

# KEEPING SAFE IN THE COMMUNITY

## INTRODUCING THE SESSION

Welcome to Session Twelve of the Healthy Homes Parenting Program for Parents and Adolescents!

In Session Twelve, we start on a very important topic where we talk about how as parents and adolescents can ensure that we are safe in the community we stay in. This session will focus more on how parents can help create a safe environment for the adolescents both inside and outside the home.

In this week's session we will discuss the following:

- Safety concerns and making a plan can help keep our adolescents safe
- Parents and adolescents can make a plan together
- Steps one can take when things go wrong

In this session we discuss the steps parents and adolescents can take to keep adolescents **safe outside the home**. It is important to have these conversations and it is also important to make plans together to avoid risks.

## SESSION 12 PREPARATIONS & OUTLINE

Goal of the session	The goal of the session is to discuss plans on how both parents and adolescents can ensure that adolescents are safe outside the home and how to avoid risks.
Core Principles	<ul style="list-style-type: none"><li>▪ Discussing safety concerns and making plans can help keep our adolescents safe</li><li>▪ It's important to know what to do when something goes wrong</li></ul>
Training materials & resources	<ul style="list-style-type: none"><li>▪ Flip chart, paper, pens, markers, prestik</li><li>▪ Attendance register</li><li>▪ Name tag materials</li><li>▪ Printed copies of Session Illustration "Man in the car"</li></ul>
Venue Preparations:	<ul style="list-style-type: none"><li>▪ Make sure that the workshop venue is clean.</li><li>▪ Set up chairs where the participants will sit in a circle</li><li>▪ Prepare all the materials that you will use during the group session</li></ul>

COMPONENT	TIME	ACTIVITIES
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Welcome & Session Preparation	40 mins	<ul style="list-style-type: none"> <li>Facilitators take attendance.</li> <li>Participants settle down</li> <li>Welcome, thank everyone for coming and praise time keeping</li> <li>Home activity discussion</li> </ul>
Session overview for the day	30 mins	<ul style="list-style-type: none"> <li>Framing the day</li> <li>Song: Participants can choose</li> <li>Physical Exercise</li> </ul>
Core Lesson	60 mins	<ul style="list-style-type: none"> <li>Activity: Mapping risk areas and safe spaces</li> <li>Discussion about mapping activity</li> <li>Open role-play: Hanging out near the Bar; Man in car</li> <li>Energizer: facilitator can choose</li> </ul>
Session Close	20 mins	<ul style="list-style-type: none"> <li>Preparing for Home Activity: Discuss one safety concern</li> </ul> <p><b><u>Home activity for the week</u></b></p> <ul style="list-style-type: none"> <li>◆ <b>Make a plan together to protect adolescents from a safety risk</b></li> <li>◆ <b>Visit your Healthy Homes Friend at least once a week</b></li> <li>◆ <b>Complete a physical exercise once a day</b></li> <li>Today's session review</li> <li>Reminder of next session date and thank &amp; close</li> <li>Make sure you leave the room in order</li> <li>Share your observations in facilitator report</li> </ul>

## 1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

## 1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today in one word.

## 1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behavior – including providing praise!

## 1.4 HOME ACTIVITY DISCUSSION

Guide a discussion about the previous week's home activities. As a reminder, last week participants were asked to ways to save money and making a family saving plan.

Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- Brainstorm solutions with participants
- Practice applying the solution.
- Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

Remember that you can use **Who? What? Where? Why? When? How?** during the discussion.

**Always give big praise and applause to everyone brave enough to share.**

## SESSION OVERVIEW

### 30 minutes

## 2.1 FRAMING THE DAY

In Session Twelve, we highlight the importance of identifying places in the community that are unsafe.

Exposure to criminal activity, abuse and exploitation, health threats and sexual violence are some of the realities that young people particularly adolescent girls are exposed to.

The threats faced are a reality and commonly happen in places where they live in and hang out– they happen in their communities.

