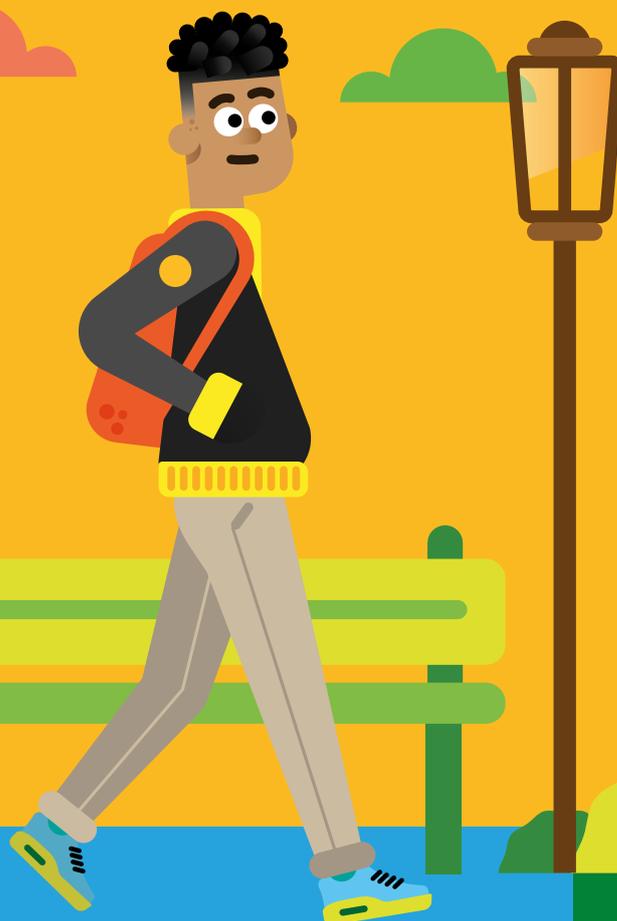


BOYS ON THE MOVE



A trainer's handbook for implementation of
a Life Skills Programme for Unaccompanied
Adolescents Boys and Young Men





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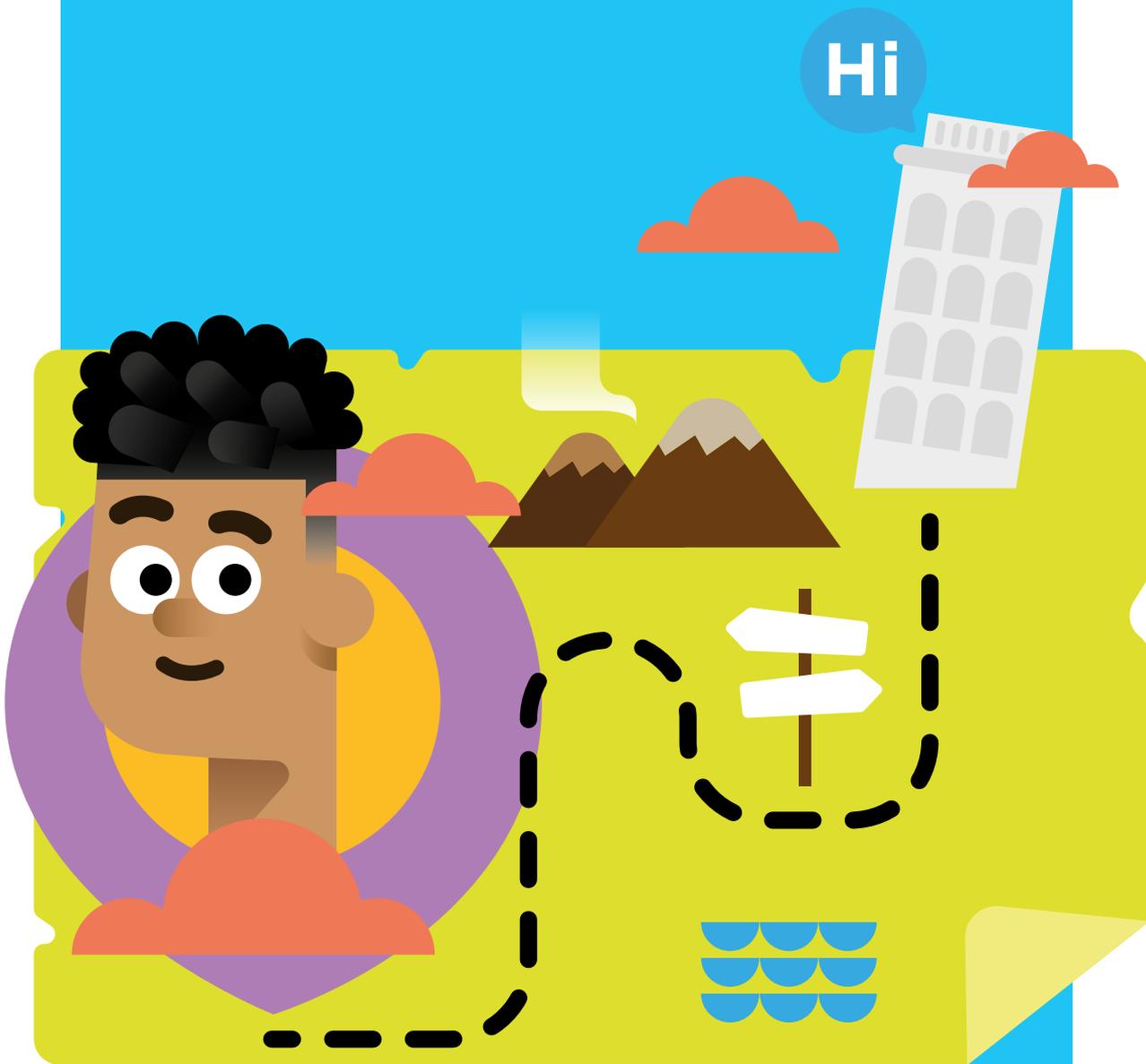
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Foreword to the Second Edition	page 3
Chapter 1: How and why the programme started	page 5
Introduction	page 6
Framework	page 6
Objectives and beneficiaries	page 6
Chapter 2: Understanding Life Skills	page 8
Context	page 9
Definition of Life Skills	page 9
Measuring Life Skills	page 10
Life Skills-based Health Education	page 10
Chapter 3: Methodology approach	page 12
Approach	page 13
Methods of Life Skills Education	page 13
Discussion	page 13
Debate	page 13
Brainstorming	page 13
Miming	page 13
Role Play	page 13
Question and Answer	page 13
Guidelines on delivering life skills-based educational programmes	page 13
Delivering sensitive content	page 13
Language matters	page 15
Chapter 4: Modules & Detailed Session Plans	page 16
Module 1: Know and Understand Yourself	page 17
Session 1.1: Health	page 17
Session 1.2: Emotions	page 19
Session 1.3: Harmony	page 21
Module 2: Know and Understand Others	page 24
Session 2.1: Communication	page 24
Session 2.2: Relationships	page 28
Session 2.3: Sexuality	page 30
Session 2.4: Sex	page 34
Module 3: Know and Understand Society	page 43
Session 3.1: Culture	page 43
Session 3.2: Planning	page 45
Session 3.3: Money	page 47
Module 4: Know and Understand the Big Picture	page 51
Session 4.1: Connections	page 51
Session 4.2: Together	page 53
Annex: Surveys	page 59
Additional Bibliography	page 63

Foreword to the Second Edition



“BOYS on the MOVE” is a programme of life skills for adolescent boys and young men displaced by conflict, poverty and often both. Participating in the programme provides empowering skills and strengthens the resilience and competencies they developed while on a journey made perilous by many situations of violence, abuse and insecurity and multiple forms of exploitation. The life skills presented in the programme could be useful to any adolescent growing up anywhere. Here they are presented as stages along a journey, to help identify risks, cope with difficulties and solve problems in a positive and constructive way.

The first edition (April 2017) addressed health and hygiene; emotions and coping with stress; communication; relationships and sexuality; cultural awareness; money and planning. Facilitators using the programme were also encouraged to bring up bigger issues of empathy, living with differences, connectivity and autonomy in a way suited to adolescents.

The unconscionable human trafficking of adolescents including for sexual purposes along the refugee and migrant routes leading towards Europe, became evident during the development of the programme. This complex criminal enterprise often linked to smuggling of arms and contraband. Research carried out along migration routes shows that adolescent boys and young men may have been sexually assaulted on their journey and may be at risk in countries of arrival. In addition, younger adolescents growing up in the context of desperate human tragedy at family, community and individual level may come in to contact with and be influenced by, young men exposed to radicalization and violent extremism.

By integrating crosscutting protection concerns, this second edition (September 2019) recognizes and therefore puts emphasis on adolescent sexual and reproductive health, prevention of and response to violence, particularly sexual violence. In their countries of origin, the boys and young

men may have benefited little from the Convention on the Rights of the Child. The information in the programme is rights-based, and reflects the additional protection afforded to refugee minors (children under 18 years of age) by international legal instruments. Potentially lifesaving information and accessible skills are included in the revised trainer’s handbook you are reading. It is to be used by facilitators who are in direct contact with boys and young men facing changing and challenging circumstances, for whom a participant booklet is provided. The teaching and learning techniques in the 12-step programme are well-known in youth work. They can be delivered in hostels, camps, reception centres or even on the street by helpers and volunteers in host communities, by government authorities, by leaders in youth organizations and of course by the many well-intentioned migrant and refugee adults making the journey too. Staff of migration management agencies, international organizations and non-governmental organizations can use activities from the programme to supplement their respective mandates.

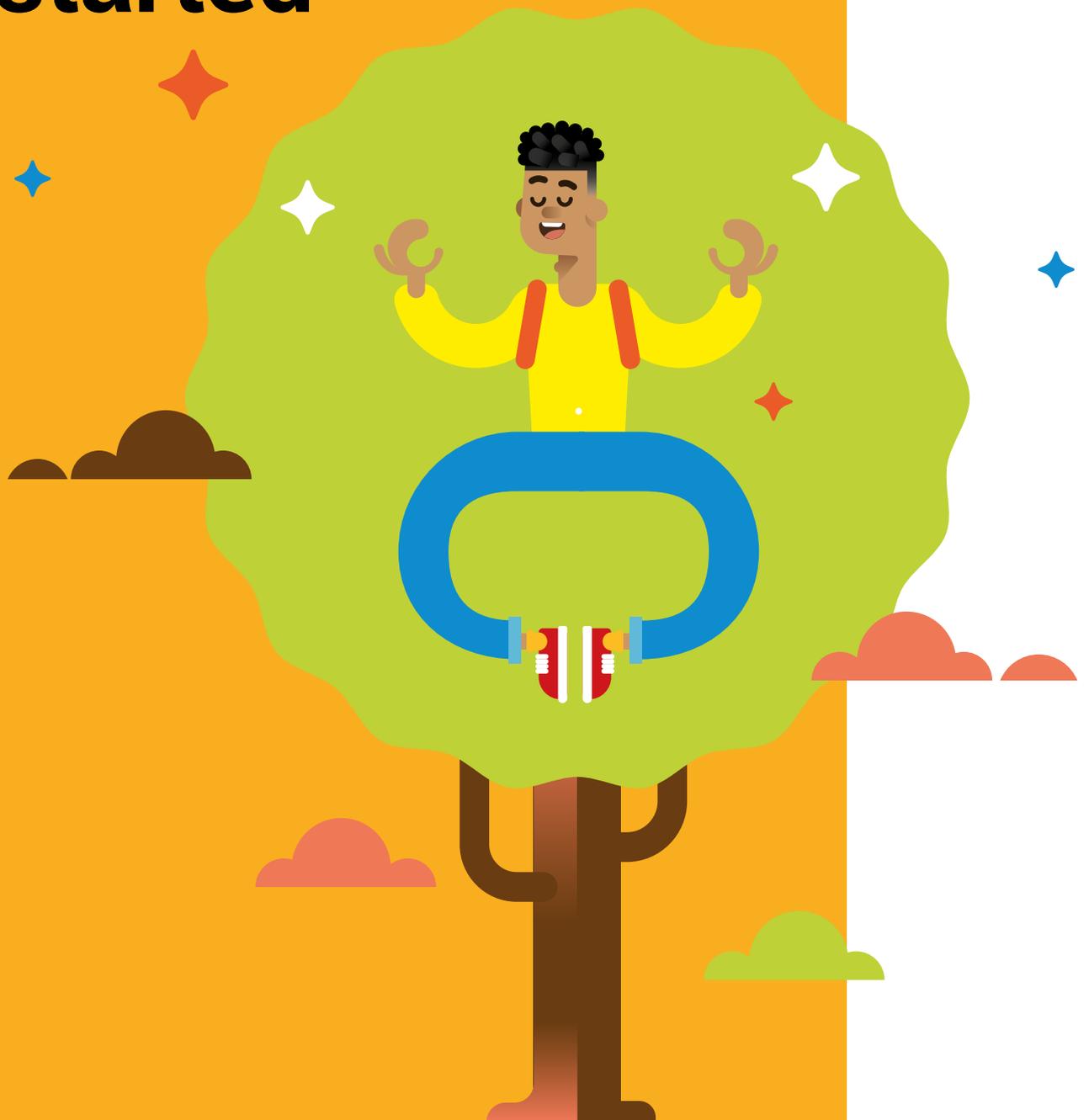
Several individual experts from various backgrounds, agencies and countries developed this material. Our thanks go to Karim Abawi, Karim Abdeltawab, Suhail Abualsameed, Laura Auricchio, Doina Bologna, Mourad Boudhil, Lorena Di Lorenzo, Wasel Elgayar, Julie Freccero, Angelique Grondin, Felicia Jones, Lefteris Kalligeris, Maria Margherita Maglietti, Katherine Nichol, Amir Sasani, Chiara Saturnino and Saba Zariv for useful ideas and input drawn from their professional commitment to young people and shaped by their personal warmth.

Robert Thomson and Alexios Georgalis,

Rome, 29 June 2019

Chapter 1:

How and why the programme started



Introduction

The trainer's handbook you are reading is a technical tool kit which can be used to implement a non-formal educational programme of life skills for unaccompanied and separated unaccompanied and separated adolescent boys (10 to 19 years old) and young men (15 to 24 years old). It was developed in the framework of a response by United Nations and governmental agencies to migrant and refugee movements into Europe. Drawing its content largely from non-copyrighted material of other intergovernmental sources, it has been made freely available to national and international partners including youth organisations. It is intended for all those in the mixed migration setting providing health, education, legal and social services to vulnerable unaccompanied minors and other young men who may be at risk.

Framework

Non-governmental and intergovernmental bodies have partnered in providing protection and immediate assistance to unaccompanied minors in Europe. Cross-cutting protection concerns related to adolescent sexual and reproductive health and rights, prevention of and response to sexual violence and gender-based violence (GBV) and trafficking were addressed by several agencies initially involved in the development of a programme, the aim of which was to design a non-formal curriculum to make potentially lifesaving information and skills accessible to adolescent boys and young men in very risky environments. The initial project phase was supported by UNFPA

During a two-month period at the end of 2016, the non-formal educational methodology and content were piloted and developed in sessions held with a group of unaccompanied adolescents at a shelter in Athens. The content was packaged in a youth-friendly booklet distributed to adolescents and delivered by centre staff acting as facilitators, using a trainer's handbook. The actions to revise and develop the content were supported by UNFPA project staff; a local external consultant; and international consultants to guide the process. Final quality assurance was conducted during a technical assistance mission to Athens, Greece.

