could double his money. At first, he won a little. Then he lost everything. He was so upset, he borrowed money to win it back... and lost that too. Now his family has less food, and there is a lot of tension at home."

After the story, ask:

- What happened to Ali?
- What next will happen to Ali if he/family can't repay the loan?
- How did gambling affect him/family? (Lost money, felt bad, Less food, putting risks himself and family).
- How he could avoid such situation? (Control temptation, say No to friends).

Emphasise: In the camp, money is for survival. Losing it through gambling puts the whole family at risk.

Explain Clearly: The people who organise these games always have an advantage. In the long run, you will always lose. The promise of 'easy money' is a trap. Even you if earn some money that will expose you to lead kidnapping, looting and ransom demands by criminal groups/individuals.

Recap: We talked about not clicking on strange links online. Some of these links are fake lotteries or gambling games designed to trick you. The same rules apply: be careful, don't trust strangers, and protect what is yours.

Clearly state who they can talk to if they are worried about online safety or gambling: a parent, a trusted teacher, a community leader, a camp management staff, or a health/psychosocial worker.

If available, provide specific names or locations of support services.

Say: Today we talked about how to stay safe when using mobile phones and the internet, and learned about the dangers of gambling, which can harm our families and our future.

- Quickly review the 3 key online safety rules and the main message about gambling.
- Open the floor for any final questions.

Thank the participants for their engagement and contribution.

Resource Sheet:

Scenario 1: The Helper in Your Pocket (Positive)

Jannat was worried because her mother had a fever for three days, and the health facility was far away. Her friend Hajera remembered the health helpline number saved on his phone. He called the helpline, described the symptoms to the health worker, and received clear advice on how to care for her mother and when to seek further help. Using the phone in this way turned Jannat's fear into relief, showing how a simple call can provide vital support and connect them to essential services.

Scenario 2: The Distant Family (Positive)

Rafiq felt sad and lonely, missing his sister Fatima who lived in another country. Suddenly, his phone rang with a video call from her. As soon as he answered, he saw her face and heard her voice. They exchanged warm greetings, and Rafiq even got to see his new nephew, who smiled at him through the screen. This connection instantly lifted Rafiq's spirits, demonstrating how technology can bridge vast distances and maintain precious family bonds.

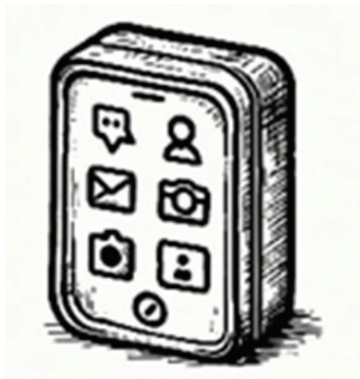
Scenario 3: The False Promise (Negative - Gambling/Scam)

An older boy approached Karim and promised him a quick and easy way to make money for new clothes through an online card game on his phone. The stranger claimed he had won money himself and pressured Karim to invest his last 100 Taka. Karim, holding his family's money, felt tempted but deeply hesitant, sensing that this 'easy money' offer was too good to be true and risked his family's essential resources.

Scenario 4: The Wrong Thing to Share (Negative - Inappropriate Content)

Ayas and Yasin were looking at an inappropriate video on a phone and laughing. When Hassan's young brother, Anowar, ran over to see what was happening, Ayas thought it was funny to show him. Yasin immediately intervened, snatching the phone away and sternly explaining that such content was not for children and could scare or confuse him. He then wisely guided Anowar toward watching a child-friendly cartoon instead, protecting his younger brother from harmful material.