Parents cannot but help worrying about the safety and well-being of their children. Adolescents like exploring and sometimes find themselves in places or situations that could potentially be harmful to them. Even in the company of well-meaning friends or peers there are dangers that exist in the communities that we live in. In this session, parents and adolescents try to identify the unsafe places considering also areas that enhance sexual and HIV risk amongst adolescent girls and boys.

There is also a limited understanding of the services that exist in our communities.

Being able to know where to go when help is needed when parents or adolescents encounter problems or places of safety they can turn to in the case of danger is important. The ability to identify unsafe places enables their children to establish their own personal safety strategies regarding the different places they go to in the community. Knowing where parents and adolescents can get information about certain issues is of equal importance. For example, remember the story about Mutinta whose Amai identifies the local clinic as an important place to seek accurate advice on issues pertaining to sexual health issues. During this session, we shall talk about some places in our community where we can receive services that are available to assist you.

The mapping of essential services that are provided within the community will assist both the parents and adolescents to know where to seek help and support in times of need.

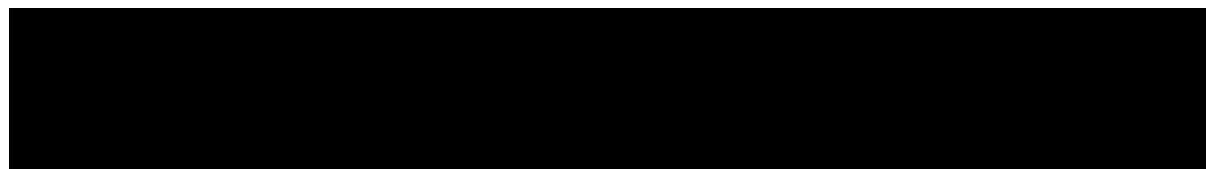
## 2.2 SONG & EXERCISE

### **SONG: PARTICIPANT CAN CHOOSE**

Invite a participant to choose and lead their favourite song in this session.

## **PHYSICAL EXERCISE**

Encourage participants to do their physical exercises once a day! Lead them through the head-to-toe stretch that we introduced in the first session.



### **3.1 ACTIVITY: MAPPING RISK AREAS AND SAFE SPACES**

In this activity, facilitators ask the participants to draw a map of what they think are the safe and risky spaces in their community.

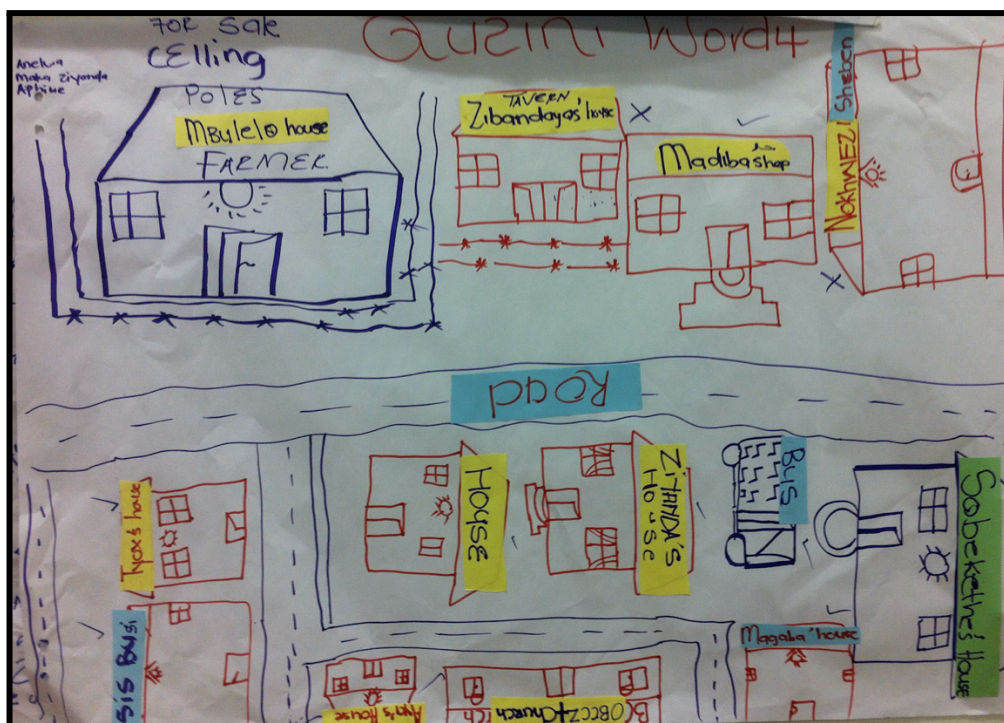
These might include churches, markets, health services, schools, bars, homes, places where people meet, places where people socialize, roads that they have to walk on and so on.