This cooperation resulted in the life skills

curriculum now available for unaccompanied adolescents and young men staying at or visiting shelters, reception centres and hostels providing accommodation and services. The learning package addresses in straightforward and active educational ways the challenges facing male adolescents, whether migrants or not. There are four modules, they focus in a sequenced manner on self-understanding, relating to others, living in society and on the "meaning of life". Within these four modules, ten interlinked and progressive sessions gave information on health and hygiene; emotions and coping with stress; communication; relationships and sexuality; cultural awareness; money and planning. Final sessions bring up bigger issues of empathy, living with differences, connectivity and autonomy in a way suited to adolescents.

Building on the success of initial work in Greece, the programme expanded to Serbia and Bosnia & Herzegovina. Elements of the material were translated into Arabic, Bosnian, French, Greek, Serbian and Spanish.

To address the multiple needs of older adolescent boys and young men in the mixed migration context in Italy, UNFPA and UNICEF supported testing of new and revised sessions. Piloting was conducted at a community-run reception centre in Palermo, Sicily (December 2018) and Rome (May 2019) with small groups representative of the intended young beneficiaries. Partners in Italy came to UNICEF in Rome (June 2019) to review Boys on the Move at a training of trainers workshop conducted by UNICEF, UNFPA and Médecins du Monde. The extended engagement on delivery with a focus on gender-based violence (GBV) and sexual violence using a rights-based approach contextualised for older adolescent male refugees and migrant young men in Italy.

Italy has a central role to play as a receiving country of the inflow of migrants into Europe, particularly because of its relative proximity to the coast of North Africa. UN agencies have a specific responsibility in keeping governments accountable for their commitments under international legal instruments and standards.

Objectives and beneficiaries

Our overall goal with this programme is to support healthy transition into adulthood by providing

tools and knowledge to support understanding and risk mitigation, in a way that recognizes the limitations of time, mobility and very limited attention span of the potential participants.

Increasingly precise information is available about the lives of the many young men and boys who undertake the migrant journey. Their health, well-being and protection are essential, given that of the thousands of refugees and migrants who have entered Italy via the central Mediterranean route since 2014 many are young men and adolescent boys, the latter being largely unaccompanied. They remain at heightened risk of abuse, neglect, violence and sexual and labour exploitation, as well as other dangers associated with unsafe migration, including trafficking. Unaccompanied minors remain in urgent need of safe, quality care and protection, as well as basic services and adequate information on their rights, including the right to seek asylum and about the family reunification process.

The extended Boys on the Move life skills educational curriculum now consists of 12 sessions within the sequenced four modules. The additional material focuses on meeting the needs of a wider range of intended participants with broader experience as a result of having passed adolescence. New material was added on communication for the purpose of understanding consent, describing relationships and explaining sexual and reproductive health, preventing and responding to violence. It includes information on reporting experience of sexual aggression by creating a safe and secure environment in which disclosure by survivors can be undertaken.

Chapter 2:

Understanding Life Skills



Context

The need to help people develop better life skills and livelihoods (Oxenham, et al. 2002) as determined by themselves precedes more decontextualized educational purposes. The subject matter or themes of such learning are about development, either personal or community. This development needs to be addressed in close relationship to the dramatic changes and challenges facing us today.

The only way to face this difficult situation relies on our ability to mobilize the skills, abilities and creative problem-solving potential of entire populations. According to the Delors Commission (1996), humanity's further progress depends less upon continued economic growth than upon an increase in a broader "personal development" and empowerment that allows people to steer overall developments in a sensible way.

"CONFINTEA V", the Fifth International Conference on Adult Education, underscored that "Basic education for all means that people, whatever their age, have an opportunity, individually and collectively, to realize their potential. It is not only a right, it is also a duty and responsibility both to others and to society as a whole. It is essential that the recognition of the right to education throughout life should be accompanied by measures to create the conditions required to exercise this right" (CONFINTEA Declaration 1997, para 9).

Definition of Life Skills

To better understand the term "life skills" it is helpful to investigate its origin. An early mention is in the 1986 Ottawa Charter for Health Promotion, which stated under the rubric of "personal skills" that health promotion "supports personal and social development through providing information, education for health, and enhancing life skills. By so doing, it increases the options available to people to exercise more control over their own health and over their environments, and to make choices conducive to health."

This links life skills with responsible personal decision-making and the capacity to make appropriate behavioural choices for a healthier life. The concept was broadened by WHO, which stated that life skills "may be defined as abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life."

The crux of the problem, though, is in clearly identifying or categorizing those abilities from a broad range of positive and desirable attitudinal and behavioural outcomes.

There are many different understandings of life skills, but no definition is universally accepted. The International Bureau of Education (IBE) derives its understanding from Delors' four pillars of learning (learning to know, to do, to be and to live together) and defines them as personal management and social skills necessary for adequate functioning on an independent basis:

(see <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/l/life-skills>).

UNICEF defines life skills as psychosocial and interpersonal skills that are generally considered important (see <https://www.unicef.org/lifeskills/>) referring to a large group of skills that can help people make informed decisions, communicate effectively and develop coping and self-management skills that may help them lead a healthy and productive life.

The Department of Mental Health at the World Health Organization (WHO) used the following description: "Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights." (WHO 1999)

The Organization for Economic Cooperation and Development (OECD) adopted a more generic definition in the context of the "Definition and Selection of Competencies" (DeSeCo) project (Rychen and Salganik 2001). It defines them on three general criteria, namely that a) key competencies contribute to an overall successful life and a well-functioning society, b) they are instrumental to meeting important challenges in a wide spectrum of relevant contexts, and c) they are relevant to all individuals. These key competencies are: a) functioning in socially heterogeneous groups, b) acting autonomously and c) using tools interactively. Defined in a general way, they mix knowledge, behaviour, attitudes and values and designate the possession of some skill and know-how to do something or reach an aim. They include competencies such as critical thinking, creativity, ability to organize, social and communication skills, adaptability, problem-solving and the ability to

cooperate on a democratic basis.

Life skills are developed as a result of a constructive processing of information, impressions, encounters and experiences – both individual and social – that are part of one’s daily life. The social dimensions are particularly important as they condition life itself and compel individuals to purposefully acquire skills and develop attitudes and values to face and master real-life situations (Ouane 2002).

Understanding them from a lifelong learning point of view rests upon integrating learning and living horizontally across family, community, study, work, leisure and “life spaces”, and vertically from birth to death.

“Life skills learning” is reflected in the knowledge, experience, wisdom, harmony and self-realization rooted in the practical affairs of ordinary humans (Yeaxlee 1929:165, quoted in Ouane 2002).

Measuring Life Skills

Although it is desirable to assess the acquisition of life skills by measuring them, it is obvious that not everything and not all life skills can be easily submitted to measurement. The only way to assess life skills is through appropriate proxies.

Discovering the patterns of empowerment through programmes could provide valuable information on the notions of life skills to gain understanding regarding the experiences of participants. All life skills have only a contextual relevance. It is important not to forget to contextualize life skills, because this is the main reason for successfully learning them. Life skills need to be adapted to the specific contexts of each country, group or even individual.

Life skills education is an important vehicle to equip young people to negotiate and mediate challenges and risks in their lives and to enable productive participation in society.

There is evidence to credit Life Skills Programmes for developing relevant knowledge, skills and attitudes among learners, both in thematic risk areas and general psychology skills.

There are three types of Life Skills Programmes:

Skills focus: emphasizing psychological capabilities for using knowledge (critical thinking, problem-solving), for being decisive and resilient (decision-making, motivation, resilience), and for living together (communication, empathy).

Thematic focus: emphasizing the relevance of themes chosen in curricula (such as health promotion and disease prevention, gender equality, environmental protection and disaster risk reduction, violence prevention, social and emotional learning and psychological support, human rights, citizenship and social cohesion, livelihood and financial literacy) within specific contexts.

Implementation focus: emphasizing implementation levels and capacity, efficiency of implementation methods and enabling learning environments.

Life skills education has come to be integral to preparing young people and adults to negotiate and mediate everyday challenges and risks and enable productive participation in society.

It has also come to be seen as an important contributor to the quality of education, through an approach that emphasizes the acquisition of competencies; content that is relevant to everyday life; and the use of teaching and learning methods to develop skills and promote cooperative learning.

The types of life skills that have been discussed are usually considered to be universally relevant and applicable to all individuals (implicitly taken as independent of social and cultural contexts) to enable them to deal with the challenges they face, and to participate fully and productively in society.

An increasing body of evidence points towards the importance of early childhood experiences in the development of an individual’s life skills and attitudes.

Life Skills-based Health Education

Health is a primary concern for all nations and relates to the Sustainable Development Goals (SDGs) dealing with clean water, sanitation and hygiene; access to health; HIV and sexually transmitted infections (STIs); and other preventable diseases such as tuberculosis. Ill health also contributes to poor attendance, performance and completion of basic schooling. In all nations there are additional concerns, such as substance abuse and risky sexual behaviour, which may contribute to crime and violence.

Health education has long been a focus in both developed and developing countries, with the emphasis largely on the provision of information. This approach has evolved in response to growing

understanding of how social, family and peer influences, individual experience and social norms can affect the development of skills, attitudes and behaviours related to health. Evidence indicates that improving access to information may increase knowledge, but is not sufficient in itself to alter behaviours affecting health risks.

Achieving behavioural change requires programmes to complement knowledge with a simultaneous focus on relevant attitudes and life skills, such as negotiation and refusal, communication and critical thinking that can help individuals navigate through interactions and influences and build positive health behaviours.

Chapter 3:

Methodology approach



Approach

There are basically two approaches to teaching or learning life skills.

The teacher-centred or trainer-centred approach (expository approach) where the teacher/trainer exposes knowledge to the learners; and

The learner-centred approach (heuristic approach) where learners are encouraged to find information on their own.

Although you can use either one of the above approaches, put emphasis on learning experiences that promote experiential learning. For effective delivery of subject content, carefully choose suitable methods and activities and sequence them in a logical manner to ensure smooth flow of dialogue between you and the learner and among learners. The methods you choose should be learner-centred and should help bring about positive behaviour change. Use creativity and innovativeness to help promote and sustain positive change. Choose the approach most appropriate to particular needs, developments and interests of learners.

Methods of Life Skills Education

Discussion

One of the most challenging methods, leading discussions can also be one of the most rewarding. Using discussions as a primary method allows you to stimulate critical thinking. As you establish rapport with your participants, demonstrate that you appreciate their contributions at the same time as you challenge them to think more deeply and to articulate their ideas more clearly.

Debate

Formal argumentation between two teams or individuals, debate is an essential tool for developing and maintaining democracy and open societies. More than a mere verbal or performance skill, debate embodies the ideals of reasoned argument, tolerance for divergent points of view and rigorous self-examination.

Brainstorming

Brainstorming is a group creativity technique by which efforts are made to find a solution for a specific problem by gathering a list of ideas spontaneously contributed by group members.

Miming

Miming is the art of portraying characters and acting out situations or a narrative by gestures and body movement without the use of words.

Role Play

Role-playing refers to the changing of one's behaviour to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role.

Question and Answer

The Socratic approach to questioning is based on the practice of disciplined, thoughtful dialogue. It is an effective way to explore ideas in depth. It can be used at all levels and is a helpful trainer's tool. It can be used at different points within a unit or project.

Guidelines on delivering life skills-based educational programmes

Cooperative learning involves participants working in groups to accomplish shared learning goals (Johnson & Johnson, 1999). It is seen as an active learning strategy situated in a collaborative environment where students "discuss, debate, build, and present their understanding and hear the perspectives of their peers" (Tien, Roth & Kampmeier, 2002).

The goal of shared ownership to create an educational environment in which there's a noticeable feeling of belonging. Their collaborative relationships and trust in each other provide the foundation for meaningful instruction and learning to occur. With learning as their priority, they work together to establish and maintain the conditions for effective explorations. They develop spaces that satisfy participants deeply human desire to learn, to be successful in directing their own lives, and to create things that enrich themselves and the world around them. (Merlin B. Thompson, 2019).

Delivering sensitive content

Rationale: The trainer should be aware of the range of participant attitude prior to delivering any session. This is especially important on sensitive topics to do with sex, gender, violence and religious belief. A simple survey covering areas of self-concept, attitude, or just general knowledge of sexual facts

will give participants an opportunity to express themselves. It will also allow insight into their educational needs. Pre- and post-administration of a survey can measure the influence of the effectiveness of participation. (Some examples of surveys are found in the Annex.)

Information: Each culture has specific rules and practices surrounding the initiation of an individual into adulthood. The universality of cultural and societal rules as applied to sexual experiences has been documented in research. The point should be made that certain essential features of sexual instinct are present from conception and influenced by life experience.

Ground rules: It is of great importance to set common instructions created by facilitators and participants that enable each one to feel safe and comfortable when taking part in the group, thus allowing all to feel shared ownership of the group work process.

Aims/purpose:

- Ensure that everyone in the group has an opportunity to have their say on how the group manages itself or even the freedom to leave the group in case of discomfort.
- Support ownership of the group and engagement with the process.
- Assist the group to think about and discuss elements that help the group process.

Try to create a safe group environment for all by discouraging personal disclosure and encouraging distancing techniques.

Ask group members to think about what they will need in order to feel comfortable enough to get the most from the session, for example seating arrangements, what breaks they need, respect from other group members and no put downs. Work towards a set of ground rules that everyone is comfortable with. Write down the ground rules on flip chart paper. Be prepared to revisit your ground rules at any time to reinforce messages or adapt the rules if they are not working effectively. Display the ground rules at all times during the sessions.

Fraser Guidelines

While general information about sexual health may be given to anyone of any age, it is good practice to follow the guidelines followed by doctors and nurses prescribing or advising about contraception and other treatments to under-16s. Make sure that all five

of the following are true:

The young person can understand the advice.

S/he cannot be persuaded to tell a parent, caregiver or guardian about the situation.

S/he is going to go ahead with sexual activity whether or not you give the advice.

His or her physical or mental health would suffer if you did not give the advice.

It is generally in his or her best interests to receive confidential advice.

If one or more of these conditions is not met, do not give that young person personal, confidential advice. However, support the young person by providing information about relevant local services and encouraging access. Keep their question confidential unless reporting it on child protection grounds.

Handling disclosure or identification

One possible consequence of fostering a safe and supportive learning environment is that boys and young men will feel able to disclose their experience of violence. Trainers, before any contact with participants is made must be fully familiar with the child protection and GBV referral procedures of their respective organisation. In case of concerns about abuse or exploitation of anyone, particularly of those under 18 years of age, follow those procedures. Always keep in mind GBV guiding principles and apply a psychological first aid approach:

1. *Safety:* the safety of survivor(s) is the number one priority.
2. *Respect:* all actions are guided by respect for survivor choices, wishes, rights and dignity.
3. *Confidentiality:* people have the right to choose to whom they will or will not tell their story. Maintaining confidentiality means not sharing any information to anyone. Sexuality particularly is a private matter. Any information you have about a young person should not be discussed casually. Young people's confidentiality should be respected unless you believe someone is at risk of significant harm, or of harming someone else.
4. *Non-discrimination:* providing equal and fair treatment to anyone in need of support.

Please carefully study the inter-agency guide:

<https://gbvguidelines.org/en/pocketguide/>

Language matters

When working in an inter-cultural, multi-lingual environment, the role of interpreters and cultural mediators is vital. Particularly on sensitive topics such as sexual and reproductive health and gender-based violence, make time to speak with the interpreter and/or mediator before the beginning of the session.