Facilitator will prepare by using available local materials following the below samples:



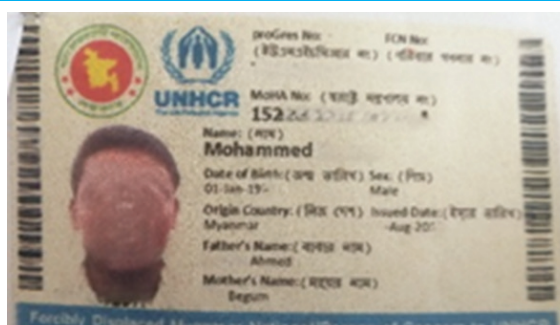
A small box to represent a 'phone'



Safe to Share: A drawing of a favourite food



Be Careful Sharing: A picture of your face, your personal information



Never Share: A picture of your progress ID card/FCN

STOP Violence



Session 22

Protecting Our Rights - Understanding Serious Child Rights Violations and Reporting Mechanism

Session 22: Protecting Our Rights - Understanding Serious Child Rights Violations and Reporting Mechanism

Objective

- Adolescents have better understanding on serious Child Rights Violations (CRVs) in humanitarian contexts.
- Empower adolescents with knowledge of the Child Rights Monitoring Mechanism (CRMM).
- Enabling adolescents to identify violations and understand reporting pathways in a safe, age-appropriate manner.

Time

- 1 hour

Materials

- Flip chart paper, markers, pre-drawn posters or simple drawings for the Violation Tree, scenario cards, a 'Safe Box' for questions, pens, and paper.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Part 1: Session for Adolescents (Ages 10-14)

Activity 1

- Facilitator shows pictures or describes simple scenarios.
- Participants stand up for 'Right' and sit down for 'Wrong'.
 - ▶ A child going to a Learning Centre. (Right)
 - ▶ A child being recruited for carry arms. (Wrong)
 - ▶ A doctor giving medicine to a sick child. (Right)
 - ▶ A child being stopped from getting food aid. (Wrong)
- Introduces the concept of rights and violations in a simple, physical way.

			
<p>A child going to a Learning Centre. (Right)</p>	<p>PC: UNMISS media A child recruited for fighting (Wrong)</p>	<p>A doctor giving medicine to a sick child. (Right)</p>	<p>A child being stopped from getting food aid. (Wrong)</p>

Activity 2

- The 'Violation Tree': Draw a large, healthy tree on a flip chart.
- Explain that this is our 'Safety Tree'. Introduce the Violations as 'bugs' or 'diseases' that hurt the tree. For each violation, add a sick leaf or a bug with a simple drawing and word.
 - ▶ Killing/Injuring: A broken branch.
 - ▶ Recruitment: A child holding a weapon (draw a big 'X' over it).
 - ▶ Sexual Violence: A dark cloud over the tree.
 - ▶ Attacks on Schools: A burning schoolhouse near the tree.
 - ▶ Abduction: A child being taken away from the tree.
 - ▶ Denial of Aid: A barred gate in front of food/water.
- Makes abstract violations visual and memorable. Uses symbols instead of graphic details.