Just like the nametag activity in Session One, remember that not everybody is comfortable with paper and pen.

It helps to keep the groups mixed so that adolescents and parents practice mapping together.

#### **GUIDELINES: Facilitating the mapping activity (1)**

1. You'll be drawing a map of your community.
2. Divide large groups into smaller groups.
3. Present materials: Paper, markers, tape. If participants want to make a big map, they can tape pieces of paper together.
4. Talk about what sorts of places to show on the map. Ask participants to draw a map showing all the places the participants think are important.
5. Create!



An Example of a Community Map from a previous Healthy Homes session:

### **GUIDELINES: Facilitating the mapping activity (2)**

1. Participants should tick all the areas on their map that they think of as safe areas.
2. Participants should circle (or put a cross, like in the picture above) on all the areas on their map that they think of as unsafe areas.
3. Come back into a larger group. Stick your maps on the wall.
4. Each team presents their map. Talk about the different understandings of what “safe” and “unsafe”, or “risky”/” dangerous” are in the group.
5. Encourage participants to “special clap” once after each presentation of each map

As you reflect on the mapping activity, you can even identify places in the community where a young person might be at a large risk of being:

- Sexually exploited/ sexually abused?
- Exposed to drugs or alcohol abuse?
- Exposed to physical violence?

## **3.2 DISCUSSION ABOUT MAPPING ACTIVITY**

In this discussion, we use our maps to ask, why is it important to think together about safe and dangerous areas? We also want to talk about how we can avoid risks by making a plan to keep safe using the skills we learned in other sessions.

1. To start our conversation we want to ask one key question: Why do you think we made you do the mapping activity with your adolescent/parent?
2. Why it is important to involve the adolescents in the discussion about safety outside the home?

Some points that might come up or can be introduced by the facilitator are:

- Adolescents might know of risks that their parents have never heard of.
- Adolescents might know that something that seems very dangerous to parents is not as bad as parents think.
- Adolescents might have practical ideas about staying safe.
- If adolescents feel that the parents take them seriously, they generally behave more responsibly.
- If adolescents are part of the discussion, they think about the consequences of their actions.
- If adolescents feel trusted, they will trust their parents as well. This means that they are more likely to share if they are in trouble.

3. Move on to brainstorm different ways to avoid risky situations. What have we learnt in previous sessions that might help parents and adolescents to work together to avoid risk?

What have we learnt in previous sessions that might help parents and adolescents to work together to avoid places that can expose their adolescents to dangerous places that may expose them to HIV?

Some points that might come up or can be introduced by the facilitator are:

- If adolescents are used to talking to their parents, they are more likely to ask for advice.
- Remember our six problem-solving skills?
- Be calm and focus on the specific problem.
- Discuss solutions together: Ask for and listen to each other's opinions.
- When making decisions, think through the possible consequences together.

**Parents:** Are there negative consequences to forbidding your adolescent from going into risky areas?

**Adolescents:** Are there consequences for not telling your parents about risky decisions you make?

### 3.3 OPEN ROLE-PLAYS

In these “open” role-plays we practice making a plan to avoid an adolescent getting into a dangerous situation.

