

SESSION EIGHT: KEEPING SAFE IN THE COMMUNITY AND RESPONDING TO CRISIS

SESSION EIGHT OVERVIEW	
GOALS	<ul style="list-style-type: none"> Parents and teens learn skills on how to effectively reduce risks and respond to crises when they arise
CORE PRINCIPLES	<ul style="list-style-type: none"> Discussing safety concerns and making a plan can help to keep safe in the community Be aware of places in the community where there may be threats to health and safety All families experience crises. Being prepared can help deal with these crises There are services available in the community that can help us during a crisis Know where sources of support are and how to access them Work together as a family to create a plan before something really bad happens
MATERIALS	<ul style="list-style-type: none"> Attendance register, name tags, temporary adhesive, pens, paper, flipchart, refreshments for the break House of Support poster
PREPARATION	<ul style="list-style-type: none"> Set up the room with chairs in a circle. Prepare materials for name tags and refreshments for break
WELCOME (20 min)	<ul style="list-style-type: none"> Welcome Take a Pause & Emotional Check-In Physical exercise
HOME ACTIVITY DISCUSSION (40 min)	<ul style="list-style-type: none"> Remind parents/teens of core home activity Ask parents/teens to share highlights and challenges Discuss solutions to challenges and practice solutions
BREAK (5 Minutes)	
CORE LESSON – MAPPING RISK (25 min)	<ul style="list-style-type: none"> Activity: Mapping Part 1 Discussion: Safe and dangerous areas Activity: Mapping Part 2 Discussion: Ways to avoid risky situations
CORE LESSON – RESPONDING TO CRISIS (30 min)	<ul style="list-style-type: none"> Role-play: The Fight (negative) Role-play: The Fight (positive) Role-play: Faraja's Crisis Role-play: Money Problems Discussion: Planning ahead to avoid crises
ASSIGN HOME ACTIVITIES (10 min)	<ul style="list-style-type: none"> Review the Mapping Exercise with your other family members. Discuss potential safe and dangerous areas as well as sources of support. Discuss ONE possible crisis together with your parent/teen. Make a short-term plan and a long-term plan about how you are going to manage the crisis. Remember to Take a Pause whenever a conflict or difficult situation happens. Spend at least 15 minutes of One-on-One Time each day with your teen/parent. Other activities from previous sessions Meet with, or contact, your PLH Buddy once during the week
CLOSING (10 min)	<ul style="list-style-type: none"> Sharing one thing you learned with your parent/teen Compliment Circle Take a Pause Emotional check-out Remind families about next session and home activities Thank and praise families

1 NOTES FOR SESSION EIGHT

Read this in preparation for delivering the session.

1.1 Overview

You are almost done with the PLH Teens programme!

Session Eight focuses on helping parents and teens keep safe in the community and respond to crises when they arise. It combines many of the skills learned during the entire programme.

Session Eight has the following core skills and principles:

- Discussing safety concerns and making a plan can help to keep safe in the community
- Be aware of places in the community where there may be threats to health and safety
- All families experience crises. Being prepared can help deal with these crises
- There are services available in the community that can help us during a crisis
- Know where sources of support are and how to access them
- Work together as a family to create a plan before something really bad happens

1.2 Keeping safe in the community

In Session Eight, parents and teens discuss how to keep **safe outside the home**. It is important to have these conversations and it is also important to make plans together to avoid risks.

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

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 teens. Teenagers like exploring and sometimes find themselves in places or situations that could potentially be harmful to them.

There are threats to a teenager's safety in many communities, even in the company of well-meaning friends or peers.

Many families also have limited knowledge and understanding of the services that exist in our communities.

It is important that parents and teens know where to go for help or places of safety that they can turn to when they encounter problems or are in danger.

The ability to identify unsafe places helps teens to establish their own personal safety strategies regarding the different places they go to in the community.

It is very important that parents and teens know where they can get information and support. These may include clinics, child protection units, churches, schools, and police stations.

However, sometimes one person may think a place is a safe one and another might see it as a place of danger. For example, a school may be a safe haven for someone while a place where another person gets bullied.

Session Eight helps participants identify places in their communities where they can receive services that are available to assist.

