

# **Sinovuyo Teen Caring Families Programme for Parents and Teens**

HIV-Enhanced version

## **Facilitator Manual**



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## **Sinovuyo Caring Families Programme for Parents and Teens | Facilitator Manual**

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Cover illustration: Shifrah Getz

Illustrations: Shifrah Getz & Leonie Hoffman

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- **MONITORING:** Process and outcome data collected during the implementation of the Sinovuyo Caring Families Programme for Parents and Teens shall in principle be shared with the authors of the programme and Parenting for Lifelong Health.

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# WHO IS THIS MANUAL FOR & HOW TO USE THE MANUAL

This manual is for you – the Facilitator of Sinovuyo Teens!!!

This manual is a resource for Facilitators who have attended a Facilitator Training Workshop on the delivery of the Sinovuyo Caring Families Programme for Parents and Teens. In it you will find the contents of this 14-week parenting programme.

This is a simple manual to use and provides a guide for you on how to deliver the programme each week. Below are the different parts of the manual

- Part One** The first part of the manual gives you an overview of the Sinovuyo Caring Families Programme for Parents and Teens Project.
- Part Two** The second part gives you general information about what goes into each session and how to approach it.
- Part Three** The third part gives you the specific details that you need to facilitate each session, including illustrations and Sinovuyo Catch-up summaries.
- Appendix** The last part provides all of the key terms, songs, games & activities, role-plays, and energizers in case it's helpful for you to dip in to find something quickly. This should be especially helpful for the sessions (8–14) where the facilitators can choose a song and energizer.

# WHO DEVELOPED THE PROGRAMME?

Lots of different people!

The Sinovuyo Caring Families Programme for Parents and Teens was adapted from the Sinovuyo Caring Families Programme for Parents and Teens (Sinovuyo Teens).

Sinovuyo Teens is a collaboration between Universities in the United Kingdom and South Africa, and Government and NGO partners in South Africa and abroad.

**NGO: CLOWNS WITHOUT BORDERS SOUTH AFRICA (CWBSA)** | Clowns Without Borders South Africa ([www.cwbsa.org](http://www.cwbsa.org)) is a non-profit artist-led humanitarian organization based in South Africa.

**ACADEMIC PARTNERS: UNIVERSITIES OF OXFORD AND CAPE TOWN** | The Universities of Oxford and Cape Town are research institutions working on the project. They are responsible for developing the evidence-based approach of the project.

Research from the University of Bangor also contributed to making this manual.

Everyone who developed the programme agreed that the manual would be available for free to families and communities. Nobody will make money or profit from this programme.

# | LAYOUT OF THE MANUAL

Before we get going, a few things you should know about how this manual is written:

Each of the different parts of each session, and the timing guidelines are shown in

**Bold**

and **CAPITAL LETTERING** (minutes). This should help divide the sessions in a way that is clear for you to follow.

Each different section of a session is also shown with an icon, a little picture that tells you quickly whether that section is a role-play, whether you should be talking or leading a discussion, or whether something relates to home activity or exercising or singing. The icons look like this:



This is what you see when you, the facilitator, are leading a discussion or explaining an activity to the group.



This is what you see when it's time to eat!



The Rondavel shows that it's time to either discuss home activity from the last session or talk about this week's home activity.



The role-play symbol shows participants in a circle, watching and discussing together.



This is what you see when it's time to try out some physical exercise!



The clapping hands show that it is time to sing – invite participants to add clapping and dancing to the song.



This icon is a reminder to visit our Sinovuyo Buddies over the week.



The HIV ribbon lets you know where a role-play, activity or discussion has been adapted to provide a focus on HIV and AIDS.<sup>1</sup>

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<sup>1</sup> HIV and AIDS content for this version of the Sinovuyo Teens Facilitator Manual was developed with reference to the Teens and Adults Lean to Communicate (TALC) programme (<http://chipts.ucla.edu/projects/talc-la/>). TALC is an intervention designed to improve behavior and mental health outcomes among parents with AIDS and their adolescent children. TALC was funded by the National Institute of Mental Health in the United States.

When we write normally, we are writing things that you may want to say out loud to the parents and teens – *try to use your own words!*



When we write in boxes we are usually giving you tips about how to facilitate a game or activity. You'll see this little icon appear in the tip boxes

We also put all of our **ROLE-PLAYS** in boxes. These have titles and it will say whether the role-play has a negative, positive, or open ending.



Role-plays with HIV and AIDS content will therefore look like this!