Sample of Violation Tree

Activity 3

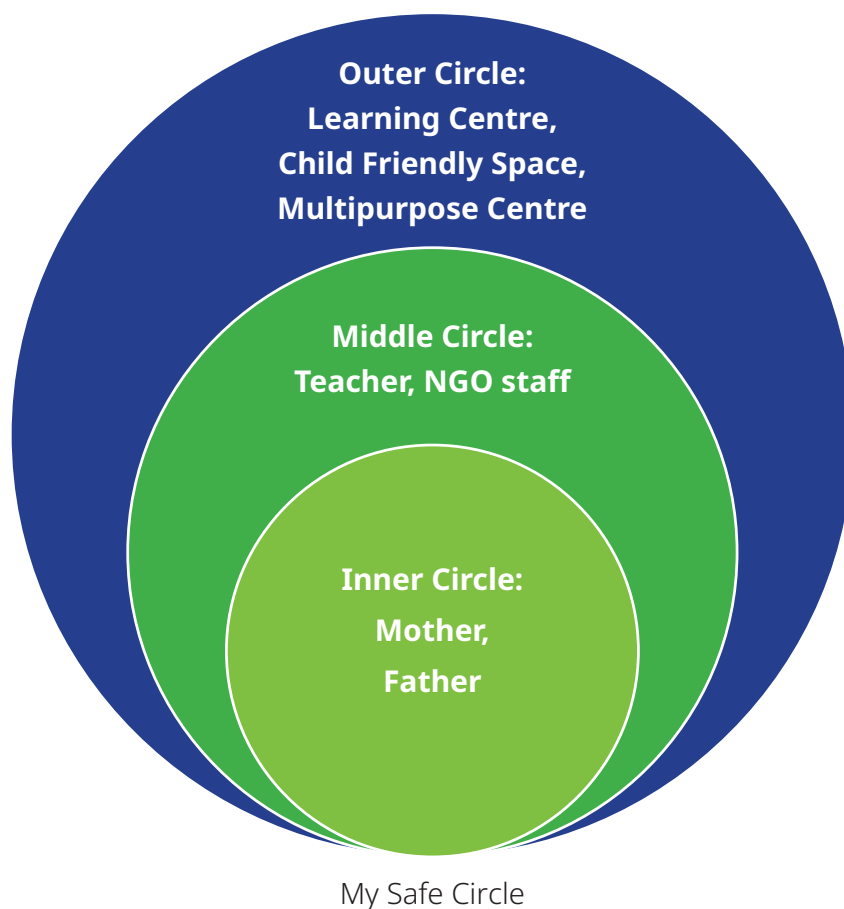
- Storytelling & Discussion: "What Would You Do?"
- Tell a short, fictional story about a child named 'Amina' in the camp. "Amina loves going to the Learning Centre. One day, on her way, she sees a group of older boys being forced to carry things for adults they are scared of. Later, she hears a loud noise (Gunshot) near the health clinic that makes her run home."

Ask:

1. What would happen to Amina in that situation?
2. What things happened in Amina's story? (Recruitment, Attack on health centre)
3. How do you think Amina felt?
4. Are we familiar with such situations in camps ? how do we feel when it happens?

Who are the safe adults Amina could talk to? (List: Parents, Teacher, Camp Volunteer, NGO Worker, Friendly Majhi) Connect violations to a relatable narrative. Focus on emotional recognition and identifying trusted adults.

- 'My Safe Circle': Give each participant a worksheet with three concentric circles.
 - ▶ Inner Circle: "People I trust the most" (e.g., Mother, Father).
 - ▶ Middle Circle: "People who can help me" (e.g., Teacher, NGO Staff).
 - ▶ Outer Circle: "Places I feel safe" (e.g., Learning Centre, Child Friendly Space, Multipurpose Centre).
- They draw or write names in each circle. Empowers children by mapping their personal safety network. Reinforces that help is available.



Quickly review the 'Violation Tree'.

Say: *"Your safety is important. If you see or experience something that hurts a child, tell a trusted adult from your Safe Circle."* End with a positive affirmation or a collective deep breath.

Part 2: Session for Older Adolescents (Ages 15-18)

Activity 1

- Write an incomplete sentence on the board/Flip Chart: "A safe community for children is one where..."
- Each participant quickly adds one word or a short phrase (e.g., "...they can learn," "...they are protected," "...they have food").
- Quickly engages the group and focuses them on the core concept of protection.

Briefly explain sometimes serious crimes against children happen in many areas around the world. Our camps are not out of it. Sometimes bad incidents happen with children here also like:

- Abducted adolescents and do physical torcher/killed for ransom/recruitment.
- Armed groups block roads/gun fight on road, creates obstacle for food/medicine trucks to reach children in the camp.
- Learning Centre is threatened or burned down, and children can no longer study.
- Forcing a child into any sexual act. This is a grave crime and is never the survivor's fault.