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

1.3 Dealing with difficulties

Many families experience challenges and stress due to poverty, unemployment, debt, marital conflict, family separation, disease, long-term illness, disability, and violence in the community.

It is natural for teens to be worried or concerned about these challenges. They often will ask parents/caregivers questions or look for reassurance and support from them.

This session helps parents and teens think about ways that they might be able communicate about some of these issues.

Participants should already be familiar with many of the skills that have been addressed in the programme. These include keeping calm, acknowledging feelings, and being honest with each other.

If the participants need or ask for additional support, you can talk to them one-on-one or inform them about services from other agencies that may have more experience or ability to help.

Remember that sharing a parent's contact information directly with another agency should only be done if that parent gives permission to do so and is fully informed of what that agency does.

Remember that your job as a facilitator is to focus on the parent-teen relationship, parenting skills, and teen behaviour. It is important that you connect parents/caregivers to other support that you cannot give.

1.4 Managing crisis

You will also help parents and teens explore how they can work together when something bad happens to them.

Parents and teens discuss how they can use some of the skills they have learned during the programme to manage some of the crises that they may face in life.

The best way to manage a potential crisis is to be prepared and to try to avoid risks in the first place. This will help participants respond in a constructive and caring way.

It is also important to remind participants to try to remain calm when someone shares something that is especially troubling. Remind them that the goal is to keep their families under the Sunshine of Positive Attention!

You also help participants identify what services are available in the community that they can access when a crisis happens. Families learn how they can work together to create a plan for managing when something really bad happens

Note: The role-plays may or may not be relevant to each family's individual circumstances. It is important to remind participants that bad things happen to all families. Although it may not be their family that is in the story, it could be anyone's family.

2 INTRODUCTION

2.1 Welcome

Welcome participants warmly and enthusiastically when they arrive to the session.

2.2 Take a Pause

Take a Pause with the participants. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

Remind participants that they should try to **Take a Pause** before reacting to their parents or teens when they do something that annoys or angers them.

This may help them respond in a less negative and violent way. **Take a Pause** can even be a couple deep breaths!

2.3 Emotional Check-In

Parents and teens check into the group by sharing how they feel at the beginning of the session. They should describe their emotion, where they feel it in their body, and what thoughts are associated with it.

You can model this: "I feel anxious. I feel it in my shoulders. I am worried about having enough money this month for food," or "I feel proud. I feel it in my chest. I did well on my math test."

2.4 Physical Exercises

Ask participants to notice how they feel at the end of the physical exercises, ask participants to notice if they feel any differences in their bodies.

Ask them if they have been doing any of the physical exercises in the morning. Praise and encourage those who are trying!

2.5 Progress on the House of Support

Show participants their progress in building the House of Support.

3 DISCUSSION OF HOME ACTIVITIES

Divide the parents and teens so that both can feel more comfortable talking about their experiences openly.

Home Activities Recap

The core home activities were to:

- **Take a Pause** whenever a conflict or difficult situation comes up. You may even need to walk away from the situation before engaging with it!
- Try to **work together** whenever a problem or conflict comes up in your family. **Use the 6 Steps of Problem Solving.**
- Spend **at least 15 minutes** of **One-on-One Time** each day with your teen/parent.

Key points to be aware of during this home activity discussion:

- Explore whether participants remembered to Take a Pause and keep calm if they found themselves in a conflict situation.
- Participants may have left confused about the 6 Steps of Problem Solving. You might have to review these again.
- Make sure parents and teens are still spending One-on-One Time together

Possible questions for Discussion on Home Activities in Session Six:

- Does anyone want to share an experience when they were able to solve a problem or challenge together as a family? What happened?
- Does anyone want to share an experience when they tried but it didn't work out? What happened?
- Does anyone want to share a positive experience of spending One-on-One Time together?

Please remember: You need to check in with **each participant** to explore his/her experience doing Home Activities:

- Explore solutions to difficulties in doing the Home Activities with parents and teens.
- Encourage parents and teens to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the participant to try it again at home.