*When we write in italics, we are generally making suggestions about things you could do or ways to think about approaching something.*

*These are generally not things you say out loud to the group during the session.*

# **PART ONE**

## **INTRODUCTION TO THE SINOVUYO CARING FAMILIES PROGRAMME FOR PARENTS AND TEENS**

## **WHAT IS THE PROGRAMME AIMING TO DO?**

The main purpose of the Sinovuyo Caring Families Programme for Parents and Teens is to help cultivate open, caring and trusting relationships between caregivers and their teenagers. Healthy and positive relations help parents to protect their adolescents against a variety of negative health and social outcomes.

Positive parenting also helps parents teach their children responsible behaviour and assist them towards attaining goals that their children have set for themselves.

Raising children especially teenagers can be challenging for most parents, especially today. Many parents find themselves dealing with a number of issues that negatively influence their children and are harmful to their health and wellbeing.

With the risks of becoming infected with HIV being high amongst young people – especially adolescent girls – this is an area of growing concern amongst many parents.

Being a teenager also comes with its own difficulties. With changes taking place and different forms pressures being face at home, at school and within the community – many young people find themselves not sure what to do or who to talk to. Sometimes they get the wrong advice and end up making decisions that may be harmful to them.

Talking to a parent about these difficulties or uncertainties can seem very difficult or intimidating especially when it comes to sharing about issues affecting them.

Parents sometimes find it difficult to relate to their teenagers, let alone speak about sensitive issues such as HIV/AIDS which may be affecting their children. This can be very hard for both the parent and their teenager!

By being more involved in their children's lives parents are able to support their teenagers to establish the right decisions about their present and their future. In turn, young people are able to communicate more effectively with their parents and approach them for help and guidance when faced with challenges.

In summary, the Sinovuyo Teens programme aims to:

- Increase parenting skills and confidence in raising teenagers
- Improve positive parenting behaviour
- Help teenagers to manage their behaviour including HIV risk behaviours
- Help families to respond better to crisis situations
- Improve mental health and social support
- Improve problem-solving skills
- Decrease harsh discipline
- Reduce some of the stress that families feel about money
- Improve knowledge of referral services available in the community for voluntary counselling and testing, treatment and care & support.

## **| EVIDENCE-BASED APPROACH**

The Sinovuyo Caring Families Programme for Parents and Teens is targeted at pre-teens and teenagers between the ages of 10 to 17, and their caregivers. Many children and youth are cared for by someone who is not their biological mother or father (like grandmothers, aunts and uncles, older siblings, cousins and foster parents).

When we talk about 'parents' and 'parenting' we mean the caregiver of the teenager, whether that person is their biological parent or not. This includes any person who is a primary caregiver, responsible for the wellbeing of the teenager.

The programme uses culturally relevant approaches based on core principles found in evidence-based parenting programmes from around the world.

These core principles include:

- Facilitators and participants working to solve problems together
- Activities for participants to engage with
- Practicing the things, we've learnt when we go home
- The importance of support, encouragement, and praise in developing strong and positive relationships
- Establishing house rules, and clear instructions
- Alternative means of discipline, including using consequences
- How participants can take care of themselves and relieve stress
- The importance of providing a safe space to talk about difficult topics, such as sexual behaviour, HIV/AIDS, safety in the community, and conflicts at home

The main teaching method in this programme is to do activities together to enable learning through *doing* instead of learning through *being told*.

In order to help participants, learn and use new skills and ways of doing things, we ask them to practice both during the sessions and at home.

This is because we all remember and understand things much better when we have done them ourselves.

## **KEY PROGRAMME ACTIVITIES**

The Sinovuyo Caring Families Programme for Parents and Teens is run over 14 sessions for groups of parents and their teenagers.

The groups meet weekly with TWO (2) facilitators to work together on parent-teen interactions, managing stress, and building good, strong relationships.

The programme uses role-plays and illustrations that have been specially developed to deliver the core lessons of each session.

At the end of each session, participants are given home activity activities. These activities help participants to remember and strengthen the skills they learned during that session.

Facilitators also visit the homes of participants who were unable to attend the session in order to deliver the content. These visits are called 'Sinovuyo Catch-ups'.

Participants are encouraged to meet weekly with their Sinovuyo Buddy – another participant that they have been 'paired' with from the programme – to discuss home activity. This is an additional opportunity to deliver content to participants who were unable to attend a session.

The Sinovuyo Caring Families Programme for Parents and Teens ends with a discussion about what participants have learned and how to continue to work together in the future to maintain healthy relationships in the family and keep safe in the community.

If participants want to, they can continue meeting in groups in order to keep supporting each other. These support groups are also chances to address other issues facing the community including health care, school support and involvement, and government support.