It is important that the interpreter/mediator knows what to expect as this will help them to start thinking about vocabulary and will put the session in context. Specify if consecutive or simultaneous interpreting is preferred. Most people prefer consecutive, which is where the interpreter interprets when someone has finished speaking (as opposed to simultaneously interpreting as the person is speaking). It is important when working with an interpreter that each party speak in short units of speech (two to three sentences at a time). With longer speech it is difficult to interpret accurately, and valuable information may be lost. Ask the interpreter to speak in the first person, e.g. say "I", instead of "she says".

Chapter 4:

Modules and Detailed Session Plans



Module 1: Know and Understand Yourself

Session 1.1: Health

The first session is about personal hygiene, self-care and safe health-promoting behaviour. Hygiene contributes to a person's physical well-being. This session helps young people to be responsible for their own and other people's health. Maintaining personal hygiene is necessary for many reasons: personal, social, health, psychological or simply as a way of life. Keeping a good standard of hygiene in collective settings helps to prevent the development and spread of infections, illnesses and bad odours. The introductory topic with the least likelihood to be embarrassing is hand hygiene, as this is a non-threatening entry point into sensitive and personal topics. It is also an easy one to use from the perspective of "Each one, teach one" through which participants can be encouraged to share their knowledge more widely, for example with younger family members or friends who did not attend. Here is the session plan:

Session Plan for Module 1: Know and Understand Yourself

Session 1.1 Health

Materials needed: "party glitter", bucket of water, nailbrush, bars of soap

This session is composed of an introduction and game, three main learning steps and a conclusion. By the end of this session the participants will:

1. Understand why good hygiene is important and how it helps keep adolescents healthy
2. Be able to describe differences between personal hygiene before and after puberty
3. Be able to make personal hygiene plans and demonstrate health-promoting behaviour

Energizer game: Some children only rinse their hands quickly under water, if they wash at all. However, hands should be scrubbed with soap for at least 15 to 20 seconds, as recommended by WHO and CDC. Sprinkle "party glitter" on participants' hands and challenge them to wash it off with soap and water. Because glitter is sticky, it will take up to 30 seconds to scrub the glitter away. Then indicate participants should scrub off germs (which cannot be seen) each time hands are washed, just as they scrubbed off the glitter. Note that washing hands can greatly reduce the spread of germs.

Try this too: Watch the Handwashing song created by WHO and HUG Students and create your own dance with the group!

<https://www.youtube.com/watch?v=zOhwNxcyZl&t=1s>

1

See! Content including interactive exchange with participants (15 minutes)

Body odour comes from sweat glands after the body develops in puberty. Bacteria feed on the sweat these glands produce, which is why there can be a "sweaty" smell. Bacteria feed on sweat in other parts of the body too, which can lead to body odour. Washing the body regularly can reduce this, as can

using antiperspirant or deodorant, especially after physical activity. Washing and changing underwear and other clothes worn next to the skin regularly is especially important as clothes collect dead skin cells, absorb sweat and body fluids that bacteria love to eat. That's why they get smelly. In addition to urine and stool, after puberty the male body also produces semen and as a result, boys also have to clean up hygienically after ejaculating.

Washing hands before eating and after using the toilet fights off germs and avoids sickness.

Smelly feet and shoes can be a problem for some boys more than others. Feet also transmit germs to other people's feet. You can avoid many problems for yourself and others by giving feet extra attention in the shower, making sure they are completely dry before putting on socks and shoes. A good idea is to alternate shoes and to wear cotton socks instead of ones made of synthetic fibres. Keeping feet healthy is a good idea for those who are going to be walking a long way.

Dental and mouth hygiene is important for those who are not able to have regular dental checks. While the teeth of young children fall out naturally, teeth lost as older adolescents and young adults will not grow back. Brushing teeth after every meal and at least twice a day will help avoid bad breath, gum problems and tooth decay. Smoking and chewing tobacco, or eating and drinking sugary products will badly affect teeth and gums. Saliva, while important for digestion, should stay inside

the mouth. Spitting and shedding stuff from nose and ears are not good ideas.

Shaving is a daily business for many men, while others produce less facial hair and this is very normal. Some prefer to grow and take care of a beard.

Feeling sick can result from many things, though nowadays immunization in childhood prevents many serious illnesses. Exercise and sport and eating a balanced diet, including fruit and vegetables, will help in keeping well. Drinking plenty of fluids is essential, water being the best and drinks containing sugar and alcohol being the least healthy. Other dangerous and addictive substances, including drugs such as tobacco, are best avoided.

Accidents do not really just happen, most are caused and can be prevented. Deaths, injuries and serious disability caused to male adolescents result from road accidents and risky behaviours.

2

Judge! Reflection on relevance and past experience (10 minutes)

When should you start using antiperspirant or deodorant? Which one would you choose? Is there a traditional antiperspirant product or homemade toothbrush and gum stimulant in any culture you know about? Which modern brand is a good buy? Were you immunized before you started school? How do you know?

4

Thoughts about the session (feedback 5 minutes)

What was especially interesting and what was not, what else would you like to know about? What message will you share with your friends and family?

3

Act! Skills into practice (15 minutes)

Make a personal routine chart with time slot and duration needed for shower, face wash and shave, brushing teeth, putting on deodorant and brushing hair. With those living in a collective shelter, make a group chart for planning the use of shared bathrooms. Make a map of the local area showing where to get health and hygiene support.

Module 1: Know and Understand Yourself

Session 1.2: Emotions

The second session is about emotions and is an attempt to improve the socialization process among unaccompanied adolescents. Relating to others in a friendly way helps in character building and improving self-perception.

Basic emotions:

Fear > Feeling afraid.

Anger > Feeling angry. A stronger word for anger is rage.

Sadness > Feeling sad. Other words are sorrow, grief (a stronger feeling, e.g. when someone died) or depression (feeling sad for long time). People think depression is a different emotion.

Joy > Feeling happy. Other words are happiness, gladness.

Disgust > Feeling something is wrong or nasty.

Trust > A positive emotion; admiration is stronger; acceptance is weaker.

Anticipation > In the sense of looking forward positively to something which is going to happen. Expectation is more neutral.

Surprise > An emotion occurring when someone has done something or when something has happened in a way that you did not expect; can be used either when you do not approve of a situation or when something unexpected and pleasant has happened.

Session Plan for Module 1: Know and Understand Yourself

Session 1.2: Emotions

Materials needed: large sheets of paper and markers for writing a chart

This session is composed of an introduction and game, three main learning steps and a conclusion. By the end of this session, the participants will:

1. Understand the word "emotion" and distinguish the concept from sensation and thought
2. Be able to describe some emotions and their effects on bodily function and behaviour
3. Be able to distinguish appropriate ways to express different emotions

Energizer game: Stand up, choose a partner who is not the same age as you, and stand 60 cm apart. One partner makes a face or bodily shape, the other partner has to guess what emotion this represents. Change roles. Repeat a couple of times.

1

See! Content including interactive exchange with participants (10 minutes)

Human beings are not made of rock or wood, we feel hot or cold according to the weather, sweat when we run and even feel happy to be wet if we haven't seen water for a long time!

Human beings have all different experiences along their unique path through everyday life, some have very challenging times, others have easier moments, though everyone is equal!

Our experiences and knowledge can shape the way

we feel and think.

We cannot easily control what emotions we feel inside and often cannot control some effects (like sweating or heartbeat). Some emotions can be difficult to manage. But we need not let our behaviour and thoughts be controlled by our feelings, for example feeling so sad that we that we hurt our own bodies or hurt other people.

While asking for help when needed is sometimes difficult for boys and men, it may often be good to talk about emotions with trusted peers or adults.

2

Judge! Reflection on relevance and past experience (10 minutes)

Ask participants to recall the different kinds of emotions they expressed in the energizer game, and name what other emotions they can think of. Some emotions are: joy, love, anger, happiness, excitement, fear, sadness and anticipation.

Ask participant (trick question!) when they think is the right age to start having emotions.

3

Act! Skills into practice (20 minutes)

Explain that some emotions are difficult to manage and it is therefore important to have good ways for dealing with them. Ask participants to make a personal chart with the names of emotions that they have experienced. Ask participants if there are any emotions on the chart that are difficult to manage, and what suggestions they have for dealing with these emotions.

4

Thoughts about the session (feedback 5 minutes)

What was especially interesting and what was not, what else would you like to know about? What message will you share with your friends and family?

Module 1: Know and Understand Yourself

Session 1.3: Harmony

The third session is about achieving harmony as part of stress management, needed by refugees and migrants. Situations in which people are peaceful and agree with each other, or when things seem right or suitable together, have been unavailable for much of the life of unaccompanied adolescents.

Consequently, they may find it hard to imagine a society in which everyone lives together in harmony. If people are living in harmony with each other, they are living together peacefully rather than fighting or arguing. The harmony of something is the way in which its parts are combined into a pleasant arrangement.

Session Plan for Module 1: Know and Understand Yourself

Session 1.3: Harmony

Materials needed: none

This session is composed of an introduction and game, three main learning steps and a conclusion. By the end of this session the participants will:

1. Be able to use physical exercise to cope with stress and experience harmony
2. Understand what harmony is, and differentiate between good and bad stress
3. Be able to identify stress symptoms and differentiate between healthy and unhealthy coping mechanisms

Energizer game: Ask the participants to stand in a circle, with their backs facing the person behind them. Ask each participant to extend their arms to the shoulder of the person in front of them and massage their shoulders. At the same time, breathe slowly in through the nose and out deeply from the belly through the mouth.

1

See! Content including interactive exchange with participants (10 minutes)

Harmony is created when the human mind and body react to situations in a balanced way with focus, strength, stamina, and heightened awareness. Events that cause stress, whether outright physical danger or a tough psychological anguish, activate the nervous system and produce specific hormones that can damage our harmony. The heart rate speeds up, breathing and blood pressure increase, and more blood flows to large muscle groups, putting our body on alert. Pupils dilate to improve vision. The stored sugar in the liver is released to increase the body's energy. Sweat is produced to cool the body.

All of these physical changes prepare a person to react quickly and effectively to handle the pressure of the moment. We feel "on the edge" rather than balanced.

Working properly, this stress response (also called the fight or flight response) enhances ability to perform well under pressure. The stress response is critical during emergency situations, such as when a driver has to brake to avoid an accident. A little of this stress can help keep you on your toes, ready to rise to a challenge. But it can also cause problems when it overreacts, constantly repeats or fails to turn off, because resetting itself properly is necessary for returning the mind and body to harmony.

Stress can happen in response to long-term events, like coping with lots of work or moving to a new place. The brain senses the continued pressure and pumps out extra hormones over an extended time. Long-term stressful situations produce a lasting, low-

level stress that is hard to live with. This can leave a person feeling tired or overwhelmed, weaken the body's immune system, and cause other problems. We need to find harmony and return to mental and physical balance.

2

Judge! Reflection on relevance and past experience (10 minutes)

Assess the preparedness of participants to recall different stressors. Ask if they know people who experienced on their journey: bullying, exposure to violence and injury, relationship stress, family conflicts, emotions accompanying a broken heart or the death of a loved one, problems with learning related to disability, chaotic schedules, not having enough time to rest and relax, always being on the move, air and water pollution, or unhygienic and dirty living conditions. Some stressful situations can be extreme and may require special attention and care. Post-traumatic stress disorder is a very strong stress reaction that can develop in people who have lived through an extremely traumatic event, such as a serious accident, fleeing from danger, or an assault like rape. Exercise caution if this is present among participants. Ask if they know people who use harmful ways of dealing with stress. Ask if these include: using drugs including cigarettes or alcohol, having sex including buying or selling sex, cutting their skin, self-mutilation, suicide, self-isolation or withdrawal, spending excessive time online including on internet gaming, joining or organising gangs, hurting or fighting with friends, being violent to girls, or being disrespectful to people trying to help you.

4

Thoughts about the session (feedback 5 minutes)

What was especially interesting and what was not, what else would you like to know about? What message will you share with your friends and family?

3

Act! Skills into practice (20 minutes)

There are many harmonious ways of coping to feel better by finding balance in life. Everyone finds harmony differently. Some people become less tense and angry by finding a calm place surrounded by nature. Some people internalize the image of a happy place and look at it in their mind whenever they need to, breathing very deeply and slowly when they do. Sometimes hearing a favourite song or tune can be a help in finding harmony.

The exercise at the start of the session shows that massaging can help relieve stress. What can be done at times when we are alone? Progressive muscle relaxation is a way to relax alone. Find a peaceful place to be alone. In the first phase tense a muscle group, for example, the neck muscles or the entire right arm. Squeeze the muscles of the group for five seconds. Then breathe out while releasing the tension. Focus on the difference between tension and relaxation, while breathing in. Repeat for other muscle groups until you feel completely relaxed.

If time allows, imagine having an argument with a friend and then later finding it is hard to concentrate. What things could be done to either improve the situation or feel better? Or imagine another boy takes your mobile phone or wallet, refuses to give it back and then leaves to another part of the country. What could you do to either improve your situation or help yourself feel better? Share ideas with a partner.

Module 1: Know and Understand Yourself

Useful sources for Module 1

Introduction to health

https://www.who.int/topics/health_education/en/

<https://www.cdc.gov/handwashing/>

<https://www.hha.org.au/>

Hand washing dance: <https://www.youtube.com/watch?v=zOhwNygCyZI&t=6s>

and <https://www.youtube.com/watch?v=tmMGwO4N0Vc&t=119s>

Psychological well-being

<https://www.sciencedaily.com/terms/emotion.htm>

<https://study.com/academy/lesson/robert-plutchiks-wheel-of-emotions-lesson-quiz.html>

https://www.researchgate.net/figure/Plutchiks-wheel-of-emotions-with-basic-emotions-and-derivative-emotions-and-cone-like_fig1_258313558

<https://www.psychologytoday.com/us/basics/emotional-intelligence>

<http://www.prolificliving.com/live-in-harmony-with-yourself/>

<https://positivepsychology.com/progressive-muscle-relaxation-pmr/>

<https://www.webmd.com/balance/stress-management/stress-management>

<https://positivepsychology.com/stress-management-techniques-tips-burn-out/>

https://www.google.com/url?client=internal-element-cse&cx=011155507021793277500:q1wrtf3mvmu&q=https://www.theatlantic.com/health/archive/2015/02/hard-feelings-sciences-struggle-to-define-emotions/385711/&sa=U&ved=2ahUKEwjB3eqbi8fnAhXtN-wKHbRpDfoQFjAAegQIABAC&usg=AOvVaw15OWnenJopiqF5h_4MsPM

<http://health.ccm.net/faq/3657-emotions-definition>

Module 2: Know and Understand Others

Session 2.1: Communication

The session on communication stimulates meaningful interaction among adolescents and their peers to reinforce the socialization process by relating to others in a friendly way. Communication (from Latin *commūnicāre*, meaning “to share”) is the act of conveying intended meanings from one entity or group to another through the use of mutually understood signs and semiotic rules. Issues of consent are incorporated as a communication process. Participants should explore ways to ask for, express, withhold or withdraw consent.

The main steps inherent to all communication are:

The forming of communicative motivation or reason

Message composition (further internal or technical elaboration on what exactly to express)

Message encoding (for example, into digital data, written text, speech, pictures, gestures and so on)

Transmission of the encoded message as a sequence of signals using a specific channel or medium

Noise sources such as natural forces and in some cases human activity (both intentional and accidental) begin influencing the quality of signals propagating from the sender to one or more receivers

Reception of signals and reassembling of the encoded message from a sequence of received signals

Decoding of the reassembled encoded message

Interpretation and making sense of the presumed original message

Session Plan for Module 2: Know and Understand Others

Session 2.1. Communication

Materials needed: none (optional: a means of playing a YouTube video)

This session is composed of an introduction and game, three main learning steps and a conclusion. By the end of this session the participants will:

Be able to understand why effective communication is important (especially concerning ensuring consent)

Be able to understand how communication helps people understand each other

Be able to understand how communication can help us to resolve differences and create a positive environment

Energizer game: Communication involves careful listening. Explain that you are going to give a series of spoken instructions, which they must follow as fast as they can while following your lead:

Put your hand to your nose. Clap your hands. Stand up. Touch your shoulder. Sit down. Stamp your foot. Cross your arms. Put your hand to your mouth – while saying this put your hand to your ear.

