



# BOYS on the MOVE

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**A trainer's handbook  
for implementation of a Life Skills Programme  
for Unaccompanied Male Adolescents**





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# Foreword

“BOYS ON THE MOVE” is a programme of life skills for unaccompanied and separated male adolescents displaced by conflict, poverty and often both.

It is especially dedicated to providing empowering skills and strengthening the resilience and competencies of the many boys and young men, who, while making an already perilous journey, have been pulled into situations of violence, abuse and insecurity. The life skills presented in the programme may be delivered in stages along their journey, to help such adolescents identify risks, cope with difficulties and solve problems in a positive and constructive way.

The programme addresses health and hygiene; emotions; coping; sexuality; relationships; communication; cultural awareness; money; connectivity; and planning. By integrating cross-cutting protection concerns related to adolescent sexual and reproductive health and prevention of violence and trafficking into 10 short sessions, this non-formal curriculum aims to make some potentially lifesaving information and abilities accessible to boys in changing and challenging life circumstances. The modest trainer’s handbook you are reading and the simple participant booklet it accompanies bring together some teaching and learning techniques well-known in youth work into a 10-step course that can be delivered in hostels, camps, reception centres or even on the street.

Human trafficking of adolescents (generally defined as 10 to 19 years old), including for sexual purposes

along the refugee and migrant routes leading towards Europe, is a complex criminal enterprise often linked to radicalization, violent extremism and smuggling of arms and contraband. All of which is sadly interwoven with desperate human tragedy lived at the family, community and individual level.

In their countries of origin, the intended young participants of this programme may well have benefited little from the provisions of 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. It can be delivered 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 who may be making the journey too. Within the broader circle of support are staff of international organizations and non-governmental organizations who can use this programme to supplement activities related to their respective mandates.

A small group of people with relevant expertise from various backgrounds, agencies and countries worked together to develop this programme. Thanks go out to Karim Abawi, Karim Abdeltawab, Suhail Abualsameed, Doina Bologa, Wasel Elgayar, Julie Freccero, Felicia Jones, Lefteris Kalligeris, Amir Sasani and Saba Zariv for their useful ideas and input drawn from their personal warmth and professional commitment to young people.

Athens and Geneva, April 2017

# Chapter 1

## How the Programme Started



# Framework

There are thousands of unaccompanied and separated adolescents, many of whom are in Greece. 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 children 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 the family reunification process. 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 participants.

# Introduction

Non-governmental and intergovernmental bodies have partnered in providing protection and immediate assistance to unaccompanied minors in Athens, Greece. One output of this cooperation is a life skills curriculum for unaccompanied adolescents staying or visiting the shelters. The learning package addresses in straightforward and active educational ways the challenges facing male adolescents, whether migrants or not. It includes modules on self-understanding, relating to others, living in society and on the “meaning of life”. Within these four modules, information is provided on health and hygiene; emotions and stress; sex and sexuality; relationships; communication; cultural awareness; and planning. By integrating cross-cutting protection concerns related to adolescent sexual and reproductive health and rights and prevention of gender-based violence and trafficking into 10 short modules, the aim of this non-formal curriculum is to make some potentially lifesaving information and abilities accessible to boys in very risky environments.

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. The educational content was packaged in a youth-friendly booklet that can be distributed to adolescents and delivered by trainers, using the current handbook. The actions were supported by project development staff; a local external consultant to revise and develop the content; and international consultants to guide the process. Final quality assurance was conducted during a technical assistance mission to Athens, Greece.

The specified objectives of the project were:

1. Pilot a developed life skills curriculum.
2. Evaluate and revise the life skills curriculum based on the pilot.
3. Develop a brief trainer’s handbook as an introduction to life skills training.
4. Package and print the life skills material for use as a booklet.

# Chapter 2

# Understanding Life Skills



Parts of this handbook are adapted from WHO material, UNICEF's official evaluation reports and reviews presented by the UNESCO Institute for Lifelong Learning in Hamburg.

## The 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."*<sup>1</sup>

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."*<sup>2</sup>

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/international/DocServices/Thesaurus/00003739.htm>).

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 psychosocial and interpersonal 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<sup>3</sup>.

The Mental Health Promotion and Policy (MHP) team in the World Health Organization's (WHO) Department of Mental Health used the following definition: *"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) has 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.