Scenario Role Play:

- Divide participants into small groups.
- Give each group a scenario based on the violations.
 - ▶ Scenario 1: A friend tells you they are being pressured by a community leader to join a youth group that sometimes carries weapons.
 - ▶ Scenario 2: You witness an argument between two groups near a tube well, and it escalates to the point where children are being pushed and injured.
 - ▶ Scenario 3: Your father is threatened by some group of people to marry your 16 years elder sister forcefully with their selected person otherwise they abduct her in night.
- Task: Discuss and then role-play
 1. What is the violation?
 2. What are the risks?
 3. What is a safe way to respond or report?

Tips for facilitator to encourage participants for critical thinking, problem-solving, and peer-to-peer learning. Focuses on safe reporting pathways.

Activity 2

- As a group, create a visual map on a flip chart.
- Start with 'A Grave Violation Occurs' in the centre.
- Brainstorm and draw lines to all possible reporting channels:
 - ▶ Formal: CP case management worker, CRMM volunteer, UNICEF email (crmmbangladesh@unicef.org), Child Helpline (SCI:01844220210).
 - ▶ Community-based: Parents, Religious Leaders, Community Volunteers, and Youth Groups.
 - ▶ Discuss confidentiality, safety, and what information is helpful to provide.
- Move from awareness to action. Equip them with practical knowledge of where to go for help.
- **Introduce the available posters develop by ISCG on Violation reporting.**



Use a 'Safe Box' where participants can anonymously submit questions. Address them clearly and honestly. End by asking each participant to share one thing they will do to be a 'guardian of child rights' in their community. Address sensitive concerns safely. Foster a sense of responsibility and agency.

Important Notes for Facilitators:

Trauma Sensitivity: This is critical. Avoid asking participants to share personal experiences of violence. Use fictional characters and scenarios. Be aware of signs of distress and have a plan to provide psychosocial support if needed.

Language: Use clear, simple, and age-appropriate language. Avoid jargon. In the Rohingya context, ensure all materials are translated or explained in a language they understand best.

Gender Sensitivity: Be aware that boys and girls may experience and perceive risks differently. Ensure the environment is safe for all to participate.

Do No Harm: Never promise absolute confidentiality if a disclosure of a grave violation occurs. Explain that to get them help, you may need to share the information with specialised protection colleagues, but you will do so safely and respectfully.

Safe Environment: Conduct the session in a private, secure location where participants feel comfortable speaking openly.

If Case Management case worker is available in your agency invite him/her in the session.



Session 23

Our Environment and Managing Resources

Session 23: Our Environment and Managing Resources

Objective

- Participants will be able to define what an environment and an ecosystem are.
- Participants will understand human interactions (both positive and negative) with the environment and their impact.

Time

- 1 hour

Materials

- Flip chart papers, pens and papers, markers, make sure that adolescents have their workbooks.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

ASK: Today we will be talking about something called the environment. What do you understand of the word environment?

An environment is everything that surrounds us. It is composed of living and non-living things that can be visible or invisible.

- Divide the participants into groups of five and ask them to go around the camp in their groups for 20 minutes and look at things around them.
- Tell participants that they will have to observe the components of the environment as they go around.

Note to facilitators: If girls' movement is restricted, ask them if they would like to be accompanied by a staff, or do the activity using their imagination.

- When participants are back, ask them to draw on flip chart paper all the big, small, visible, invisible, living, and non-living things they observed during their walk around the camp. Provide time for presentation. The group that lists the most elements will win.
- Ask the adolescents to keep their poster on the wall of the room. Encourage them to look at each other's drawings.
- Encourage the participants to add more elements to their drawings once they have presented them. Some of the suggestions might be hills, streams (Chhara), grasses, trees, bamboo, different buildings, shelters, waterbodies, streetlamps, water pumps, animals, people etc., to create better awareness of their camp.

ASK: Can you provide me with examples of what are the elements of our environment?