Observe the number of those who copy what is done rather than what is said and give this feedback to the participants.

1

See! Content including interactive exchange with participants (10 minutes)

Humans are always communicating. With body, with eyes, with facial expressions – and of course with what we are saying. On Facebook or Instagram often smileys help express words.

Communication is important as it helps in expressing feelings and thoughts, sharing information and explaining behaviour.

When parts of life are difficult, it can help to talk about these things with a friend or an adult instead of holding it inside oneself.

Listening to what other people are trying to say to us is an important good communication skill. It helps in order to really understand others. Active listening is the start of “empathy” which means understanding others, even when we disagree with what is being said, and being able to show compassion and caring for them.

It is important to listen – we expect others to listen to us and we also have to listen to others. Listening carefully, understanding what others are feeling, and caring about them is a way of showing respect towards others.

If we are having a conflict with another boy then there are good ways to find a solution. If we ignore or don't try to find a solution then there is a big chance that the problem will get worse.

Some conflicts between people can get out of hand. There are many reasons for this, for example if the people involved get so angry that they cannot control themselves, or if they become desperate and do not know what else to do. Good communication can help to resolve conflicts peacefully.

Communication and Consent

Many young people, feeling the effects of bodily and emotional change following puberty may be unaware of the need to establish agreement to participate in a sexual activity with others. Ensuring both people or all participants in a sexual act must agree — every single time — for it to be consensual is a concept that can be taught. Without consent, sexual activity (including oral sex, genital

touching, and vaginal or anal penetration) is sexual assault or rape. Hence, it is extremely important to convey this concept, and presenting it as an aspect of communication is a useful complement to presenting the legal and ethical basics of consent, as described by the International Planned Parenthood Federation:

Consent is freely given. Consenting is a choice made without pressure, manipulation, or under the influence of drugs or alcohol.

Consent is reversible. Anyone can change their mind about what they feel like doing, anytime. Even if you've done it before, and even if you're both naked in bed.

Consent is informed. To consent to something, the full story must be known. For example, if one says they'll use a condom and then they don't, there isn't full consent.

Consent is enthusiastic. When it comes to sex, only do what you WANT to do, not things that you feel you're expected to do.

Consent is specific. Saying yes to one thing (like going to the bedroom to make out) doesn't mean you've said yes to others (like having sex).

Some “unaccompanied” minors may well be married or in other forms of relationship resulting in them being “accompanied” in another way. While it is not foreseen in the present curriculum to explicitly respond to this situation in sessions, it is obviously important to explain to participants that the obligation of consent applies to sex acts in a relationship including marriage as well. Sexual intercourse without the consent of any one partner is called marital rape (within a marriage) or spousal rape (within a relationship). The lack of consent is the determining element and need not involve physical violence. Marital rape is considered a form of domestic violence and sexual abuse. Although, historically, sexual intercourse within marriage was regarded in many cultures as a right of spouses, engaging in the act without a spouse's consent is now widely recognized by law and society as a wrong and as a crime. It is recognized as rape by many societies around the world, repudiated by international conventions, and increasingly

criminalized. It is one of the most abhorrent, yet common, forms of violence against women.

Moreover, besides sex, consent plays other important roles in our lives. We invite people into our homes, let them use our property, and agree to medical treatment and research. So generally, we should like to know when, if ever, consent must be communicated to permit actions that would otherwise be morally impermissible.

Accordingly, consent is a normative power just like the normative power of a promise; both powers alter the rights that we hold against each other. When we ask why promises must be communicated and kept, we see the same for consent: both normative powers structure the ways in which we are publicly accountable to each other, and these relations of accountability play valuable functions. A normative power shapes what can be considered “normal” in life. It can be characterized as an ability to bring about changes in the world around us, including our most intimate sphere.

There is broad agreement that valid consent effectively creates permissions. Consent makes otherwise prohibited acts permitted, removing

wrongfulness (in the relevant respect) of acts that would otherwise constitute wrong doings (Thomson 1992: 348; Westen 2004; Shiffrin 2008: 501; Watson 2009: 160; Owens 2012; Dougherty 2015; Manson 2016; Schaber 2016) (The Routledge Handbook of the Ethics of Consent).

In a practical setting among youth from different backgrounds in a centre or group accommodation, communication may be unclear what key words and certain sentences communicate when uttered by someone who is newly using a language, even though clear to a native speaker. In addition, clarity will also be understood differently by different cultures. These concepts can be presented in an entertaining and intuitive manner and stimulate response and discussion. Trainers should view the following YouTube first before showing it to a group of young people.

<https://www.youtube.com/watch?v=pZwvrxVavnQ>

Then, as appropriate solicit reflections as part of the reflection. For the skills aspects on this session, consider acting out with the group the same message but using the analogy of eating a banana.

2

Judge! Reflection on relevance and past experience (10 minutes)

Ask participants, what kind of conflicts do they meet in their lives here? This can be about rules in the accommodation facility where they are living, conflicts with family back home, or with relatives or persons living with them now. How can effective communication help to resolve conflicts?

3

Act! Skills into practice (20 minutes)

In this exercise the participants practice their active listening skills by first arguing for their own opinion in regard to a statement and then swapping opinions with the other participants. The group is divided into two groups. The suggested topic for discussion is equality:

- * Everyone in here in this centre is equal and should be treated equally no matter which country they are from.
- * Everyone in the territory of Europe is equal and should be treated equally no matter which country they are from.

Please note that the statement: “Everyone in the world is equal and should be treated equally no matter which country they are from”, reflects a specific aspect of European legislation (European Convention on Human Rights ECHR) concerning

the applicability of human rights to nationals of non-member states of the Council of Europe. See: Article 1 ECHR, “everyone” within the jurisdiction of a contracting party benefits from the rights and freedoms enumerated in the ECHR. This means that, in theory at least, the rights and freedoms recognised by the ECHR are universally available to all individuals, including aliens, be they nationals (e.g., immigrants or refugees) or non-nationals (e.g., stateless) of a foreign state. It follows that

considerations of nationality, residence or domicile are irrelevant to a determination of a claim of a violation of the ECHR. All that needs to be shown is some physical presence of the violated person in the territory of the (alleged) violating State contracting party.

<https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-gender-and-sexuality/>

4

Thoughts about the session (feedback 5 minutes)

What was especially interesting and what was not, what else would you like to know about? What message will you share with your friends and family?

Module 2: Know and Understand Others

Session 2.2: Relationships

This session deals with healthy relationships, to enable adolescents to choose good and reliable friends, use their leisure time properly, and begin to recognize and avoid risky situations. In a healthy relationship, if something is bothering you, it's best to talk about it instead of holding it in, is a key message to adolescent boys. Mutual respect is essential in maintaining healthy relationships, is another.

The adult trainers who facilitate the life skills course may find that the participants turn to them for further help and advice. Some key points:

Compromise. Disagreements are a natural part of healthy relationships, but it's important that you find a way to compromise if you disagree on something. Try to solve conflicts in a fair and rational way.

Be supportive. Offer reassurance and encouragement to each other. Healthy relationships are about building each other up, not putting each other down.

Respect each other's privacy. Just because you're in a relationship, doesn't mean you have to share everything and constantly be together. Healthy relationships require space.

Session Plan for Module 2: Know and Understand Others

Session 2.2. Relationships

Materials needed: Large sheets of paper and coloured markers

This session is composed of three main parts with an introduction and conclusion. By the end of this session the participants will:

1. Be able to recognize different kinds of relationships
2. Be able to understand ways to foster a good relationship
3. Be able to identify unhealthy and abusive relationships and behaviour

Energizer game: Participants choose a partner and stand as close as they feel comfortable with. Now ask them to move to the distance that would be OK for someone they know of the same sex, and then move to the distance that would be OK for someone they know of the opposite sex. Finally, what would be the distance appropriate for someone you don't know of the opposite sex.

1

See! Content including interactive exchange with participants (10 minutes)

Relating to others is one of the most important tasks we have in life; it meets a basic and distinctive human need, as we are social beings. Interpersonal relationships are at the core of our social system. They can be defined as interaction between two or

more individuals in an environment.

There are different kinds of relationships: family, friends, love, acquaintance, business. All can foster personal development, enjoyment, security, and understanding.

A way to good relationships is through communication. This is especially important for

people who are on the move, who are in difficult circumstances, far from home and vulnerable. When people are facing difficulties they can become very tense. Showing compassion and understanding to others and accepting the expressions of support from others will strengthen the sense of solidarity that can help overcome feelings of being isolated and alone.

Barriers to good relationships may include distance, fear of rejection, lack of time, lack of honesty, language differences and cultural differences.

Relationships can also be unhealthy when they

2

Judge! Reflection on relevance and past experience (10 minutes)

How can we identify unhealthy relationships? What can we do if we encounter unhealthy relationships? Enter into examples and discussion. Do you know of boys who thought that they were in a good relationship and trusted another person, but finally discovered that it was a dangerous relationship? What happened to show that it was not a good relationship?

4

Thoughts about the session (feedback 5 minutes)

What was especially interesting and what was not, what else would you like to know about? What message will you share with your friends and family?

rely on manipulation, threats, demands and orders, sexual coercion, controlling or violence.

Explore safe ways of safely meeting people you met online: Meeting people online is fairly common, and often works out just fine for everyone involved. Still, there are risks when you get together in person with someone you've met online for the first time. Whether you're on social media or on a dating app, safeguard yourself and your private information from would-be criminals. If you want to safely meet a person you met online, keep your first few meetings public and brief, and always have an escape route.

3

Act! Skills into practice (15 minutes)

Ask participants to draw the outline of a person, then take a marker and identify:

- * Where is it OK to be touched if you are in a friendship?
- * Where is it OK to be touched if you are in a romantic or sexual relationship?
- * Where do you not want to be touched?

Ask participants to identify what important aspects of their lives they would allow to be controlled by another person. For example: which school to go to, which job to take. What aspects, questions or decisions should only be made by oneself? Would you sleep in a stranger's house? Would you give your identity paper to another boy? What kind of vehicle would you get in to if someone said they would take you across a border?

Module 2: Know and Understand Others

Session 2.3: Sexuality

Sexuality is an important part of being human. It is a complex and interacting group of inborn biological characteristics and acquired behaviours people learn in the course of growing up in a particular family, community and society (Insel, et. al., 1994).

Because of the important role sexuality plays in human life, communication about sexuality is emotionally charged. Sexual expression is usually regulated by both written and unwritten laws specifying what is acceptable and “normal” and what is unacceptable and “abnormal”.

The session about sexuality responds to a double challenge. Many of the adolescent migrants and refugees have no information about sex, yet are confronted with challenging situations involving sexual feelings and behaviours.

As they grow up, young people face important decisions about relationships, sexuality and sexual behaviour. The decisions they make, impact their health and well-being for the rest of their lives.

Sexual health

According to the current working definition of WHO, sexual health is:

“...a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.” (WHO, 2006)

It is important to support young men in voicing their conflicting thoughts on sexuality and encourage them to seek equitable and consensual sexual encounters with peers to be able to have new positive experiences.

Session Plan for Module 2: Know and Understand Others

Session Number 2.3 Sexuality

Materials needed: large sheets of paper and markers

This session is composed of three main parts with an introduction and conclusion. By the end of this session participants will:

Be more comfortable with their sexuality

Understand sexuality is part of human behaviour and experience

Know what a healthy sexual relationship is and avoid abusive sexual relationships

Energizer game: Stand up, face a partner, air-draw their outline shape using two hands five centimetres distant from the body. Change roles and repeat.

1

See! Content including interactive exchange with participants (15 minutes)

Healthy sexuality is a fundamental, enriching aspect of being human that involves not only being male, female or having another gender identity, but also attitudes and feelings towards sex and gender; physical and emotional needs; pleasure and fulfilment; and reproduction, family life and fertility intentions. Being sexually healthy means being able to comfortably discuss your feelings and values; to initiate sex or say no to sex; and to enjoy sexual expression without fear.

Having a healthy sexuality also includes protecting oneself and others from sexually transmitted infections (STIs), and unplanned or unwanted pregnancy, as these can be harmful and dangerous for health and well-being. It is important for adolescents to use protection against STIs and pregnancy if having sex.

It is important to take care of yourself and take time for a relationship to grow and deepen before

you have sex. Among the qualities of a healthy relationship, mutual respect is key. Similarly, it is important to recognize when a relationship is unhealthy. No one has the right to persuade another to do something that person does not want to do. Everyone has the right to say “No” to a relationship or any intimate act at any time.

Some adolescents have increased risks because they have sex in exchange for money, for shelter or for gifts.

Everyone’s sexuality is different. Some people are attracted to only one sex; some are attracted to others regardless of sex or gender. Social and cultural norms, tradition and religion, as well as the way sexuality is felt and expressed by individuals, all influence how human sexuality is perceived. Difficulty in accepting people who are different, whether because of their race, sex, sexuality, behaviour or religion, can lead to discrimination, sometimes expressed in violence. No matter the reason behind discrimination, many societies provide protection to ensure that it is not tolerated.

2

Judge! Reflection on relevance and past experience (10 minutes)

Large labels stating "I agree" and "I disagree" respectively are placed at opposite ends of the room. Participants consider statements or open questions read out such as those listed below and place themselves nearer or further from the labels according to their reaction. As "Agree or Disagree?" is a values clarification exercise, everyone is asked to be respectful towards the answers given, in order to ensure the participants feel secure when taking their position or elaborating on their views.

You can only be friends with someone your own age

When you are in a relationship, you have to have sex

It is OK to refuse to have sex

You can only have a sexual relationship with someone of your own sex

You can only marry someone your own age

You can only have a sexual relationship with someone your own age

It is OK to exchange money to have sex

Most people do not want to be alone

3

Act! Skills into practice (15 minutes)

To take up a position on sexuality, you can play a game called "Compass Points" with the group. In each of the four corners of a room, place a sign for "totally agree", "totally disagree", "somewhat agree" and "somewhat disagree". Lead the game, by reading out one by one the following statements. After each statement, each member of the group moves to the corner corresponding to their point of view. You may discuss positions after each move.

- Sexuality is different from sex.
- Girls have it easier than boys in relationships.
- Young people should experiment with sexual acts to understand their sexual feelings.
- It's hard for young people who are attracted to the same sex to come out and tell others.
- A boy can be trusted to not tell his friends if a girl had sex with him.
- I feel sorrier for babies with HIV than for gay men with HIV.
- If a girl enjoys sex a lot, she is a loose woman. • I would support a friend who told me they are gay or lesbian.
- Boys always put pressure on girls to have sex.
- Girls never put pressure on boys to have sex.
- I'd feel flattered if someone of the same sex asked me out or told me I am handsome.
- The hardest thing about being an adolescent is not being trusted by your parents.
- a girl wearing a short, tight skirt is asking for sex

Two distinct, though reinforcing, activities are proposed at different stages of the session. In "Judge" help the boys to think through how knowledge is acquired and attitudes/values were formed, for example each generation passes ideas on to the next. In the "Act" game, it is possible and important to challenge traditional conceptions of sexuality and preconceptions that the boys may have particularly about gender relations. This activity attempts to reinforce future practice that will fit in with norms in the host country.