Before we start, let’s think of some examples of plans:

- Make a plan that a teen can go out, but has to be home by 11pm.
- Make a plan that adolescents will try to talk to their parents about things that worry them, like violence.
- Make a plan that parents will try not to get angry when adolescents talk about things that worry them.
- Make a plan about where we can go to get information when we need it:

These are some sources of help that we might be able to access:

- Information about health
- Guidance for parents and adolescents about sexual health such as places where we can get information on voluntary testing and counselling if one wants to know their HIV status
- Counselling when our problems feel too big for us to handle on our own.

*If there is not enough time for these role-plays, facilitators can hand-out illustrations and tell participants to come up with a plan at home. They can then report back during homes practice discussion next week.*

#### GUIDELINES: Facilitating Open Role Plays

1. Participants watch the two role-plays and have a short discussion after each role-play: How could we make a good rule or routine to avoid the danger we just saw in the role-play?
2. Divide the larger group into two groups. Each group will work out the “correction” to one of the role-plays they just saw.
3. Participants can then present their suggestions – their “plans” – to the group. The group can discuss the corrected role-play after it has been presented.
4. If it’s easier to brainstorm one role-play as a group, then this is fine, too.

### 3.3 ROLE-PLAY: Hanging out near the bar (OPEN)

*Mutinta is coming home, Amai is drinking tea with a friend.*

**Amai:** “Mutinta where are you coming from, at this time? Were you with that girl Nyakallo again? I told you I am very uncomfortable about your friendship with her.”

**Mutinta (angry):** “She is not a bad person mum, you don’t even know her, and anyway, since when do you care about my friends?”

**Amai:** “It doesn’t matter whether I know her or not, but I know that in the evening I always see her hangout with these boys by the shops near that big bar, where people fight and get stabbed all the time.”

**Mutinta** “But Amai she’s my friend and I like to chill with her. We were going to go hang out with friends at her house on Friday night. Can I go?”

**Amai:** “But her house is so close to the bar! I don’t want you walking there, ESPECIALLY on a Friday night!”

**Mutinta:** “But Amai....”

... Discuss different endings to the story.

Are there any areas or issues in this role-play that are HIV risk areas/issues that Mutinta could be exposed to?

### 3.4 ROLE-PLAY: Man in car (OPEN)

*Mutinta is walking home from school with her friends, a car stops next to them.*

**Older man in the car:** “Hey beautiful, I’ve been looking at you for a while now. You are very beautiful, what’s your name?”

**Friend 1 (smiling):** “Her name is Mutinta.”

**Man:** “Mutinta, would you like to come with me and have some drinks and chips? Come on, get in, you’ll be back in time, I promise.”

**Mutinta:** “I am not sure if that’s a good idea...”

**Friend 1:** “Ah my friend, don’t miss out, he is just offering to take you out. You are so lucky my friend; I wish I could have a man rich like that to ask me out. Older men are so caring and they take care of you, I’m telling you!”

**Friend 2:** “Mutinta don’t go! Be careful! Come, let’s go home. It is dangerous to go with people you don’t know.”

**Mutinta:** “I just don’t know...”

... Discuss different endings to the story.

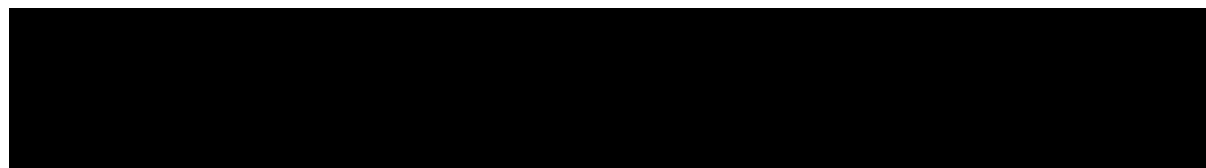
Are there any areas or issues in this role-play that are HIV risk areas/issues that Mutinta could be exposed to?



## 3.6 ENERGISER

### ENERGISER: FACILITATOR CAN CHOOSE

Facilitators can choose an energiser to do with the group when they feel everybody needs some energy! Remember to use energisers when participants need a break or when adolescents need to stretch their legs!