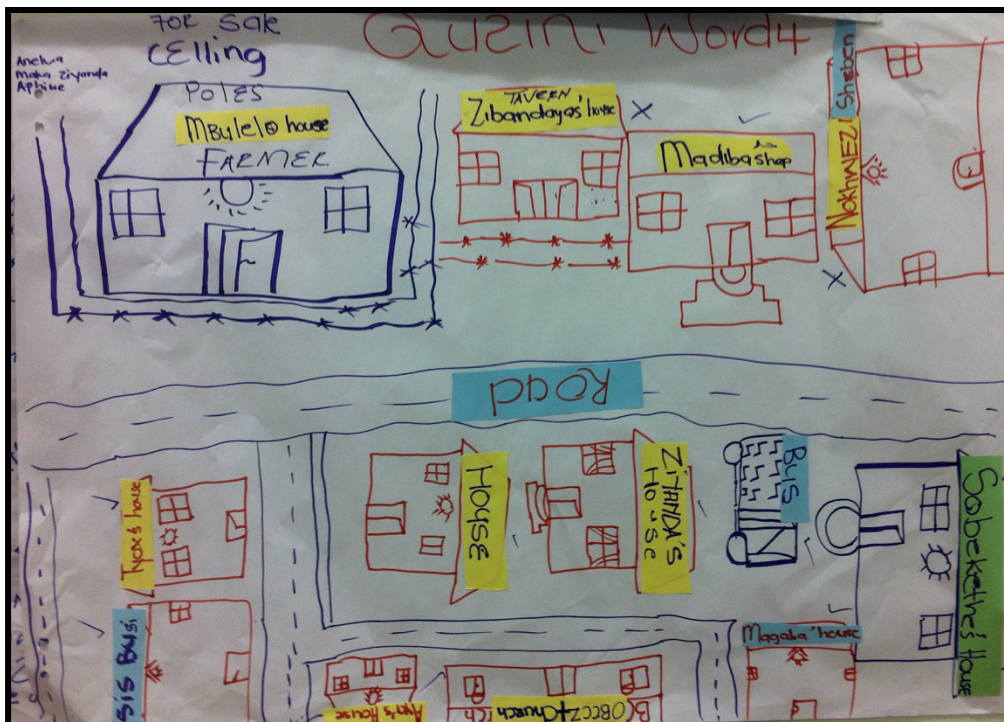
BREAK

4 CORE LESSON – MAPPING RISK AREAS AND SAFE SPACES

This activity helps parents/caregivers identify places that are safe and risky for themselves and their teens in the community.

4.1 Mapping activity (Part 1):

1. Divide the group into teams of 4 or 5 participants each.
2. Distribute materials: Flipchart paper, markers, tape.
3. Explain that parents and teens need to draw a map of the community they live in.
4. Talk about what sorts of places to show on the map.
5. Ask parents and teens to draw a map showing all the places the participants think are important.
6. These might include churches, markets, health services, schools, taverns, homes, places where people meet, places where people socialise, roads that they have to walk on and so on.



An Example of a Community Map.

4.2 Mapping activity (Part 2):

1. Ask parents and teens to put a circle on all the areas on their map that they think of as safe places.
2. Ask parents and teens to put an "X" on all the areas on their map that they think of as unsafe places.
3. Invite participants to come to the larger group and display their maps on the wall.
4. Each team presents their map.
5. Discuss in the group the different understandings of what is "safe" and "unsafe", or "risky"/ "dangerous".
6. Ask parents/caregivers whether there are any specific places where teens might be at risk of being:
 - a. Sexually exploited / sexually abused?
 - b. Exposed to drugs or alcohol abuse?
 - c. Exposed to physical violence?
7. Ask participants to identify specific places where families can obtain support or help during a crisis (health centre, police station, schools, etc.).

4.3 Discussion about Mapping Activity

Part 1: Discussion about identifying safe and dangerous areas in the community.

Possible questions include:

- Why do you think we made you do the mapping activity with your teen/parent?
- Why it is important to involve the teens in the discussion about safety outside the home?