Some of the elements are trees, sun, water, air, soil, climate, animals, birds, insects, sky, sea, buildings, etc. in our environment. All these components play significant roles in our daily life. We are also part of that environment as actors who interact with each other and other elements, but more on that later.

Activity 2

During our last session, we discussed the environment, ecosystems, and resources. What they are and the importance of managing them.

We will start today's session with a focus on one element/resource and move to its linkages with others.

- Divide the participants into groups of three and provide each group with flip chart paper.
- Ask each group to draw a big tree with its roots.
- Ask participants to draw elements around that tree that might benefit from its existence and how. (Example: draw pictorial understanding of how trees improve the air quality, slope is maintained by tree roots, etc.)
- Allow groups to present what they prepared

Trees have many benefits in our surroundings and in camps:⁶

- Trees provide shade. Even if they might not be directly near your shelter, they can reduce the temperature of the area and create a more pleasant environment (e.g., open green spaces in camps).
- Trees reduce the risk of landslides and prevent flooding in low-lying areas as roots stabilise soil and reduce the rate of soil erosion.

6 Adapted from 'Awareness Raising Messaging for EETWG Reforestation/Plantation' June 2021.

- Trees improve soil quality by nutrient cycling and increasing nutrient storage and soil organic matter.
- Trees reduce soil compaction, increase the absorption of rainwater, reduce runoff, and eventually help to recharge ground water.
- Trees contribute to water quality regulation by trapping impurities, absorbing nutrients, and ensuring better watershed.
- Trees improve the air quality by filtering pollutants while improving oxygen flow and reducing wind velocity during a cyclone.
- Trees and plants can be medicinal and provide primary health-care options and ailments to different diseases. It is however recommended not to self-medicate, but rather request support from health professionals who might be able to provide further information on the topic.
- Tree canopy creates habitat for wildlife (e.g., birds, bats, insects, etc.) and contribute to natural regeneration by seed dispersal.
- Trees conserve biodiversity and ensure food/fodder for wildlife.
- Trees combat temperatures rising, or global warming by absorbing carbon dioxide, removing and storing carbon while releasing oxygen back into the air.

Activity 3

As mentioned in the previous activity, trees are a natural resource that is important to preserve (it provides wood, oxygen, etc.). Resources are elements humans might benefit from and utilise to improve their lives.

ASK: What are some of the other resources available in our camp environment?

- Provide participants with some time to think of these resources and share with group.
- Make sure they mention the following: trees, bamboo, water, air, light, soil/land.

We are going to do a roleplay now to understand what an ecosystem is, how elements in it (resources and other) interact and impact each other.

- Ask a few volunteers to pose as resource elements (e.g. tree, underground water, rain, sun, soil, etc.).
- Other participants to interact with them as if they are humans utilising these resources.
- Volunteers playing resources to change as volunteers playing humans interact with them.
- Provide participants with sometime to interact. Encourage and guide the group.

ASK: What are some of the things you noticed? What are some of the impacts that using the resources might have had?

Natural resources are limited and can be damaged. Ecosystems function with a balance of different elements. Trees impact soil compaction and water regulation so they are all part of an ecosystem that is co-dependent, and it is important to understand it, to be able to manage it and maintain it.

It is important to plan resource utilisation as we are constantly impacting our environment without even realising it.

TAKE HOME ACTIVITY For the next session, you are encouraged to think of your environment, the ecosystem, and resources. You can use your workbook to draw it all again (just like we did in the first activity). You can also engage with your household and community members to think of human impact on the environment.



Session 24

Disasters Risk Reduction

Session 24: Disasters Risk Reduction

Objectives

- Participants will be able to know what types of natural disaster may occur in the camp area.
- Identify the resources and service providers in case of emergency situations.
- Know some preparedness to mitigate the loss of disasters.