4

Thoughts about the session (feedback 5 minutes)

What was especially interesting and what was not, what else would you like to know about? What message will you share with your friends and family?

Module 2: Know and Understand Others

Session 2.4: Sex

We will be using the term “Sex” to refer to the sexual activity since it is used in many languages across the world. Of course “Sex” can refer to the biological characteristics that define humans as female or male.

Comprehensive Sexuality Education leads to better health outcomes, including deferral of sexual initiation, reduced number of unwanted adolescent pregnancies and abortions, disease prevention and control including of sexually transmitted infections, and HIV and AIDS. It is an intervention that promotes human rights and empowers young people to take control of their own behaviour and, in turn, treat others with respect, acceptance, tolerance and empathy, regardless of their gender, ethnicity, race or sexual orientation. It provides information on sexuality and sexual behaviour, including issues of consent and decision-making, sexual coercion and sexual diversity, and on communication and decision-making skills, including for refusing unwanted sex, for negotiating and correctly using male and female condoms/ contraception, and for seeking guidance and support from parents, including regarding substance abuse and sexual risk.

Young people have the right to lead healthy lives, and society has the responsibility to prepare youth by providing them with comprehensive sexual health education that gives them the tools they need to make healthy decisions.

Given the especially vulnerable situation of adolescent migrants and refugees, information about bodily development, sex, sexuality and relationships is extremely important.

Skills-building to help young people communicate about and make informed decisions regarding sex and their sexual health is quite literally lifesaving in the circumstances some will find themselves.

Session Plan for Module 2: Know and Understand Others

Session 2.4: Sex

Useful: Large sheets of paper and markers, condoms and lubricant, a model of a penis (or a banana)

This session will help participants:

Understand sex as part of human behaviour

Try THIS!

A condom – practice exercise to show the correct use of a male condom and why it is important to use both condoms and lubricant can be carried out using a model of an erect penis

1

See! Content including interactive exchange with participants (15 minutes)

What is sex, actually? Certain biological characteristics are used to try to identify our sex at birth. While most of us are visibly either male or female, certain individuals have some biological characteristics of both males and females (being born say with a penis outside and a uterus inside).

The sex word is very often used to mean sexual activity like intercourse and other activities for pleasure, for making a baby or expressing love and a close bond. The meaning given to sex will differ based on values, beliefs, preferences, desires, comfort level and may be influenced by partners’ opinion. For instance, someone’s idea of what sex is might include looking at online pornography, phone sex or sexting. Another person might say that sending and

receiving sexy pictures of each other does not count as sex as there is no physical touching. Some people might think oral sex is real sex but deep kissing while fondling the genitals is not.

While there are many understandings of what actions count as having sex, however you define sex it is important to know what you are getting in to and what are the possible consequences of what you are doing. It is important to take care of yourself and take time for a relationship to grow and deepen before you even discuss having sex. Among the qualities of any healthy relationship, mutual respect is key.

Sexually transmitted infections

STIs are caused by more than 30 different bacteria, viruses and parasites and are spread predominantly by sexual contact, including vaginal, anal and oral sex. Some STIs may be spread via skin-to-skin sexual contact. The organisms causing STIs can also be spread through non-sexual means such as blood products and tissue transfer. Many STIs – including chlamydia, gonorrhoea, hepatitis B, HIV, HPV, HSV2 and syphilis – can also be transmitted from mother to child during pregnancy and childbirth. A person can have an STI without having obvious symptoms of disease. Therefore, the term “sexually transmitted infection” is a broader term than “sexually transmitted disease” (STD). Common symptoms of STDs include vaginal discharge, urethral discharge in men, genital ulcers, and abdominal pain. (WHO)

Gender Based violence definitions

UNFPA and UNICEF use and endorse definitions coming from the guidelines on GBV produced by the inter-agency standing committee (IASC):

Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private. Acts of GBV violate a number of universal human rights protected by international instruments and conventions (see ‘The Obligation to Address Gender-Based Violence in Humanitarian Work’, below). Many—but not all—forms of GBV are criminal acts in national laws and policies; this differs from country to country, and the practical

implementation of laws and policies can vary widely. The term ‘GBV’ is most commonly used to underscore systemic inequality between males and females, which exists in every society in the world.

Sexual violence includes, but is not limited to, rape/ attempted rape, “corrective” and “punishment” rape of homosexual persons, sexual abuse and sexual exploitation. Sexual violence is “any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic a person’s sexuality, using coercion, threats of harm or physical force, by any person regardless of their relationship to other person(s), in any setting, including but not limited to home and work.” Sexual violence takes many forms, including sexual slavery and/or trafficking, forced pregnancy, sexual harassment, sexual exploitation and/or abuse, and forced abortion.

https://gbvguidelines.org/wp/wp-content/uploads/2016/10/2015_IASC_Gender-based_Violence_Guidelines_full-res.pdf

The World Health Organization (WHO) defines sexual violence as: ‘Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise directed against a person’s sexuality using coercion, by any person regardless of their relationship to the survivor, in any setting, including but not limited to home and work’. Coercion can encompass: varying degrees of force; psychological intimidation; blackmail; or threats (of physical harm or of not obtaining a job/grade etc.). In addition, sexual violence may also take place when someone is not able to give consent – for instance, while intoxicated, drugged, asleep or mentally incapacitated.

It is important to highlight that boys and men also suffer sexual violence. Rape and other forms of sexual coercion against men and boys take place in a variety of settings – including homes, workplaces, schools, streets, the military and prisons.

Response to the needs of survivors

Providing comprehensive medical, psychological, security and legal services for rape survivors is paramount. In addition to compassionate care, they need access to a range of specific services from trained providers, including: psychological support (and referral for mental health care if

needed); emergency contraception; treatment and prophylaxis for sexually transmitted infections; prophylaxis for HIV as appropriate; information on safe abortion; and forensic examination

To be prepared to deliver a session reflecting the guiding principles of GBV, facilitators need to be familiar with the concepts of Psychological First Aid:

Prepare

- Understand the context in which you work (conflict, vulnerable groups)
- Understand the available services and supports
- Understand safety and security concerns

Look

- Check for safety
- Check for people with urgent basic needs
- Check for people with serious distress reactions

Listen

- Approach people who may need support
- Listen to people and help them to feel calm
- Do not ask details about the incident
- Ask about people's needs and concerns

Link

- Help people address basic needs and access services
- Help people cope with problems
- Give information
- Connect people with loved ones and social support

Survivors and relationships

Dealing with the idea of masculinity is an important part of processing the experience of sexual violence for male survivors. Many survivors are not able to help themselves when facing sexualized violence. They experience powerlessness and feel incapable of acting. This experience contradicts the assumptions of males of how they, according to expectations of hegemonic masculinity, should be: always powerful and capable of acting. Many survivors fear situations

that they cannot control and in which they feel at the mercy of others. It is a main task of professionals to support male adolescents and young men to integrate feelings that might contradict notions of hegemonic masculinity. By doing this, survivors are able to accept these feelings and also what has happened to them.

It is important to create environments in which survivors can build trustworthy relationships and through these positive experiences regain confidence in that they are able to trust and believe others.

Survivors are also afraid that, if they confide in others about what happened, they will face homophobic comments. This is due to the heterosexual norm upon which masculinity is built. Professionals who support male survivors should make it clear that there is no proof whatsoever that the gender of perpetrators has an influence on the sexual orientation of survivors. Also male adolescents and young men should be reassured that they are able to love whomever they want in whatever way they want and that no one else can determine their desire.

Survivors are often confused by physical reactions. They are unsure why they had an erection, ejaculation or why they had a feeling of arousal. It is important to make it clear to survivors that erections are not solely connected to sexual arousal. Erections can also be a reaction to fear. An erection is not a proof of pleasure, it can occur by involuntary touching or other manipulation of the genitals. An ejaculation can also be a sign of extreme stress or tension and can happen against the will of a man or boy being raped. This is also true for arousal. Arousal does not necessarily mean that the situation was enjoyable or consensual. If the body is stimulated to the extent that an erection or an ejaculation occurs this can go hand in hand with an experience of physical arousal.

A sexual act carried out without obtaining active consent has serious legal consequences and affects physical and mental health.

2

Judge! Reflection on relevance and past experience (10 minutes)

Quiz the group about the following:

What is the most important thing to check on a condom packet before opening it?

What type of contraceptive method helps protect you against STIs?

When should emergency hormonal contraception be used?

What and where is Chlamydia? (careful) is it: a. The capital city of Chlamydistan, b. A very tasty species of Greek octopus, c. An STI caused by bacteria that gets inside the man's penis (urethra), the women's cervix (inside from the vagina) up your butt (rectum) and down your throat.

What lubricant can you use safely with latex condoms?

Where can you go if you might have a STI?

Would your parents agree with the following statements, and how would you answer?

It is important to use protection when you have sex

Young people should have access to contraceptives

It is the girl's responsibility if she gets pregnant

Only gay men get HIV/AIDS, so it must be a curse or divine punishment

3

Act! Skills into practice (15 minutes)

Play this sexual health jargon buster activity with your group:

One after the other read out a word in turn from the list and explain what you think the word means. Other group members discuss the meaning of the word and their understanding of it. You will have to then agree on a common understanding of what is meant by the different words.

Straight, Heterosexual, STI, Partner, Gay, Celibate, Lesbian, Transvestite, Bisexual, Snogging, Homophobia, Tomboy, Homosexual, Masturbation, Gender, Orgasm, Sex, Rape, Feminine, Anal, sex, Oral sex, Contraception, Masculine, Safer sex, Man, Woman, Boy, Girl, Kissing, Cuddle, Love, Puberty, Friend, Transgender, Sexual, Sexist Vaginal sex, Abortion, Consent, Confidentiality

Or Practice this too!

The importance of preventing and responding to GBV merits that several potential practice activities are provided. Facilitators should review carefully the following propositions. In function of the time available and the comfort level of the group, use one or more of these activities, while carefully assessing the responses (both spoken and silent) to the propositions.

Activity: The GBV tree. It has roots, a trunk, and branches. The branches represent examples of GBV, the trunk represents the main types of GBV, and roots represent underlying or root causes. Let's think of some examples of GBV. Stop the discussion when you have 5-8 examples. Write the examples on the branches of the tree. For instance:

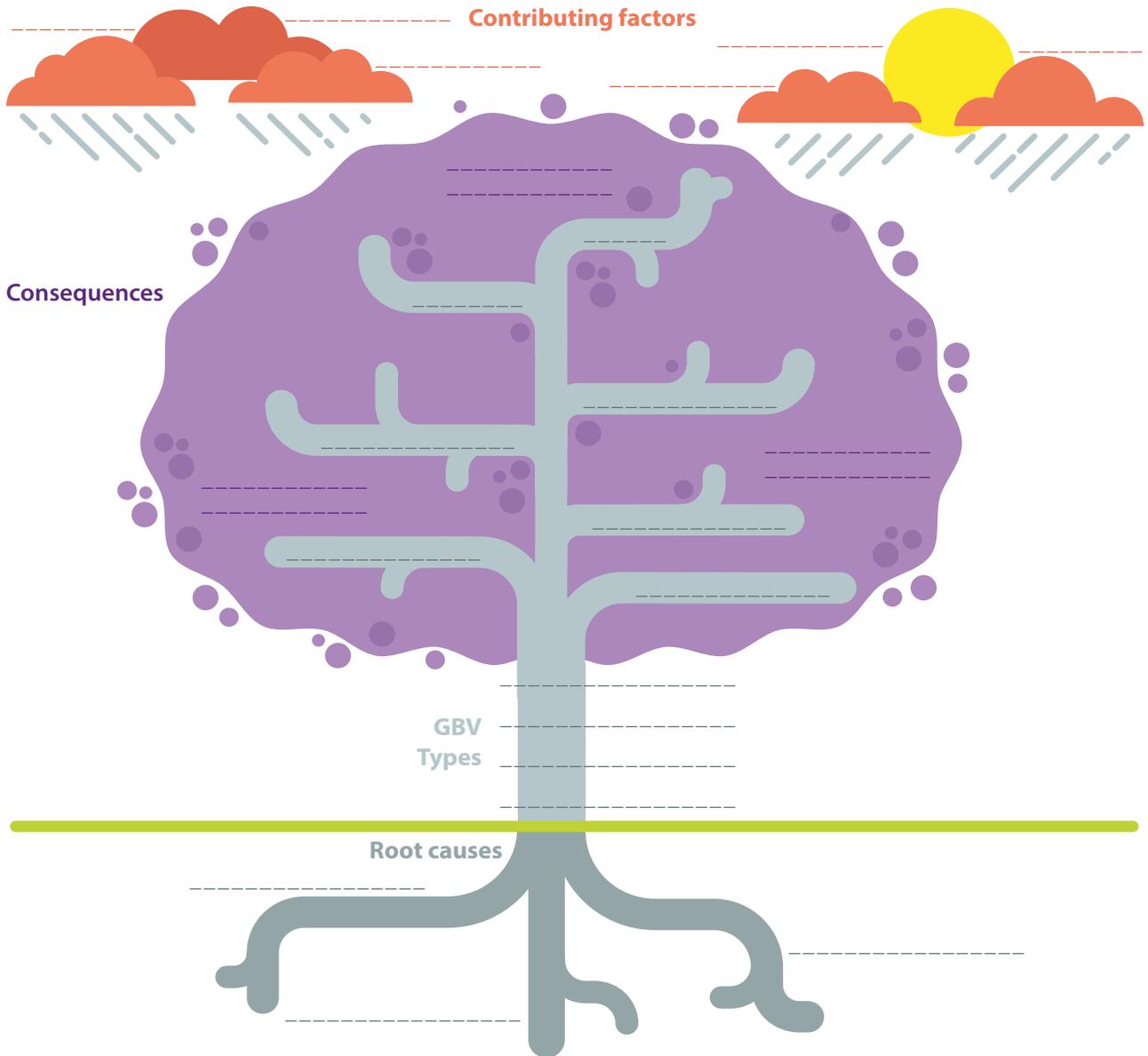
Female Genital Mutilation: the practice of removing all or part of a girl's or woman's genitalia.

Dowry abuse: a "dowry killing" occurs when a new wife is murdered by her husband or in-laws if they are unhappy with her, rather than sending her back to her parents and returning the dowry.

Isolation: a married woman is not allowed to go out of the house or be given money of her own.