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

- Teens might know of risks that their parents/caregivers have never heard of.
- Teens might know that something that seems very dangerous to parents/caregivers is not as bad as parents/caregivers think.
- Teens might have practical ideas about staying safe.
- If teens feel that the parents/caregivers take them seriously, they generally behave more responsibly.
- If teens are part of the discussion, they think about the consequences of their actions.

- If teens feel trusted, they will trust their parents/caregivers as well. This means that they are more likely to share if they are in trouble.

Part 2: Discussion about different ways to avoid risky situations.

Possible questions include:

- How can parents and teens work together to avoid risky areas and situations?
- Are there negative consequences to forbidding a teen from going into risky areas?

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

- If teenagers are used to talking to their parents, they are more likely to ask for advice.
- Use the 6 steps of problem solving
- 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.

5 CORE LESSON – RESPONDING TO CRISIS

5.1 Role-play – The Fight (Negative)

Amani is sitting at the table shaking with fear. Father is at the door looking at him with concern.

Father: "Amani, what is wrong? I have been watching you since yesterday. Tell me what's going on?"

Amani: "On Saturday my friends and I went to a soccer match. Some guys who were drunk started a fight with my friend."

Father (*angry*): "Oh no! I hope you did not get into a fight!?"

Amani (*shaking*): "I didn't want to, but I couldn't just stand there and let them beat up my friend, so..."

Father (*shouting*): "So, what Amani?"

Amani (*crying*): "Eventually there was a huge fight, everyone was fighting. I couldn't really tell what was happening, and then suddenly I saw someone lying on the field in a pool of blood. He looked... very hurt."

Amani (*crying*): "I am afraid that these guys will come after me and kill me, Father ..."

Father (*shouts aggressively at Amani*): "You idiot! Now we are all in danger! Get out of this house and don't bring your trouble here! Or even better, come here and I will give you a beating you will never forget!"

Questions for Role-play:

1. How do you think the Father felt when hearing Amani's story?
2. What do you think about the way the Father responded to Amani?
3. How do you think his response made Amani feel?
4. What do you think Amani needs in this situation?
5. What do you think will be the consequence of Father's actions on his relationship with his son?
6. What about how Amani will feel about confiding with him about other issues in the future?
7. What do you think Father could have done differently?

BUILDING BLOCKS

When you respond negatively to a negative situation,
it just gets worse.

Notice when your teen needs support and
deal with the problem later.

Take a Pause! Allow yourself some time to think of a better way
to respond.

Appreciate your teen when s/he shares something sensitive or bad.

5.2 Role-play – The Fight (Positive)

Amani is sitting at the table shaking with fear. Father is at the door looking at him with concern.

Father: "Amani, what is wrong? I have been watching you since yesterday. Tell me what's going on?"

Amani: "On Saturday my friends and I went to a soccer match. Some guys who were drunk started a fight with my friend."

Father (*calm*): "Continue, I am listening. I hope you did not fight?"

Amani (*shaking*): "I didn't want to, but I couldn't just stand there and let them beat up my friend, so..."

Father (*putting hand on Amani*): "So, did you fight in order to help defend your friend?"

Amani (*crying*): "Eventually there was a huge fight, everyone was fighting. I couldn't really tell what was happening, and then suddenly I saw someone lying on the field in a pool of blood. He looked... very hurt."

Father: "Oh dear, I am glad you came to talk to me about this, Amani. Well done for that. Let's sit down together now and discuss how we should involve the police."

Amani: "Thank you, Father"

Father (*hugging Amani*): "We will get through this. Remember, we will support you as a family."

Questions for Role-play:

1. How do you think the Father felt when hearing Amani's story?
2. What do you think about the way the Father responded to Amani this time?
3. What specific skills did Father use that helped this scenario end in a positive way?
4. How do you think his response made Amani feel?
5. What are some of the short-term solutions that Father and Amani could do to help?
6. What are some of the long-term solutions that they could do to avoid it happening again?

BUILDING BLOCKS

Remember to take a deep breath and calm yourself.

Listen to your child. Get the facts before responding.

Notice how your teen is feeling when s/he shares something sensitive.

Recognise that your teen is coming to you for support.

Appreciate your teen when s/he shares something sensitive with you.

When you are aware of a crisis,
work with your teen to find a solution together.