Time

- 1 hour

Materials

- pen, paper

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Step 1

- Greet the participants.
- Ask them the following questions to generate discussion: What do you know about natural disasters? (give them 5 minutes to share their responses)
- After they share tell them: Natural disaster means disasters which are created naturally. It can occur anytime anywhere. Some types of natural disaster have no definite beginning and end. Like: floods, land slide, cyclone etc.

Ask them: What kind of natural disasters you are familiar with? (If they don't want, then don't force them. But if they want, allow them 5 minutes to share)

Then tell them a story-

"It has been raining severely for last 3 days. Due to heavy rainfall there was water everywhere. Many people were shifted to shelter centre with their belongings. As Samira's home was situated on a high hill, her family didn't go to the shelter centre thinking that nothing will happen to their home due to this heavy rainwater. But on the 3rd day she noticed that the lands around their home suddenly started sliding. Her mother and sick grandmother were inside the home. She couldn't understand what she will do...

Ask them

- What would you do if you were at Samira's place?
- What is your opinion about Samira's family not moving to the shelter centre? (Try to complete the story and question answer session within 10 minutes)

Then tell them Cyclone, flood, landslide all happen naturally. We cannot do anything with them but if we take proper steps, we can definitely minimise the losses caused by it. Here are some steps we can follow.

Like-

- If there is heavy rainfall more than one day, we have to be aware of if there is any awareness making for it or not. If there is any making for it then we have to be prepared to go to the shelter centre as soon as possible. Besides we have to arrange enough food and drinking water for next few days.
- Most of the time heavy rainfall causes flood and landslide. If we notice that any of our residence area have started to slide, we have to inform it to our elder family members, community leaders like- majhi, imam. If it is not possible then we can inform it to the volunteers of NGOs, club facilitators, club mates etc.
- If a fire breaks out anywhere, we have to inform it to someone who can help us most in this type of situation. Like- we can inform the people first who lives near the incident. We can take help from NGO volunteers and our club facilitators. If we get stuck in any fire accident, we have to be cool headed. Because of nervousness we become more confused. In heavy smoke, we can cover our nose with hands and try to get out by crawling and looking down.
- It's good to keep some emergency phone number list or a list of place from where we can get emergency support.
- Avoid swimming into water of unknown depth. Moving water can quickly sweep you away.
- Restrict children from playing in flood or landslide risks areas.

Ask them to make a list of people and place from where they get maximum help during these incidents. (If they can write, tell them to do the task by writing. But if they can't write, tell them to response verbally. Allow them 7/8 minutes to do it)

Make 2 groups. Give them two situations and tell them to play role on it.

Situation for Group 1

- Suddenly a strong wind starts. It blows away many of the houses' sheds and big trees on roadsides start to move and break down.
- Make a plan with your members about what you can do in this situation?

Situation for Group 2

- Suddenly a fire broke out into one of your neighbour's house. People around there, are throwing water and shouting. But the fire started to go out of control. One of the children of that house got stuck in that house because of fire and he was doing nothing but shouting as he got very nervous because of the incident...
- Make a plan with your members about what you can do to mitigate this situation?
- (Try to complete this group task within 20 minutes). After their sharing conclude the session by informing them where and how they can communicate in times of these emergency situations.

Key Learning

- The disasters caused by natural reasons are called natural disasters. Such as cyclone, floods, drought, heavy rain, earth quake.
- Participants are known how they communicate with respective agency or individual during emergency situation and what they can do.



Session 25

Our Project

Session 25: Our Project

Objective

- Participants will be encouraged to pilot their prototypes and seek additional support.

Time

- 1 hour

Materials

- Flip chart papers, pens, papers, markers, workbooks with participants, certificate of participation, post-test printed for each participant.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

In the past few sessions, we have learned that we are extremely valuable, skilled persons and can actively participate in our communities.

By attending these sessions, we have gained information, additional skills, and knowledge that we can find ways to share with our community, but also support our community to find solutions for the challenges we all face.