These are all examples of GBV, but there are many others we can think of. Different forms of GBV are

The Toxic GBV Tree



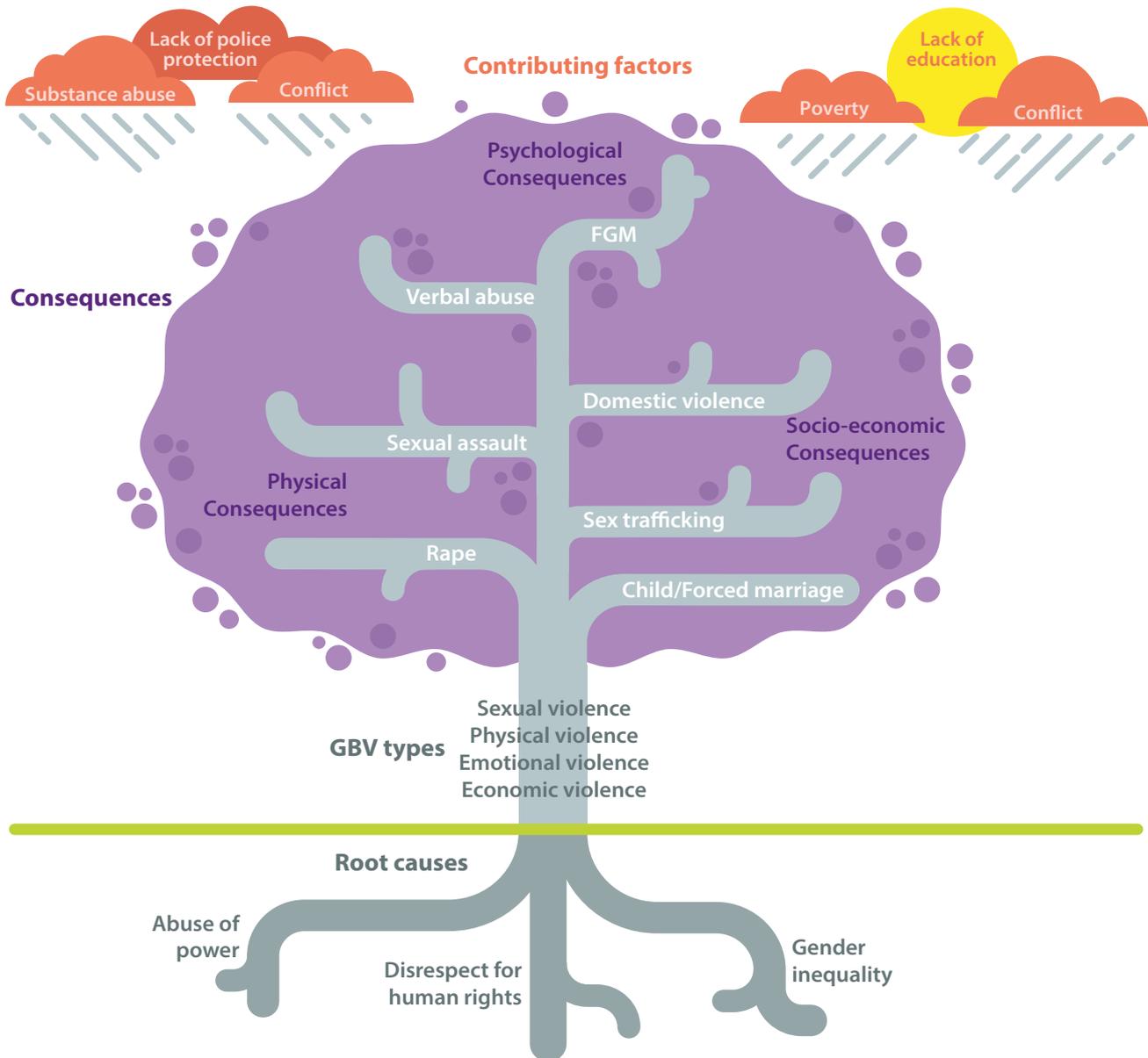
examples of different GBV abuse: sexual physical, emotional, and economic.

Write the following types of violence on the tree trunk: Sexual, physical, emotional/mental/social, economic. Point out where the earlier examples fall.

Explain that, we must understand both the contributing factors and underlying causes of GBV. Contributing factors are factors that either perpetuate or increase the risk of GBV, and influence the type and extent of GBV in any setting. Contributing factors do not cause GBV, but they are associated with some acts of GBV. Some examples: Alcohol/drug abuse is a contributing factor, but not all alcohol/drug

abusers beat their wives or sexually assault women. War, displacement, and the presence of armed combatants are all contributing factors, but not all soldiers sexually assault civilian women. Poverty is a contributing factor, but not all poor women and girls will be sexually exploited or will resort to sex work. Note that many contributing factors can be eliminated or significantly reduced through prevention activities. The underlying causes of all forms of GBV lie in a society's attitudes towards gender and practices of gender discrimination, as well as the roles, responsibilities, limitations, privileges, and opportunities afforded to an individual according to gender. Addressing the root causes through prevention activities requires

The Toxic GBV Tree



sustained, long-term action with change occurring slowly over a long period of time. Ask for examples of root causes and fill them in on the roots.

When the flipchart drawing has been filled in and the discussion is complete, show this slide with all the associated bullets as a summary.

Always conclude this session by showing an appropriate guidance video or sharing any other communicative media that demonstrates how to incorporate a positive message of support towards. This video, for example, provides a useful summary of how to help survivors of sexual assault: https://www.youtube.com/watch?v=oYF8Doh-0_o

More content is available from the international working group on reproductive health in crises: <http://iawg.net/about-us/>.

and on the UNFPA GBViE e-learning <https://www.unfpa.org/publications/managing-gender-based-violence-programmes-emergencies>

Or Practice this too

The following activities are related and require careful preparation.

Read the newspaper article <http://www.hurriyetdailynews.com/pakistani-man-allegedly-raped-blackmailed-by-18-roommates-in-istanbul-129699> about a 21-year-old living in

a house with other migrant men. Two of his roommates (also relatives) photographed him taking a shower and blackmailed him with the photographs, demanding sexual intercourse with him. After he refused to have sex with them they showed the photographs to the other men, threatening to share the pictures on social media. The man filed a complaint with the Prosecutor's Office, saying he was raped at least 50 times by his roommates who "threatened me with killing and beating. They raped me one by one". The Prosecutor is demanding 12 years in jail for nine suspects on charges of "sexual assault" one year for seven other suspects for "actual bodily harm" and also five years in jail for all suspects on charges of "coercion."

Or Practice this too

Watch the video <https://www.youtube.com/watch?v=V12yJ4eosTE> with the group and discuss about this male survivor and possible ways he could share his experience with his children.

Introduce to the group the idea of the young man being their friend. After the rapes he talks with you.

He tells you that during his violent experience he experienced arousal, often noticed his penis was erect and sometimes ejaculation. He is worried because of this.

Discuss what can you do, or even act out the scene of the friend asking for your help. Practice listening and understanding his concerns. Find out where men in the local area where you currently live can go to find help about sexual assault.

Or Practice this too

Stage a role play in which two friends discuss. The conversation turns to an incident in which one of the friends tells the other in confidence that he has been sexually assaulted. Use the guidance found in an example of a standard operating procedure and/or an information brochure about seeking help to promote disclosure and help seeking.

4

Thoughts about the session (feedback 5 minutes)

What is interesting and what is not? What else would you like to know about? What message will you share with your friends and family?

Module 2: Know and Understand Others

Useful sources for Module 2

<http://www.businessdictionary.com/definition/communication.html>

<https://psychcentral.com/blog/archives/2009/04/14/9-steps-to-better-communication-today/>

<https://www.skillsyouneed.com/ips/what-is-communication.html>

<https://counseling.uoregon.edu/blog/creating-healthy-relationships>

<http://depts.washington.edu/hhpccweb/health-resource/healthy-vs-unhealthy-relationships>

<https://bodytalk.org.au/relationships/relationships-consent/>

<https://op-talk.blogs.nytimes.com/2014/10/15/yes-means-yes-the-big-consent-debate/>

<http://www.consentiseverything.com/>

<https://wellness.sfsu.edu/sexual-communication-consent>

<https://teachingsexualhealth.ca/parents/teaching-your-child/sex-vs-sexuality/>

<http://www.advocatesforyouth.org/publications/publications-a-z/2390-sexuality-education>

<https://www.britannica.com/science/human-reproductive-system>

<https://www.plannedparenthood.org/learn/sexuality>

<https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-gender-and-sexuality/>

<https://www.plannedparenthood.org/learn/sexual-orientation-gender>

<https://www.scientificamerican.com/article/why-we-are-wired-to-connect>

<https://www.fpa.org.uk/sites/default/files/jiwsj-sre-activities-english.pdf>

<https://psychcentral.com/lib/frequently-asked-questions-about-sexuality/questionsonsexuality>

<https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/social/physed/catchingonteach.pdf>

https://www.unfpa.org/sites/default/files/pub-pdf/UNFPA_ASRHtoolkit_english.pdf

https://www.unicef.org/adolescence/cypguide/index_hiv_aids.html

<https://issuu.com/medecinsdumonde/docs/81-sexual-reproductive-health-a-med>

<http://iawg.net/iafm/>

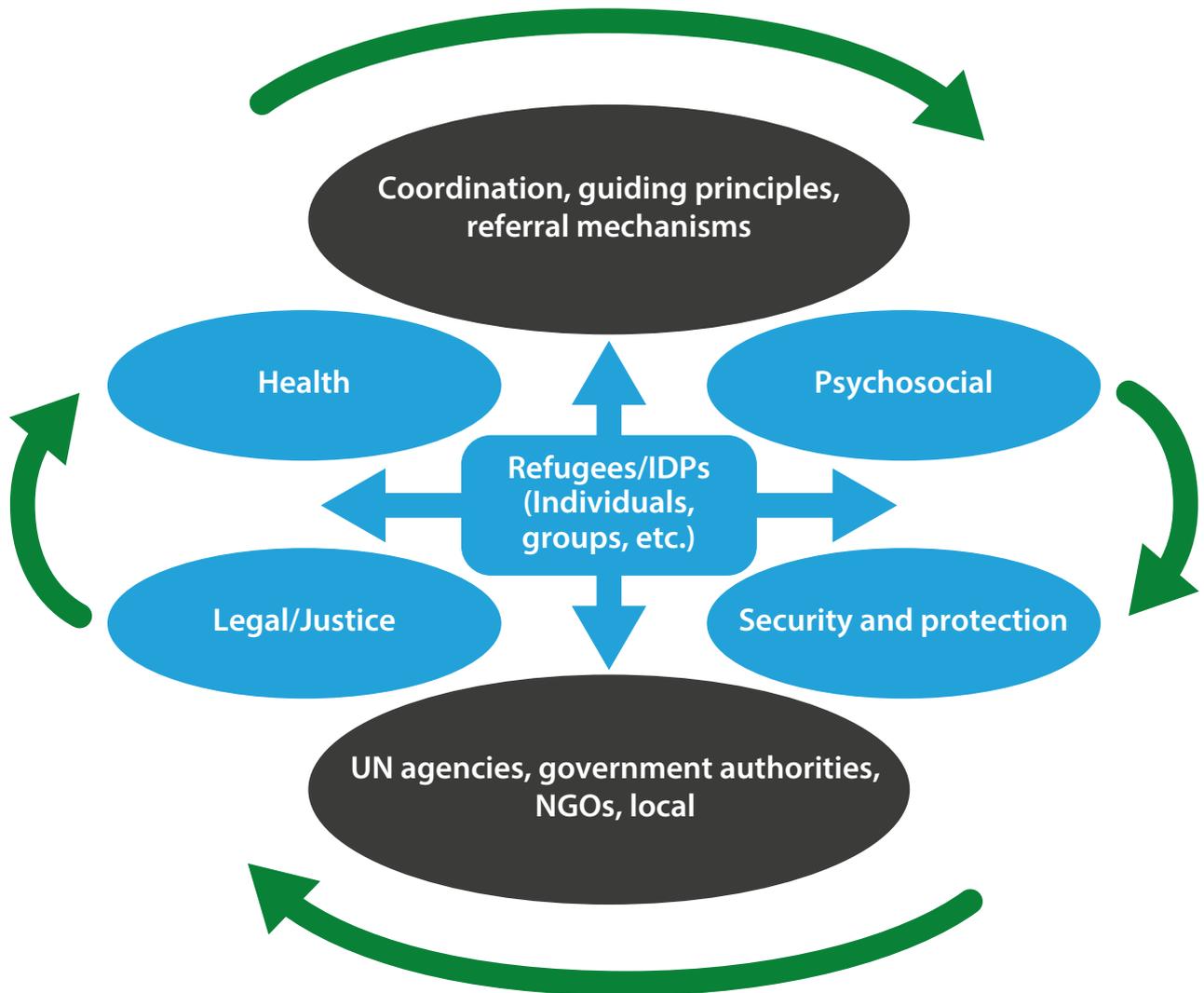
<http://www.who.int/en/>

<https://gbvguidelines.org/en/>

<https://www.womensrefugeecommission.org/gbv/resources/1689-more-than-one-million-pains-sexual-violence-against-men-and-boys-on-the-central-mediterranean-route-to-italy>

Standard operating procedures will be for practitioners not for children, and not in many European responses SOPs are available in this style, we could suggest providing the national helpline which is available in many countries.

Standard Operating Procedures (SOPs)



Module 3: Know and Understand Society

Session 3.1: Culture

Lo scopo di questa sessione è stimolare la coscienza culturale ed insegnare ai giovani migranti ad apprezzare i valori delle società in cui possono trovarsi.

In questa sessione i partecipanti impareranno come adottare ed attuare pratiche culturali positive, evitando quelle che possono rappresentare un rischio per sé stessi e gli altri. Per creare relazioni armoniose tra persone di culture diverse è fondamentale illustrare e chiarire i valori su cui si fonda la società. La cultura può essere definita in molti modi differenti.

L'antropologo Edward Burnett Tylor ha affermato "è quell'insieme complesso che include conoscenza, credenze, arte,

morale, leggi, tradizioni e ogni altra capacità e abitudine acquisite dall'uomo in quanto membro della società..." (Tylor, E. B., 1832-1917).

"La cultura è definita come un dominio sociale che enfatizza le pratiche, i discorsi e le espressioni materiali, che, nel tempo, esprimono la continuità e la discontinuità del significato sociale di una vita in comune..." (James, P. & Magee, L. & Scerri, A. & Steger, M. B. 2014).

Le strategie basate sulla diversità culturale richiedono una profonda comprensione reciproca. Persone di culture diverse possono condividere concetti fondamentali, concependoli tuttavia secondo prospettive differenti - ciò genera comportamenti che potrebbero essere considerati irrazionali o in contraddizione con quanto considerato sacro da altri individui.

Session Plan for Module 3: Know and Understand Society

Session 3.1 Culture

Materials needed: map of the world, large sheets of paper, marker pens

This session is composed of an introduction and game, three main learning steps and a conclusion. By the end of this session, the participants will:

1. Know how to share their cultural experiences and identity
2. Understand cultural diversities
3. Understand the importance of coexistence between cultures

Energizer game: Stand up and choose a partner whom you know is not from the same place as you. Without speaking, one partner tries to tell the other where he is from (using mime of traditions and local styles) and the other partner has to guess. Change roles.

1

See! Content including interactive exchange with participants (10 minutes)

Cultural awareness helps to recognize that our cultural background builds our values and to recognize that other people's values are built on their cultural background. We can then understand

that what is a normal or suitable behaviour for one person or in one place, could be considered differently in another context.

Ethnicity, religion, tradition, parents, wealth and upbringing help make us the way we are. These may be good things, but do they make us better than

others? No. Not better, nor worse, but just different. Showing pride in our origins and describing realistically the experiences which have shaped our home country and ourselves is a good base.

We can then listen respectfully while others share information about their origins and experiences.

In the past, people were less likely to move from their home. They probably considered their hometown and village as the best, their way of living and of making decisions as the right way to them and they did not care what other might think. However, today people are doing business with people from different cultures, they move from one country to other, they migrate, they listen to what is said around and about them, and they watch movies and sports from around the world.

2

Judge! Reflection on relevance and past experience (10 minutes)

Point out on a map your journey from your home to here, and describe it in terms of the cultural surprises you had when learning about life in other countries.

Did you see people wearing clothes you thought were unusual? Did you see something for the first time (like the sea or snow or a particular machine)? Did you eat or drink something you had never tasted before?

4

Thoughts about the session (feedback 5 minutes)

What is interesting and what is not? What else would you like to know about? What message will you share with your friends and family?