Use the 6 Steps of Problem Solving!

5.3 Role-play – Faraja’s Crisis

Faraja is sitting and crying. Mother comes home.

Mother (*worried*): “Oh my dear, what happened? Why are you crying my girl?”

Faraja (*crying*): “He... he... he touched me.”

Mother (*hugging Faraja*): “Tell me what happened? And when it happened? Come and sit down next to me. It’s not your fault and I’m not going to blame you.”

Father enters the house and sees Faraja and Mother.

Father: “What’s wrong, my daughter?”

Father, mother and Faraja sit down together

Faraja (*still crying*): “It’s true, he... he... Made me do it! He made me have sex with him! Please believe me. I didn’t want to, I swear. I even said “NO” but he held me down and told me I would be in trouble if I told anybody, and then...”

Father: “Take your time, Faraja. I’m listening. You are not in trouble. This is not your fault.”

Faraja (*looking at father and mother*): “Please believe me. I didn’t want it, I swear. Yesterday when you went to see Bibi he just came and that is when it happened.”

Mother: “It’s okay, I believe you my child. This is a big thing and we will find a way to get the help we need. I wonder where we can go to ask for help.”

Faraja is calming down a bit

Father: “We need to report this to the police and we should go the clinic. They will know what we can do to help you. Does that sound okay to you?”

Faraja: “Yes... Ok... But will you come with me?”

Mother (*smiling softly to Faraja*): “Of course we both will. And Faraja? Remember this is not your fault. We love you. We will get through this.”

Questions about the Role-play:

1. What do you think about this situation? What is the crisis that occurs in this story?
2. What did the Mother do well in this story (accept teen, not-blaming)?
3. What are the consequences of shouting and yelling at a teen in Faraja’s situation?
4. What about the opposite? Are there consequences to treating rape as a “normal” event?
5. Is Faraja in a dangerous situation? Why?
6. How do Father and Mother help Faraja in finding a solution to this crisis?

7. Where could Faraja go for help after she is raped?
8. What would be some of the difficulties or barriers in seeking support?
9. Can the police or hospital help Faraja and her parents/caregivers?
10. Could this situation happen to a boy?

BUILDING BLOCKS

When you are aware of a crisis, work with your teen
to find a solution together.

Identify what the problem or crisis is.

Calmly ask questions and allow your teen to talk without blaming him/her.

Discuss possible solutions with your parent/teen.

Assess the different options and choose one solution.

Try it out (or practice if possible).

Reflect whether the solution worked.

5.4. Role-play – Money problems

Father and Mother are making a family budget.

Father (*worried*): "Looks like we will have too little money again this week, Mary..."

Mother (*worried*): "Yes. Do you think we need to take Baraka out of school?"

Father: "Maybe I can teach him how to grow vegetables?"

Mother: "Yes, our income will also increase if you both work. And Faraja is smart, she can finish high school and get a good job."

Father (*sad*): "But I would feel so bad for Baraka. And if he can graduate like Faraja, they can both get a good job."

Mother: "You are right, Samuel. If we sacrifice now, it may help us in the future. What else could we try?"

Father (*hopeful*): "You know, Mary, I like your cooking. What if you sell the food you cook to our neighbors?"

Mother (*happy*): "Thank you, Samuel. All right, let's first try if the family income will increase with my sales. And let's also continue to save, so we can pay for Baraka's school fees."

Questions about the Role-play:

1. What is the problem Father and Mother are facing?
2. What did Father and Mother do to address the problem?
3. How did Father and Mother evaluate the solutions they came up with?
4. What helped them come up with the best solution?

BUILDING BLOCKS

When you are aware of a crisis, work together to find a solution that will benefit the entire family.

When exploring the consequences of possible solutions, look at both the positives and the negatives of each solution.

Consider both short-term and long-term solutions and consequences. A short-term solution may lead to something negative in the long-term but a short-term sacrifice may lead to a better long-term consequence.

Know the strengths of the members of the family to see how they can best contribute to solving a problem or crisis.

5.5 Discussion – Planning ahead to avoid crises and ways to respond to them when they arise

Lead the parents and teens in a discussion about the importance of planning ahead in order to be prepared for crises.