## Why Life Skills

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:

1. **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)
2. **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
3. **Implementation focus:** emphasizing implementation levels and capacity, efficiency of implementation methods and enabling learning environments

Over the past two decades, 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.<sup>4</sup>

## 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.<sup>5</sup> Evidence indicates that improving access to information may increase knowledge, but is not sufficient in itself to alter behaviours affecting health risks.<sup>6</sup>

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.<sup>7</sup>

# Chapter 3

## Methodology Approach



# Approach

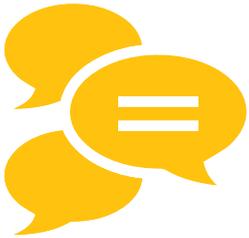
There are basically two approaches to teaching or learning life skills.

1. The teacher- or trainer-centred approach (expository approach) where the teacher/ trainer exposes knowledge to the learners; and
2. 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.



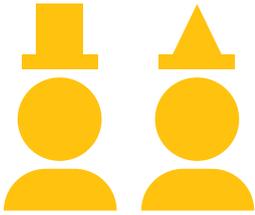
## Brainstorming

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.



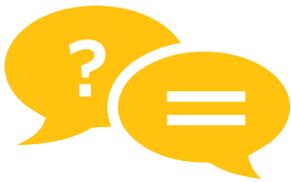
## Miming

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.

**NOTE: When working with interpreters and cultural mediators, make time to speak with the interpreter at the beginning of the session.**

It is important that the interpreter 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 very important when working with an interpreter that both the client and the interviewer speak in short units of speech (two to three sentences at a time). With longer speech it is difficult for the interpreter 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 & Detailed Session Plans



# Module 1

## Know and Understand Yourself

### Session 1.1. Health, Hygiene and Self-care

The first session is about 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 helps to prevent the development and spread of infections, illnesses and bad odours. The introductory topic is hand hygiene:

## How to Handwash?

WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB

Duration of the entire procedure: 40-60 seconds

 0	 1	 2
 3	 4	 5
 6	 7	 8
 9	 10	 11

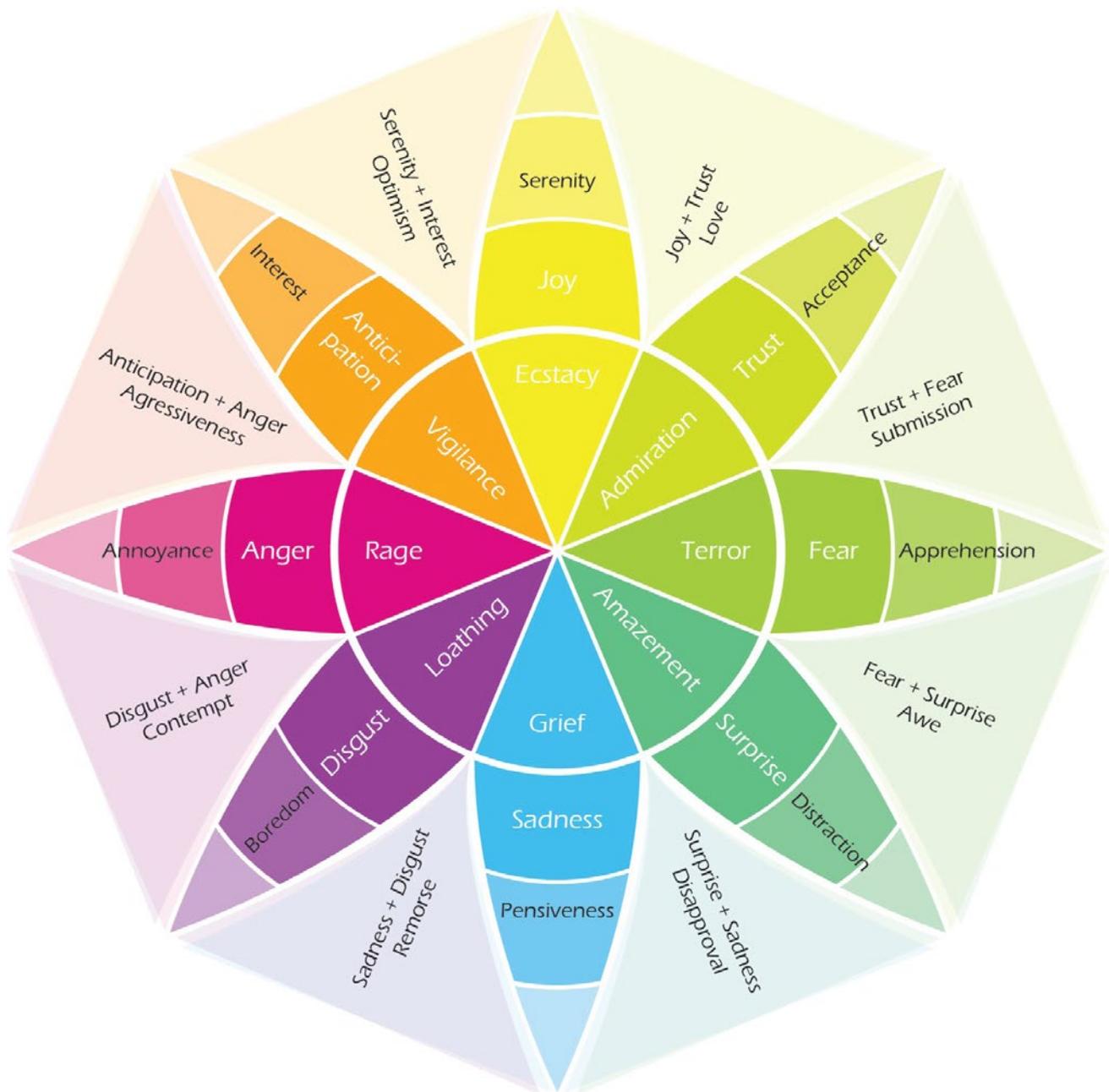
World Health Organization

Patient Safety  
A World Alliance for Safer Health Care

**SAVE LIVES**  
Clean Your Hands

## 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.



Robert Plutchik's "Wheel of emotions"

## Basic emotions:

- 1. Fear > Feeling afraid.**
- 2. Anger > Feeling angry.**  
A stronger word for anger is rage.
- 3. 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.
- 4. Joy > Feeling happy.**  
Other words are happiness, gladness.
- 5. Disgust > Feeling something is wrong or nasty.**
- 6. Trust > A positive emotion;**  
admiration is stronger; acceptance is weaker.
- 7. Anticipation > In the sense of looking forward positively to something which is going to happen.** Expectation is more neutral.
- 8. 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.

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## Session 1.3. Harmony and Stress Management

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.



# 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.

The main steps inherent to all communication are:

1. The forming of communicative motivation or reason
2. Message composition (further internal or technical elaboration on what exactly to express)
3. Message encoding (for example, into digital data, written text, speech, pictures, gestures and so on)
4. Transmission of the encoded message as a sequence of signals using a specific channel or medium
5. 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
6. Reception of signals and reassembling of the encoded message from a sequence of received signals
7. Decoding of the reassembled encoded message
8. Interpretation and making sense of the presumed original message



## 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 2.3. Sex and Sexuality

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.