It is important to be able to live in harmony with people of different cultures and backgrounds. This includes respecting and not being judgmental towards other cultures. This also means that we should try to understand one another and not impose our own culture, religion, beliefs and political models upon others.

The origin of words can help you understand where you are. The word democracy, for example, comes from the ancient Greek system of government in which the citizens exercise power as opposed to aristocracy, meaning "rule of an elite". Whenever visiting or living in a country it is important to make an effort to understand how its system works as this will help us manage life easier.

3

Act! Skills into practice (20 minutes)

Role play:

Divide participants into three groups (Mars, Jupiter, Mercury)

Each group decides how the imaginary inhabitants of their planet would say hello, show their anger or express happiness.

The three groups come back together, and each group shows the groups how they say hello, and show they are happy or angry.

Everybody steps back. Participants say how the people from different planets say hello, how they show they are angry or happy.

Everyone can share similar details from other cultures.

Module 3: Know and Understand Society

Session 3.2: Planning

A session on planning for adolescents who are moving along the migrant route or who have lost everything in taking refuge may seem counter-intuitive. But resources such as time and money are saved as adolescents acquire skills to manage themselves and their environment. Planning (also called forethought) is the process of thinking about and organizing the activities required to achieve a desired goal.

Life planning is an ongoing and lifelong process by which an individual takes stock of their life (clarifies goals and challenges, identifies the steps needed to move forward). It involves the creation and maintenance of a plan, such as psychological aspects that require conceptual skills.

As such, planning is a fundamental property of intelligent behaviour and has been identified as one of the executive functions, that is skills everyone uses to organize and act on information. Also, planning has a specific process and is necessary for multiple occupations to predict what the future should look like under multiple scenarios.

Planning combines forecasting with preparation of scenarios and how to react to them. Plans are like maps. When following a plan, a person can see how much they have progressed towards their project goal and how far they are from their destination. Familiarity with planning skills will also assist young migrants considering returning home.

Session Plan for Module 3: Know and Understand Society

Session 3.2 Planning

Materials needed: large sheets of paper, marker pens

This session is composed of three main learning steps and a conclusion. By the end of this session the participants will:

1. Recognize the importance and benefits of planning
2. Determine their priorities and learn how to make effective plans
3. Apply the skills learnt to planning their daily lives and long-term goals

Energizer game: Draw two large circles on a paper and add the hours of a clock. Shade each part of the day and night with colours to represent those activities (sleeping, eating, working, studying) that occur during that time.

1

See! Content including interactive exchange with participants (10 minutes)

Even if your current situation may be difficult, it is good to have dreams for life and to have daily

routines and make short-term planning. Planning is crucial for everyone, young and old, male or female, rich or not. Everyone needs to have a plan, even if it may be difficult to see one's path for yourself.

A planned life gives you direction. Planning allows

you to know where you are going and how you are going to get there. Whether it is in planning what you would like to eat and drink this week or how to balance your financial income with necessary expenditures, without a plan, you lack direction and focus.

A planned and balanced diet sustains good health. A planned and balanced budget is the beginning of personal wealth.

Planning puts your dreams within reach. If your dreams have ever felt a little “cloudy” or “pie in the sky-ish” it is probably because they were not

grounded in a plan. A plan provides action steps necessary to achieve your dreams. Decide on the action steps of a plan, apply the effort needed to carry out the steps, and you are on your way to making your dreams happen.

Even if life seems quite haphazard, each person is in control of the most important parts of life. If you leave your life up to chance or let others control it for you, you are sure to be disappointed. Taking control of your own life is the only way to get what you truly want.

2

Judge! Reflection on relevance and past experience (10 minutes)

Think back to the attitudes of family members and friends: what do they consider to be the source of influence on daily life? Would they call it destiny, fate, luck or planning?

Which type of calendar do you recall is most used for planning the year back in your home country? Is it based on the seasons, the months of the year of the sun, the months of the year of the moon, religious holidays?

3

Act! Skills into practice (20 minutes)

Participants should draw around their own foot a “first footstep” towards changing their lives.

They should prioritize their dreams and write their biggest dream in the big toe, smaller dreams in the next toe and so on.

The strength points in their characters are to be written in the sole of the foot, which keeps us stable.

The weak points in their characters are to be written at the heel. As anyone who has tried to stand on their heel knows, it is unstable.

After this exercise, participants have a visual way of seeing what they want, what potentials they have and what they need to improve.

It is good to both have big and small dreams, and it is important to know about one’s own strengths and limitations.

4

Thoughts about the session (feedback 5 minutes)

What is interesting and what is not? What else would you like to know about? What message will you share with your friends and family?

Module 3: Know and Understand Society

Session 3.3: Money

The session dealing with money takes into account the likelihood that cash transfer and bank card insurance are likely to be implemented along the migrant route for qualified and entitled beneficiaries, possibly including unaccompanied and separated minors.

Money is any item or verifiable record that is generally accepted as payment for goods and services and repayment of debts in a country or socioeconomic context (The New Palgrave Dictionary of Economics) or is easily converted to such a form. The main functions of money are distinguished as: a medium of exchange; a unit of account; a store of value; and, sometimes, a standard of deferred payment. Any item or verifiable record that fulfils these functions can be considered as money (Mankiw, N. G. 2007; Greco, T.H. 2001). Money is historically an emergent market phenomenon establishing a commodity money, but nearly all contemporary money systems are based on fiat money (Mankiw, N. G. 2007). Fiat money, like any check or note of debt, is without use value as a physical commodity. It derives value by being declared by a government to be legal tender; that is, it must be accepted as a form of payment within the boundaries of the country, for "all debts, public and private".

Session Plan for Module 3: Know and Understand Society

Session Number 3.3. Money

Materials needed: Cards with symbols of different currencies, pens and paper to write on

This session is composed of an introduction and game, three main learning steps and a conclusion. By the end of this session the participants will:

1. Be able to understand the importance of responsible financial planning
2. Be able to understand how a budget works
3. Be able to understand worker rights and what forms of work are unhealthy and illegal

Energizer game: Make cards with the symbols of different currencies (afghanis, euros, US dollars, British pounds, Japanese yen, Indian rupees, Mexican Pesos, etc.). Ask the participants to name the different currencies and countries of their origin and use. Then ask the participants to list the different currencies starting with the one that has the highest value.

1

See! Content including interactive exchange with participants (10 minutes)

Money is a central part of human living, it allows us to sell, buy and save for things that we need for our everyday lives. Different countries have different currencies, and money has a different value in different countries. For 1 euro you may buy one chocolate bar in Greece, but in Iraq you may be able to buy two of those chocolate bars for the same money.

Money can be given to us as a gift by persons who are close to us and want to help us as an expression of kindness. Money can also be loaned to us by other persons, money agencies or banks for a time-limited period. Many times loaned money has to be returned with interest, which means that the borrower will have to pay a proportion of the amount loaned as a fee for the service, an amount which increases over time.

Because of this it is good carefully to consider if we want to borrow money to buy something, or rather if it is better to save up money to buy what we want. For this it may be good to make a plan that can help us know how much we can save up each month, and to know by when we will have saved enough money to buy what we want.

When you become 18 it will be possible to open a bank account. Then if the bank has confidence in your ability to earn, it will be able to loan you money from the bank for interest. But it will also be possible to save up money in the bank and then you will get interest. When you get a bank account you will get a bank card, which will mean that you can take out money from bank machines in different locations.

The world functions in such a way that money and work go together. Some people work in their own business and the profit is what they earn, some work for others to get a salary or compensation for their work. As a worker it is important to know that you have different rights, which are meant to protect

you and keep you safe. This means that you have the right to refuse to do work that is harmful for you and your health, and that you should never be forced to do work against your will. This also means that you have the right to rest and that there are limits to how many hours and days one may work in a row. Sometimes we may think there are easy ways to get money: stealing it, or selling objects we have or have taken.

This is a good way to get into trouble as there is no easy way to get rich quick. Some young people think of using their bodies to get money, but selling or buying sex is against the law in many countries and can be dangerous everywhere. Sometimes, older people who want to make money for themselves through sex try to make other people work for them. This is called sex trafficking, when usually women, children and adolescent girls and boys are forced to have sex with people who pay money for the chance to have sex. No one should be forced against their will to do anything like this. In fact, money is not worth selling your self-esteem for.

2

Judge! Reflection on relevance and past experience (10 minutes)

Make a simple table of income and expenditures on a large sheet of flip-chart paper. Ask participants to list on one side what kind of actions and events brought money into their lives since they started their journey. Do the same concerning the other side, what takes money to meet expenses in their lives on the journey.

3

Act! Skills into practice (20 minutes)

Having reflected on costs incurred on their journey, in this exercise the participants will compare money flow back home with here where they are now. Make another two simple tables of income and expenditures on a large sheet of flip-chart paper (if a group exercise, or on individual sheets for working alone). On the table representing here and now, use an income figure representing an average weekly sum accessible to unaccompanied refugee minors. On the table representing back home, use a figure equivalent to the average annual income in the country of origin.

An additional activity could be to discuss in a hypothetical situation the monthly salary in an idealized profession compared with likely expenses in a specified place. Or play Monopoly (adult or junior version) as an extra activity outside the session.

4

Thoughts about the session (feedback 5 minutes)

What is interesting and what is not? What else would you like to know about? What message will you share with your friends and family?

Module 3: Know and Understand Society

Useful sources for Module 3

Tylor, E. B. (Edward Burnett), 1832-1917. "Primitive culture: researches into the development of mythology, philosophy, religion, art, and custom." New York: Gordon Press

James, P, with Magee, L, Scerri, A & Steger, M. 2014. "Urban sustainability in theory and practice: circles of sustainability", Routledge, London.

<http://www.wikihow.com/Live-in-Harmony-with-Others>

<https://en.unesco.org/themes/education-sustainable-development/cultural-diversity>

https://warwick.ac.uk/services/equalops/learnmore/training_guidance_resources/culturalawareness

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Module 4: Know and Understand the Big Picture

Session 4.1: Connections

The last module, about getting the big picture, attempts to capture a sense of belonging to the great human family, to be grateful whatever the difficult realities of life. Its purpose is to give the participants an understanding of the interconnections between all human beings and societies, and thereby be able to describe some common ground of humanity. The session is built around the story of a disabled refugee who managed to make it to the 2016 Paralympics as part of the refugee team. One outcome of the session should be to allow the participants to adopt a position of personal serenity when faced with difficulties. The aim of this is to enable them to look at the abilities that they have and see how they can accept and make the best of their situation despite difficult circumstances.

'..Without the sense of fellowship with men of like mind, life would have seemed to me empty...,' Einstein wrote to intuit something fundamental about the inner workings of the human mind and soul long before science had attempted to concretize it with empirical evidence. Progress results from human interaction.

Session Plan for Module 4: Know and Understand the Big Picture

Session Number 4.1 Connections

Materials needed: rope or strong string

This session is composed of an introduction and game, three main learning steps and a conclusion. By the end of this session the participants will:

1. Understand and respect interconnections between all human beings and societies
2. Be able to describe some common ground of humanity
3. Be able to adopt a position of personal serenity faced with difficulties

Energizer game: The facilitator starts holding one end of a ball of rope or strong string, then throws the ball to someone else. Upon catching the ball, the catcher holds it where it is caught before throwing it on to someone else. The ball is thrown back and forth between the different participants a couple of times, making a web. To illustrate that we are all interconnected, move participants around without letting go of the spider web".

1

See! Content including interactive exchange with participants (10 minutes)

Human beings everywhere recognize some things in life that can be changed, and other things in life that cannot be changed!

Ask participants to suggest different ways our beliefs can help us on a daily basis and ask for ways in which having no beliefs can be helpful.

Human beings have all different experiences along

their unique path through everyday life, some have very challenging times others easier moments, though everyone is equal!

If you have access to the internet, have a look at the video clip made by Ibrahim, a young disabled athlete: <https://www.youtube.com/watch?v=xrfGGyde50I> His story is inspiring and encouraging. Despite having one of his legs blown off in an explosion, he continued training. He made the journey from Greece to Rio de Janeiro

to join the independent refugee swimming team for the Paralympic Games 2016. He says, do not just sit around! Do something with your life! Give everything you have.”

2

Judge! Reflection on relevance and past experience (15 minutes)

Have you heard words like this before: acceptance, serenity, calmness?

Consider the life of Ibrahim the disabled refugee athlete. What parts of his life are like yours? What parts are different? What can he change? What can he not change?

3

Act! Skills into practice (between 15 and 30 minutes)

Play a life-story telling game: in pairs take two minutes to tell the story of your life as if you were a hero, then switch to listen to the life story of your partner told as if he were a hero. Then each tells the story of his life as if he were a victim. Then each tells the story of the partner's life as if he were an observer.

Share and comment on this phrase: Grant me the serenity to accept the things I cannot change, the courage to change the things I can and the wisdom to know the difference.

4

Thoughts about the session (feedback 5 minutes)

What is interesting and what is not? What else would you like to know about? What message will you share with your friends and family?

Module 4: Know and Understand the Big Picture

Session 4.2: Together

This final session uses the Yin and Yang philosophy to visualize growth, change, and the interplay of life's many opposites.

The concept of genders in peaceful coexistence is approached through Yin and Yang, core elements of Chinese cosmogony, which involve correlative aspects of "dark and light," "female and male," and "soft and hard."

These notions, with their deeply rooted gender connotations, recognize the necessity of interplay between these different forces in generating and carrying forward the world. The word generally, however, refers to the physiological characteristics that then provide the basis for corresponding social identities. The genders, in terms of social roles, are not defined absolutely or theoretically, but rather through the mutually reciprocal, physical, generative relationship between male and female. They are understood correlatively and determined by their context and dynamic tendencies as they interact with one another. Sexual orientation refers to a person's physical, romantic and/or emotional attraction towards other people. Everyone has a sexual orientation, which is part of their identity. One's natural tendencies include gender identity which one is supposed to cultivate accordingly. Gender identity reflects a deeply felt and experienced sense of one's own gender. Everyone has a gender identity, which is part of their overall identity. A person's gender identity is typically aligned with the sex assigned to them at birth. Gender identity is distinct from sexual orientation and sex characteristics.

Thus, there are more physiological and cultural aspects to human tendencies, as well. Gender expression is the way in which we express our gender through actions and appearance. Gender expression can be any combination of masculine, feminine and androgynous. For a lot of people, their gender expression goes along with the ideas that our societies deem to be appropriate for their gender. For other people it does not. People whose gender expression does not fit into society's norms and expectations, such as men perceived as feminine and women perceived as masculine often face harsh sanctions, including physical, sexual and psychological violence and bullying. In these diverse ways, each has their own aspects to offer, which are complementary and can be unified to form a harmonious whole.

Session Plan for Module 4: Know and Understand the Big Picture

Session Number 4.2. Together

Materials needed: A copy of the Yin and Yang symbol. An image of a rainbow. Two or more different jigsaw puzzles (20 to 50 pieces each).

This session will help participants:

Show care, cooperation and concern to others whatever their background

Live together respectfully with people whatever their gender and race

Try THIS

Look at the Yin and Yang symbol and ask participants what it shows. The black is called Yin and the white Yang. What do the two opposite sides represent? Dark Yin is sometimes considered feminine, light Yang masculine. Notice the dot of the opposite shade in each side, as well as the movement as the two sides move closer together.

You can demonstrate this with hands and arms. Pull your upper arms tightly against your chest, while holding the fingers of each hand curled into each



other so they are cupped tightly together. Pull hands against each other, first letting one arm be stronger to pull the other hand and arm, then letting the other be stronger to pull the other way. Doing this repeatedly, moving arms back and forth together while they pull against each other, to shows how opposites are becoming each other.