1. Divide the flipchart into quarters.
2. Make a list with parents and teens of potential crises that may arise. Write these in the top left of the flipchart.
3. Ask participants to identify ways to avoid these crises in the first place. Write these on top right of the flipchart.
4. Ask participants to identify short-term plans that they could make in order to immediately manage a crisis. Write these on the bottom left of the flipchart.
5. Ask participants to identify long-term plans that they could make in order to avoid the repeat of the crisis.
6. Revisit the Mapping Activity to identify any other sources of support for participants.
7. Ask the following questions during a final discussion:
 - a. What would be the benefit of discussion short- and long-term plans for managing a potential crisis?
 - b. What can you do to respond in an effective way when a crisis happens?
 - c. How can you maintain a Sunshine of Positive Attention even when the Dark Clouds cover it up?

Possible discussion points:

- Staying calm allows you the space to be able to see the problem and think of a solution with a clear mind.
- Helping your teens resolve conflicts prepares them for when they will be adults.
- Responding in a calm and supportive way will make it more likely that you will have an open and trusting relationship with your teens.
- Open and accepting communication with your teens will enable you to protect them when they are needing help.
- Making short-term plans usually means dealing with the crisis that is in front of us right away. Like what we can do soon after someone is arrested or raped.
- Making longer-term plans means talking and planning in order to try to avoid a repeat of the crisis. These include things like talking to each other and knowing about the dangerous places around our homes.

6 ASSIGNING HOME ACTIVITIES

IT IS WHAT YOU DO AT HOME THAT MAKES THE DIFFERENCE!

Assign Home Activities to practice at home:

- Review the **Mapping Exercise** with your other family members. Discuss potential safe and dangerous areas as well as sources of support.
- Discuss **ONE possible crisis** together with your parent/teen. Make a **short-term plan** and a **long-term plan** about how you are going to manage the crisis.
- Remember to **Take a Pause** whenever a conflict or difficult situation comes up.
- Spend **at least 15 minutes** of **One-on-One Time** each day with your teen/parent.

Ongoing home activities

- **Work together** with your parent/teen whenever a problem or conflict comes up in your family. **Use the 6 Steps of Problem Solving.**
- Continue with your parent/teen about how s/he can **share responsibilities.**
- Be realistic, immediate, reasonable, and consistent when using **consequences.**
- Continue to monitor your **family budget** and **savings plan**
- Continue to be consistent with **household rules**
- Have a **conversation** with your parent/teen about **health and safety**
- Try to be more **aware of your own emotions and the emotions of others.**
- Ask your parent/teen about how s/he is feeling at least **1 time during the week.**
- Practice **I Feel Statements** at least **1 time during the week.**
- **Praise** your parent/teen, yourself, and others in your family!
- Parents: Notice how you **give instructions** and try to make them **positive, specific, and realistic.**
- Teens: Remember to be **calm and clear** when talking to your parent about things that are important to you.
- Do something nice to **reward yourself** for your hard work in the PLH Teens programme!
- Do the **Physical Exercise** every morning.
- **Meet with or contact (call or text message) your PLH Buddy** one time during the week.

Please note: Discuss with the families each goal for the coming week.
Make a note of it so that you know what they are planning to do at home.
Then you can follow this up during the next session's discussion on home activities.

7 CLOSING

7.1 Sharing One Thing You Learned

Ask parents and teens to share ONE thing that they learned during the session with their parent/teen.

7.2 Compliment Circle

Parents and teens take turns praising each other.

Then parents and teens take turns praising themselves for something specific that they did well.

Encourage participants to make eye contact and use the name of their parent/teen. The compliments can be about anything as long as they are sincere.

7.3 Take A Pause

Take a brief pause with families (30 seconds).

7.4 Emotional Check-Out

Model the emotional check-out by describing your emotion, where you feel it in your body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy to have learned about how to create fair rules together."

7.5 Goodbye

Remind participants of the Home activities.

Refer to the Family Handbook and to the place for families to record whether they have done the home activities. Remind families of the core home activities for the session.

Thank and praise the parents/caregivers and teens for coming!