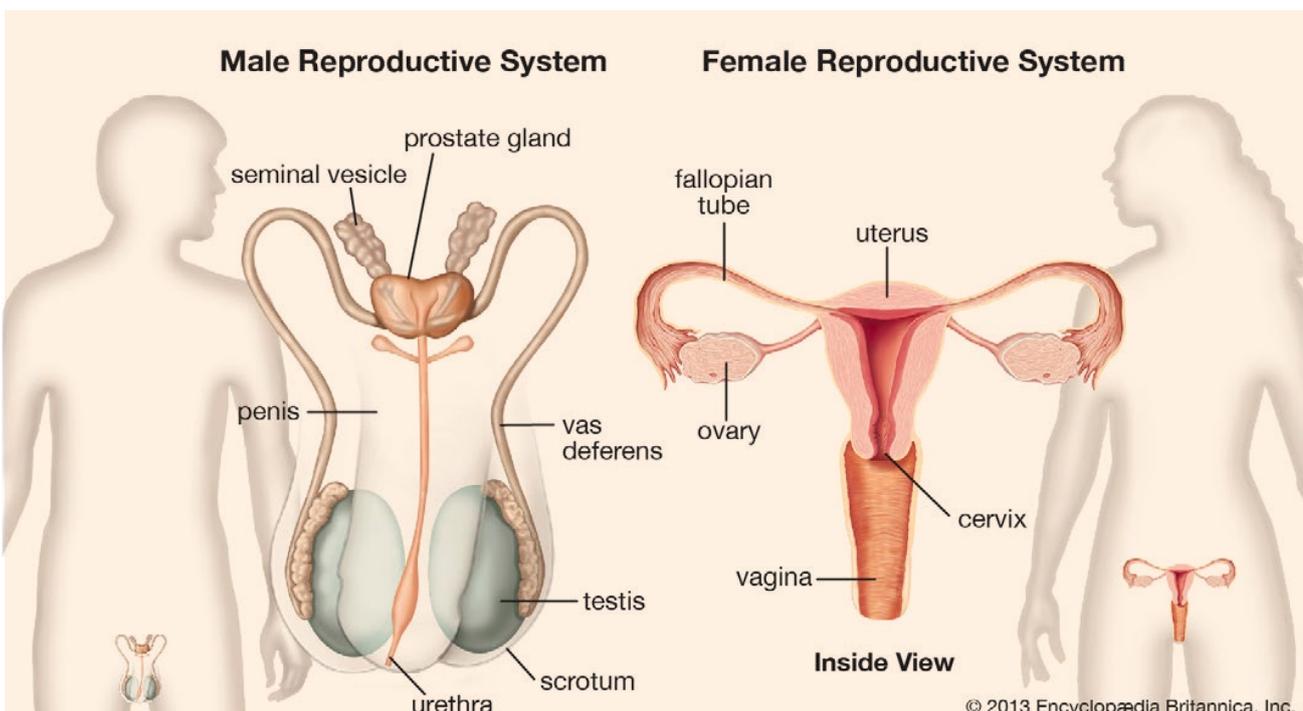
As they grow up, young people face important decisions about relationships, sexuality and sexual behaviour. The decisions they make, impact their health and well-being for the rest of their lives. Comprehensive Sexuality Education leads to better health outcomes, including deferral of sexual initiation, 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.



# Module 3

## Know and Understand Society

### Session 3.1. Culture

The purpose of this session is to stimulate cultural awareness and appreciation of the values of the host societies in which young migrants may find themselves.

In this session, people learn how to adopt and maintain meaningful cultural practices and avoid practices that may put self and others at risk. Harmonious interaction between people of different cultures requires facilitation and clarification of values in the society. Culture may be defined in numerous ways.

Anthropologist Edward Burnett Tylor said “it is that complex whole which includes knowledge, belief, art,

morals, law, custom and any other capabilities and habits acquired by man as a member of society...” (Tylor, E. B., 1832-1917).

*“Culture is defined as a social domain that emphasizes the practices, discourses and material expressions, which, over time, express the continuities and discontinuities of social meaning of a life held in common...”* (James, P. & Magee, L. & Scerri, A. & Steger, M. B. 2014).

Cultural diversity strategies require mutual understanding. People of different cultures share basic concepts but view them from different perspectives, leading them to behave in a manner which may be considered irrational or contradictory to what others hold sacred.

**Richard Lewis presents cultural characteristics in the following categories:**

#### Linear-Active

Talks half of the time  
Does one thing at the time  
Plans ahead step by step  
Polite but direct  
Confronts with logic  
Job-oriented  
Sticks to facts  
Result-oriented  
Sticks to agenda  
Written word important  
Restrained body language

#### Multi-Active

Talks most of the time  
Does several things at once  
Plans grand outline only  
Emotional  
Confronts emotionally  
People-oriented  
Feelings before facts  
Relationship-oriented  
Roams back and forth  
Spoken word important  
Unrestrained body language

#### Reactive

Listens most of the time  
Reacts to partner's action  
Looks at general principles  
Polite, indirect  
Never confronts  
Very people-oriented  
Statements are promises  
Harmony-oriented  
Often asks for “repeats”  
Face-to-face contact important  
Subtle body language