## **PART TWO**

# **THE PRACTICALITIES OF DELIVERING THE PROGRAMME**

# | WHAT HAPPENS IN THE PROGRAMME?

## OVERVIEW |

There are 14 sessions in the programme. They all follow the same basic pattern.

These sessions build on each other, which means the participants can develop and practice new skills around communication, supporting each other and problem-solving.

There are 10 joint sessions, in which parents and teens meet together at the same time in the same room, and 4 separate sessions (sessions 4, 5, 8, 9), where teens and parents separate to have sessions in teen-only and parent-only groups.

Separate sessions can either be held in separate venues at different times and locations, or the group can separate into different spaces for the core lesson only. If you are facilitating a separate session at the same time, the manual will tell you when to separate the group into teen-only and parent-only groups (just before the core lesson). It will also tell you when to bring the group back together.

Each session has a goal that is expressed in more detail in the core principles. These core principles are the main focus of each session and all activities have the purpose of helping participants to understand them.

Illustrations accompany each session. These are based on a role-play or activity that is central to the goal of the session. They are important to the delivery of Sinovuyo Catch-ups at home for those who have missed sessions.

While leading a game, a role-play, or a discussion, facilitators should be aware of how these activities link up with the main goal of the session.

## SINOVUYO CARING FAMILIES PROGRAMME FOR PARENTS AND TEENS - SESSION BREAKDOWN |

Session	Configuration	Goal
<b>Session 1:</b> Introducing the programme & defining participant goals	Joint	Introduce the programme and establish common ground rules and goals.
<b>Session 2:</b> Building a positive relationship through spending time together	Joint	Building a positive relationship while spending time with each other.
<b>Session 3:</b> Praising each other	Joint	Understand the benefits of praise and practicing ways of praising.
<b>Session 4:</b> Talking about emotions	Separate	Learn to identify, name and discuss emotions.
<b>Session 5:</b> What do we do when we are angry?	Separate	Managing anger and solving problems.
<b>Session 6:</b> Problem solving: Putting out the fire	Joint	Learn the techniques of problem-solving.
<b>Session 7:</b> Motivation to save and making a budget with our money	Joint	Budgeting can help reduce stress about money; having goals can help us to save money.
<b>Session 8:</b> Dealing with problems without conflict I	Separate	Identify problem behaviours' and focus instead on the behaviour you want.
<b>Session 9:</b> Dealing with problems without conflict II	Separate	Learn helpful alternatives to violent discipline.
<b>Session 10:</b> Establishing rules and routines	Joint	Establishing family rules and routines.
<b>Session 11:</b> Ways to save money & making a family saving plan	Joint	Understand ways to save and the risks of borrowing money.
<b>Session 12:</b> Keeping safe in the community	Joint	Make a plan to keep teenagers safe in the community.
<b>Session 13:</b> Responding to crisis	Joint	Combine active listening, anger reduction and problem-solving to help parents and teens respond to abuse and crisis.
<b>Session 14:</b> Widening the circle of support	Joint	Plan how to move on from here and identify support structures that can help us.

**JOINT SESSSION = Parent and Teen are together for entire session**

**SEPARATE SESSION = Parent and Teen separate for Core Lesson or for entire session**

## **MATERIALS |**

For every session the facilitators need to bring/organise the following materials:

- Attendance register
- Name tags
- Paper
- Pens, markers
- Prestick
- Flipchart
- The right hand-outs for the session
- Food: If possible, a nutritious hot lunch will help to give participants the energy they need to participate and focus on the session ahead. Lunch can be served with drinking water or juice.

## **PREPARATION |**

It is very important for the facilitators to be well prepared. This shows respect for the participants and will make them feel welcome. For every session the facilitators should prepare as follows:

Before:

- Re-read the session you will be giving and make sure you are absolutely clear on your goals for that session.
- Go through your participant profiles and reports from the last sessions. This will help remind you of what happened last session and prepare you for the next session.
- Spend your time according to the needs of the group. Remember that you will have about 3 hours total (including food), and that you will need to spend enough time on home activity discussion (about 30 minutes) and core lesson and discussion (about 60 minutes).

At the venue:

- Clean up room and set the chairs up in a circle.
- Place flipchart sheets from last sessions on the wall
- Prepare materials for activities
- Prepare food

## **DAILY ROUTINE & TIME KEEPING**

During the Sinovuyo Teen Programme, it is very important to establish a regular routine for each session. Participants then have an idea of how each session will unfold and feel comfortable with the programme.