Put an image of the circular Yin and Yang on a stick or a nail and spin it round. Can you still see the two parts clearly? What happened to the two parts and the dots? What shade is the spinning image?

1

See! Content including interactive exchange with participants (10 minutes)

The personal sense of harmony explained in Boys on the Move session 1.3 will help you feel in sync with yourself. This is needed especially when living closely together with others. Living in harmony with others is easier said than done, especially in a world filled with conflict, catastrophe and strongly held opinions. It may be a struggle to feel in sync even with people close to you like male friends and family members, not to mention with older neighbours, future partners, the authorities in the local community and society at large.

Yin and Yang philosophy is the way ancient Chinese society came to visualize growth, change, and the interplay of life's opposites, including masculinity and femininity, right and wrong, dark and light. Seeing Yin and Yang as opposites is easy, but these

opposites are not absolutes. They work together. We cannot divide people into Yin and Yang because we all have both in us. Everybody has both feminine and masculine simultaneously in them. The Yin and Yang opposites are always in motion and are always becoming each other. Yin is becoming Yang; Yang is becoming Yin. Life is becoming Death; Death is becoming Life. Dark is becoming Light; Light is becoming Dark. Everything is in motion toward its opposite, even material wealth and spiritual emptiness. See again the dots in the symbol. The dark circle inside the Yang is the seed of Yin and the light circle inside the Yin is the seed of Yang. The seed of each is always in the other, so each is always growing into the other. Care and concern become strength and respect.

2

Judge! Reflection on relevance and past experience (15 minutes)

What other interplaying opposites have you seen? In your life back home, on the move or here? The seasons of the year might be one example. Warmth and cold another. Friendly individuals in aggressive crowds. Kind men and selfish women, or harsh men and strong women living together.

What about right and wrong, virtue and sin, love and hate? Are they always pulling against other, always becoming each other? Is it difficult to tell the difference between right and wrong? While it is wrong to steal, is it wrong to steal bread to save a starving child? Does doing that change stealing from wrong into right? What if giving a nice present to one friend means you hurt another friend's feelings? Does that change giving a present from right into wrong?

Is life really so simple as to be made up of opposites? A simple art and science experiment (the Newton Disk) can help reflect on this.

Just like the many individual aspects of personality, just like the many diverse persons in a group, which are all part of the harmonious whole that is society, the colours of the rainbow are in fact the components of the essential light that enables us to see. The video can be shown, or spend time making the Newton Disk.

<https://www.youtube.com/watch?v=7iV1m4j2wJQ>

The image of the rainbow is used in many settings to symbolise togetherness. The Abrahamic religions use it as a reminder of the divine promise of harmony between heaven and earth. Recognition of the diversity of sexual orientation and gender identity gave rise to the rainbow "Pride Flag". A similar flag with the addition of the word "PACE" was adopted throughout Italy in the 1960s and throughout the world at the beginning of the 2000s to raise awareness of the need to promote peace and harmony.

Patience and simplicity are needed when leading reflection on social, natural and biological characteristics of gender and understanding the principles around balance and peace with young



men and boys with almost no formal education. Indeed, even some cultural mediators and facilitators might also have limited exposure to the concepts of gender identity, sexual orientation and sex characteristics. It is essential to not reinforce stereotypes about men and women and what is masculine and feminine or strong and weak. In discussion, think how to suggest people are more of a rainbow of feelings and society is made up of lots of different kinds of people – that may contrast with strongly held concepts that a couple is made up of two halves of a whole. In discussion of relationships, consider societal issues around what is expected of men, how this can change and specifically how men can challenge this, and how this relates to the way that men and women relate to each other. With careful preparation, it is useful to raise the question if boys (in general or according to specific cultural norms) are pressured to conform with a masculine gender stereotype (say, to be tough, non-emotional, non-vulnerable) because of a fear that they will not be considered man enough, or labelled as gay (where being gay is not considered positively).

3

Act! Skills into practice (between 15 and 30 minutes)

The Incomplete Jigsaw Puzzle is a cooperation game which reminds us that many and varied elements are needed to make up a whole picture. It has a slight competitive edge between teams of three to six members putting together a jigsaw puzzle, finding pieces that are missing by working together.

Before the activity, take the puzzles out of their boxes, put each one in its own bag. Take three pieces out of each jigsaw, put them in the other bag(s) and give one to each team. Don't say any pieces have been removed. Instruct teams that they have 10 minutes to put together their jigsaws. When the groups realize pieces are missing, they might ask for your help. All you tell them is that all of the pieces are available in the room, and they must do whatever is necessary to complete their task. Don't give any more advice, as the participants should try to come up a solution on their own. Make sure you avoid encouraging the teams to compete against one another. The purpose of this activity is to realize the importance of working together with others,

even when each has their own task. Any element of competition felt is because of their own assumptions about the purpose of the task. After the activity, challenge this, emphasize we can all work together toward the same goal without thinking we are competing with others. Once the exercise is over, ask:

- What did you think the exercise was all about when it started?
- Did you think you were meant to compete against the others or work with them? Why?
- When did you realize that some of your jigsaw pieces were missing? What was your reaction?
- How did you respond to other teams asking for your jigsaw pieces or offering to give you some of theirs?
- What can you take from this exercise and apply in reaching your goal?

(Note about the seesaw game: as there is a danger of accidental or deliberate tipping, have leaders act as spotters to catch youth if they begin to fall.)

4

Thoughts about the session (feedback 5 minutes)

What is interesting and what is not? What else would you like to know about? What message will you share with your friends and family?

"Advances in knowledge, transportation, communication, technology and industry have aided in social development only to the extent that they brought greater numbers of people closer. Every event marking a step forward in social

evolution coincides with a discovery, invention or organizational innovation that brings people closer in contact. When people meet, the knowledge, resourcefulness and capacity that they bring together grow not cumulatively but exponentially.

"Thus, every additional connection made to the human network adds to its depth and richness. When this is done between entire cultures and civilizations, it results an explosion of creativity." ("The Key to Progress", Harish, J. 2016.)

Module 4: Know and Understand the Big Picture

Useful sources for Module 4:

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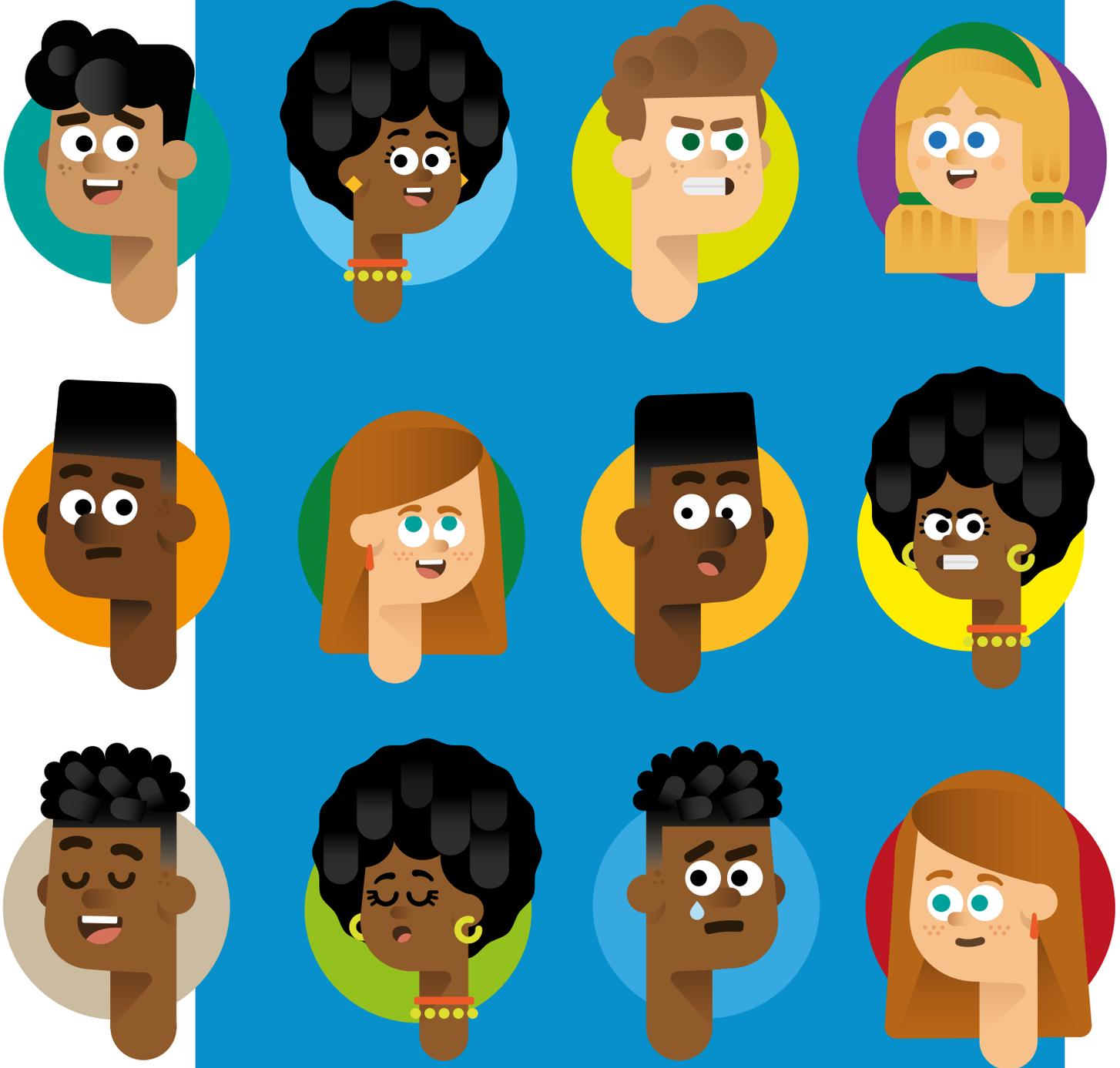
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Annex: Survey



This is an example of a survey created by Yale teachers, suitable for young adolescents. Choose a survey according to the estimated educational and developmental level of the participants and not by age.

<http://teachersinstitute.yale.edu/curriculum/units/1981/3/81.03.09.x.html>

Attitude

Instructions: Rate each statement with one of the following numbers.

0 uncertain / 1 strongly disagree / 2 somewhat disagree / 3 neutral / 4 somewhat agree / 5 strongly agree

- ___ 1. The naked body is beautiful and pleasurable, and nothing to be ashamed of.
- ___ 2. Sex information that is truthful should be available to young people without parents' consent.
- ___ 3. Birth control information and devices should be available to young people without parents' consent.
- ___ 4. Doctors should be able to treat young people for Sexually transmitted infections without telling their parents.
- ___ 5. Masturbation is a healthy, normal way of finding out about sexual feelings.
- ___ 6. Sexual activity before marriage is all right for two people who love each other.
- ___ 7. Sex only for physical pleasure is all right.
- ___ 8. Homosexuality is an acceptable and natural life-style.
- ___ 9. Homosexuals should not be discriminated against because they like members of the same sex.
- ___ 10. Pornography should be available for adults who want to buy it and use it.
- ___ 11. When an unmarried teenage girl becomes pregnant, it is her own fault.
- ___ 12. Raising a child is an easy job.
- ___ 13. Any woman should be able to have an abortion if she wants one.
- ___ 14. A pregnant woman can smoke, drink alcohol, and take drugs without hurting the baby.
- ___ 15. A married couple who are unable to have a baby should not try new scientific methods.
- ___ 16. Women who are raped encourage their attackers.

Self-Concept

Instructions: Circle the answer that reflects your reaction to the statement.

1. I am an interesting person.	almost always	sometimes	hardly ever	never		
2. I honestly like myself.	almost always	sometimes	hardly ever	never		
3. I understand myself and the things I do.	almost always	sometimes	hardly ever	never		
4. I am a moody person.	almost always	sometimes	hardly ever	never		
5. I am happy with the way I look.	almost always	sometimes	hardly ever	never		
6. If I could change something about myself, it would be	everything	my behaviour	the way I look	never		
7. I am comfortable telling my feelings to others.	almost always	sometimes	hardly ever	nothing		
8. I get along well with others my own age.	almost always	sometimes	hardly ever	never		
9. I have a lot of friends.	Yes		No			
10. I like to do whatever my friends are doing.	almost always	sometimes	hardly ever	never		
11. My friends try to imitate me.	almost always	sometimes	hardly ever	never		
12. I get along well with adults.	almost always	sometimes	hardly ever	never		
13. Most grown-ups think that I am a troublemaker.	almost always	sometimes	hardly ever	never		
14. My teachers understand me.	almost always	sometimes	hardly ever	never		
15. If I have a question about my body or about sex, I ask my parents or guardians.	often	sometimes	hardly ever	never		
16. My parents or guardians have discussed sex with me.	often	sometimes	hardly ever	never		
17. If I have a question about my body or about sex, I ask my teacher.	often	sometimes	hardly ever	never		
18. If I had a serious problem, I would go to.	parents/ guardians	teachers	friends	no one	other	
19. Most of what I know about sex I learned from.	parents/ guardians	teachers	friends	books	TV	other

General Understanding*

*From MODERN HUMAN SEXUALITY by Burt Saxon and Peter Kelman.

Instructions: Label the following statements true or false. If you do not know, write DK.

- ___ 1. Menstruation is an illness.
- ___ 2. If a girl isn't menstruating by fourteen there is something wrong with her.
- ___ 3. Girls shouldn't exercise or swim while they are menstruating.
- ___ 4. If a woman misses a period, she is pregnant.
- ___ 5. Menstruation always lasts five days.
- ___ 6. Most women do not have a 28-day menstrual cycle.
- ___ 7. The menstrual flow contains tissues as well as blood.

___ 8. Women can take baths and wash their hair while they are menstruating.

___ 9. Tampons should only be used by older women.

___ 1. Wet dreams can make a boy weak or ill.

___ 2. If a man ejaculated a lot, he will use up all of his sperm cells.

___ 3. An erection shows that a man is thinking about sex.

___ 4. Men can urinate when they have an erection.

___ 5. Ejaculation happens only during sexual intercourse.

___ 6. A man can ejaculate when he is sleeping.

___ 7. It is unhealthy for a man to have an erection unless it is followed by ejaculation.

___ 8. Erections can occur in male babies.

___ 9. The urethra carries semen through the penis.

___ 1. Masturbation causes pimples.

___ 2. Many people my age masturbate.

___ 3. People who masturbate are over-sexed.

___ 4. Both men and women masturbate.

___ 5. If you don't masturbate, you won't know how to have sex later.

___ 6. Masturbation can cause people to go crazy.

___ 7. If you masturbate a lot, your grades will go down.

___ 8. A man who masturbates frequently, will use up all of his sperm cells.

___ 9. Masturbation makes a person weaker.

___ 10. Masturbation can make a person feel guilty.

___ 11. People do not masturbate after they are married.

___ 1. Boys and girls should be told the same things about sex.

___ 2. Women don't enjoy sex as much as men do.

___ 3. Men should have intercourse before getting married, but women should be virgins when they get married.

___ 4. The pleasure of sex is not as important as making babies.

___ 5. Birth control should be available to anyone who wants it.

___ 6. Sexual intercourse is a physical act in which a man's penis enters the woman's vagina.

___ 7. In order for human beings to reproduce, a sperm must unite with an egg.

___ 8. Birth control is the woman's responsibility.

___ 9. The mother and father should take equal responsibility in raising a child.

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Chapter 4: Modules and detailed session plans

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