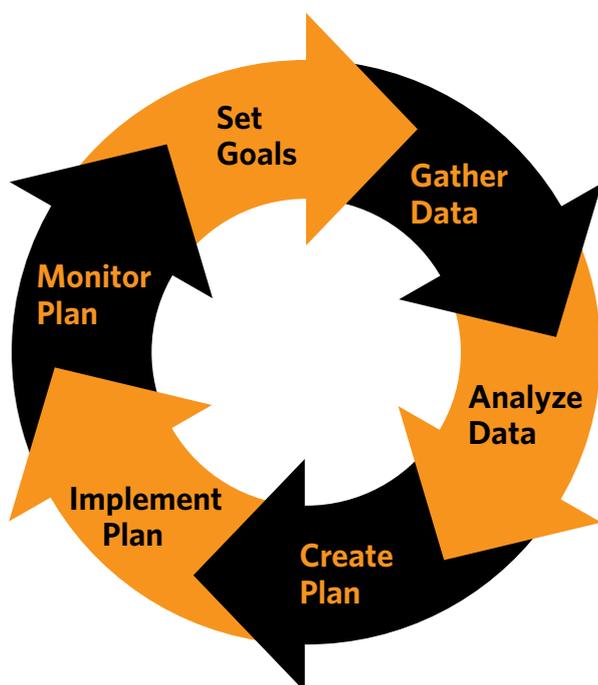
## Session 3.2. Planning

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 3.2. 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".



# 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.*

*"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.)*



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# Annex

# Modules

# Session Plans



# Session Plan for Module 1: Know and Understand Yourself

## Session Number 1.1. Health, Hygiene and Self-care

**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.

# 1

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

**Body odour** comes after sweat glands in armpits and genital area develop after 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

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### **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?

## 3

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### **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.

## 4

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### **Thoughts about the session (feedback 5 minutes)**

What was especially interesting and what was not, what else would you like to know about?

# Session Plan for Module 1: Know and Understand Yourself

## Session Number 1.2. Emotions

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**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

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## 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

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### **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

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### **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

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### **Thoughts about the session (feedback 5 minutes)**

What was especially interesting and what was not, what else would you like to know about?

# Session Plan for Module 1: Know and Understand Yourself

## Session Number 1.3. Harmony and Stress Management

**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.

## 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.

## 4

### **Thoughts about the session (feedback 5 minutes)**

What was especially interesting and what was not, what else would you like to know about?

# Session Plan for Module 2: Know and Understand Others

## Session Number 2.1. Communication

**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 understand why effective communication is important
2. Be able to understand how communication helps people understand each other
3. 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 Viber 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.

## 2

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### **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

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### **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 accommodation site 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.

## 4

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### **Thoughts about the session (feedback 5 minutes)**

What was especially interesting and what was not, what else would you like to know about?

# Session Plan for Module 2: Know and Understand Others

## Session Number 2.2. Relationships

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**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

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

## 2

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### **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?

## 3

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### **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?

## 4

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### **Thoughts about the session (feedback 5 minutes)**

What was especially interesting and what was not, what else would you like to know about?

# Session Plan for Module 2: Know and Understand Others

## Session Number 2.3. Sex and Sexuality

**Materials needed:** large sheets of paper and markers, penis model, condoms and lubricant

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

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

1. Be able to understand that sexuality is a universal element of human behaviour and experience
2. Be able to understand that healthy sexuality is a fundamental, enriching aspect of being human
3. Be able to distinguish between healthy sexual relationships and abusive sexual relationships

# 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

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### **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 have a sexual relationship with someone your own age
- \* 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
- \* Most people do not want to be alone
- \* 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
- \* It is OK to exchange money to have sex

## 3

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### **Act! Skills into practice (15 minutes)**

A condom-practice exercise to show how a condom works and why it is important to use both condoms and lubricant can be carried out using a model of an erect penis.

## 4

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### **Thoughts about the session (feedback 5 minutes)**

What was especially interesting and what was not, what else would you like to know about?

# Session Plan for Module 3: Know and Understand Society

## Session Number 3.1. Culture

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**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

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## 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.

It is important to be able to live in harmony with people of different cultures and backgrounds. This includes respecting and not being judgemental 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.

## 2

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### **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?

## 3

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### **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.

## 4

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### **Thoughts about the session (feedback 5 minutes)**

What was especially interesting and what was not, what else would you like to know about?

# Session Plan for Module 3: Know and Understand Society

## Session Number 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. Be able to 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

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### **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

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### **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

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### **Thoughts about the session (feedback 5 minutes)**

What was especially interesting and what was not, what else would you like to know about?

# 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, 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.

## 2

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### **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.

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.

## 3

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### **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

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### **Thoughts about the session (feedback 5 minutes)**

What was especially interesting and what was not, what else would you like to know about?

# 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

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### **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

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### **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

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### **Thoughts about the session (feedback 5 minutes)**

What was especially interesting and what was not, what else would you like to know about?



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Delivering a world where  
every pregnancy is wanted  
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potential is fulfilled

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