- Ask the adolescents to sit together in a circle and post the flip chart paper where they can see it. If they are working on different projects in small groups, ask them to sit together and provide them papers.

- Ask them to write their idea on the papers/flip chart paper. Ask them to answer the following question:

ASK: What do you want to do with your project? (Like- a play, an awareness campaign, reading rooms, etc.) What do you want the result or effect of the project to be? Who can help us? Who do we need to work with? What materials and resources do we need? What steps do we need to take to do this?

- Provide adolescents with the materials they require to keep on carrying their community projects.
- Note that in camps, there are community-based child protection committees (CBCPCs), WASH committees, adolescent committees, and others that they might be interested in joining – which you can facilitate.
- These group meetings can continue a weekly basis until the adolescents complete their project. Once they complete their project, encourage them to continue meeting to work on new projects together.

Things to Consider:

Prepare the adolescents: Support the adolescents to plan how to continue working together after the end of the activity/project cycle (if they want to), and emphasise that the only requirements are their energy, creativity, and commitment.

Encourage adolescents to present their work through a final celebration, art exhibition or performance. Give adolescents the opportunity to plan and organise the celebration themselves (if they want to). They can invite their mothers or community members to see what they have been learning about.

Invite adolescents to establish committees or clubs to facilitate participation at the community level. They can use this committee to bring issues to the attention of staff, represent adolescents and the activities/services they want, volunteer or be part of specific sessions, and share the information they have acquired with other adolescents or gatekeepers.

Encourage them to provide information and support to their peers.



Session 26

Post-test

Session 26: Post-test

Objective

- Participants will participate in post test.

Time

- 1 hour

Materials

- Post-test printed for each participant.

Process

Recap the previous session. Ask the adolescents what they learned in the previous session and how they used it since you last saw them.

Activity 1

Do you remember the test/table we filled in at our first session? We are going to be doing the same exercise.

- Give the participants the pre-test/post-test evaluation paper and allow them time to fill it in.

These will not be used with your personal data; they are just a way for us to evaluate our work and improve our sessions for groups in the future.

Note to facilitator: If there are participants in the group who do not know how to read/write, find a way to sit discreetly near them and help them fill in the paper.

Life-skills pre-test evaluation for Rohingya adolescents

This tool needs to be filled in during the first and last sessions of the curriculum.
Facilitators can print out this tool, fill it in with participants and enter the findings on KOBO.

Basic information				
Date:				
Place of assessment facility: MPC/AFS/AC Camp Block GPS		Present home address: HH# Block Camp		
Code number for adolescent (boys/girls):				
Duration of assessment:				
Name of facilitator:				
Name of supervisor:				
Name of organization:				
1. Core life skills	Options			
I feel confident expressing myself in a group setting	Never 	Sometimes 	Often 	Always 
I feel confident taking decisions that impact me	Never 	Sometimes 	Often 	Always 
I feel comfortable saying 'no' to my peers when I do not agree with them	Never 	Sometimes 	Often 	Always 

2. Children's rights and protection				
I feel safe moving around alone in my community	Never 	Sometimes 	Often 	Always 
What is the ideal age to get married?	Under 15 years	15–18 years	18–20 years	20+ years
When facing a problem how do I react?	I do not do anything	I get angry	I deal with it calmly	I ask for support
What is the age at which you think adolescents can start working?	Under 14 years	14–18 years	18–20 years	20+ years
3. Health, hygiene and nutrition				
For Girls: Girls can shower during their period	Yes 		No 	
For girls: It is good for girls to change their sanitary pads...	Every two hours/as frequently as they can		Every seven hours	
For boys: What are some of the changes that boys go through during puberty (multiple choices)?	Widen hips	Changes in voice	Increase in height	

Activity 2

Celebrate achievements and provide closure. Take steps to recognise and celebrate the adolescents' accomplishments and provide a sense of closure through certificates or other appropriate means.

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