## 4.1 PREPARING FOR HOME ACTIVITIES

Parent and adolescent work together in pairs to think about one safety concern in their family. They can share these with the group if they want.

### HOME ACTIVITIES

Together, parents and adolescents should talk about the safety risk they decided on in the session and make a plan for safety at home.

### VISIT YOUR HEALTHY HOMES FRIEND AT LEAST ONCE A WEEK

### COMPLETE A PHYSICAL WARM-UP ONCE A DAY

Participants can either use the physical exercise we did at the beginning of the session, or they can invent their own.

## 4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today? Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

- Discussing safety concerns and making a plan can help keep our adolescents safe
- Parents and adolescents can make a plan together
- What to do when things go wrong

Use the illustrations from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

## 4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITIES

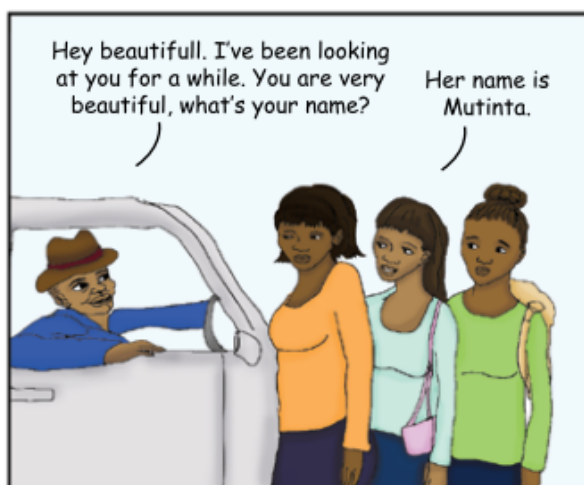
In the next session we talk about how to use anger management, problem-solving and active listening to respond to crisis. But before then, remember to do your home activities! Facilitators remind participants about time and location of next session.

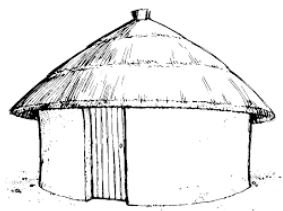
## 4.4 THANK AND PRAISE PARTICIPANTS

Invite one of the participants to close the session with a song.

# Handout: ILLUSTRATION FOR SESSION 12

Man in car (open)...





# Healthy Homes Parenting Program HOME VISIT

**Guardian's Name** \_\_\_\_\_  
**Adolescent's Name** \_\_\_\_\_  
**Date** \_\_\_\_\_ **Group** \_\_\_\_\_  
**Facilitator's Name** \_\_\_\_\_

## Session 12: KEEPING SAFE IN THE COMMUNITY

**Goal:** Make a plan to keep adolescents safe in the community.

**Overview:** Discuss the steps parents and adolescents can take to keep adolescents safe outside the home. We focus on the fact that it is important to have these conversations. It is also important to make plans together to avoid risks.

Before we start, let's talk about how home activities went last week.

**Illustration:** Man in car

**Core Lesson:** Could you make a rule/routine to avoid the danger you see in the illustration?

Let's think about rules that might help you stay safe in your own community:

- Talk about (or draw) a map of your community.
- Talk about (or put a tick in your drawing next to) all of the safe places in your community.
- Talk about (or put a cross in your drawing next to) all of the unsafe places in your community
- Talk about the different safe and unsafe spaces in your community. Do parents and teen agree? Why did we do this exercise together?
- Talk about HIV and sexual risk areas in your community.

Brainstorm ways we can avoid dangerous areas in the community. Remember to listen to each other's suggestions, problem solve together and remain calm.

**Home activities:** Make a plan together to protect adolescents from a specific safety risk

**Attending sessions** can be difficult. Is there anything we can do to help you attend sessions? It is important to have a non-blaming attitude about attendance!

Did any other members of the household participate in this Home visit? Who?