Routines are meant to be a guideline for facilitators. However, the sessions never happen exactly as we plan them to happen. As a result, you will need to be flexible with the timing of the programme.

Each session has a routine with about 6 or 7 sections. These sections are numbered for you in the boxed overview that starts each session. The more detailed notes about what to do in each section uses the same numbering pattern, so it will be easy to find instructions when you need them.

Facilitators are responsible for time keeping so it might be helpful to have a watch or clock or timer nearby.

Facilitators will make decisions about how time is spent during the session, but will need to make sure that enough time is spent on the core programme activities, which are home activity discussion, role-play and core lesson discussion. The overview for the day ('Framing the Day') and home activity for that week should also be clearly explained.

We make suggestions about how much time to spend on each section in the boxed overview, which looks like this:

Suggestion for Daily routine:

Session Breakdown	Time (about 3 hours)
1. Food & Welcome	30 minutes
2. Overview (including home activity discussion)	40 minutes
3. Song & Physical Exercise	5–10 minutes
Game/Activity	15–25 minutes
4. Core Lesson (including discussion)	50–60 minutes
5. Energiser	5–10 minutes
6. Home activity	10–15 minutes
7. Closing	10 minutes

More details about each section of the programme start on the next page.

## **ENDING THE SESSION (Wrapping up) |**

At the end of each session, facilitators make sure that they leave the room in order. If they have any facilitator checklists, they fill this in. They also help participants to fill in any questionnaires.

# 1 | FOOD & WELCOME

We begin each session by coming together to eat.

It is important to provide healthy food for the participants. Do this with awareness: Sometimes, the food given during the programme is their only full meal of the day. Many others do not have enough food at home.

Food also gives reason for participants to attend each session. We recommend that a community member is employed to prepare meals each day.

Respect local customs when serving food. Some communities like to pray before eating together. Also, encourage teens to wash their own plates and cups. Use this time as an opportunity to take attendance registers, but be aware that some participants may arrive late.

A warm welcome is important to make the participants feel comfortable. Greet the entire group warmly at the beginning of each session.

Praise them for making the effort to come to the programme.



## **TIPS FOR HELPING PARTICIPANTS TO FEEL COMFORTABLE**

- Invite participants to be actively involved. Notice when someone is holding back and ask if he or she wishes to share an opinion or experience.
- Make sure that everyone in the room can hear you (and each other).
- Take responsibility for ensuring that one person speaks at a time.
- Sit when you are talking – be on the same level as the participants and sit among them.
- Create a comfortable place to meet – enough chairs, clean room, etc.
- Understand the language needs and abilities of the participants.
- Notice if participants have physical challenges or disabilities. Change any activities so that they can participate too.



### TIPS FOR HELPING PARTICIPANTS TO FEEL COMFORTABLE

- Respect whatever a participant talks about. Facilitators should be aware and respectful of different ages, genders, values, and circumstances.
- Respect whatever a participant talks about. Facilitators should be aware and respectful of different ages, genders, values, and circumstances.
- Praise participants for their effort and hard work.
- Model the behaviour you want from the participants. The workshop space should be a judgement-free space in which participants feel comfortable sharing sensitive material.
- Notice and talk about the ways that participants talk, help each other and participate in the sessions.

## CIRCLE SHARE |

During circle share you invite the participants to share how they feel emotionally.

Facilitators should model (meaning show the participants by doing it ourselves) describing their emotion, where they feel it in their body, and what thoughts are connected to that feeling.

For example,

*“I am stressed. I feel it in my shoulders, which are heavy. I am worried about the bills I have to pay this month,”*

or

*“I am happy. I feel it in my heart. My son passed his exams!”*”

## 2 | OVERVIEW INCLUDING HOME ACTIVITY DISCUSSION

At the beginning of each session, we discuss the home activity assignment from the previous session and the experiences of the participants during the week.

It is very important that **each participant gets a chance to share her experience at home.**

In joint sessions, the group might be too big to have a good discussion. If this is the case, facilitators can split the group into two smaller groups.

One facilitator can lead each of the groups. Make sure there is a mixture of teens and parents in each group.

Talking about home activity is important to help participants remember new skills from one session to another.

It will also help participants to remember new information. It is important that participants feel comfortable to express themselves freely, but it is also important for them to know that they only share what they are comfortable with.



### TIPS FOR FACILITATING THE HOME ACTIVITY DISCUSSION

- Let's share some of our experiences at home during the week!
- First, take a moment to think about what your experience was like doing the home activity. For example, in Session 2 participants are asked to spend quality time together: "Thank you. Who wants to share their experience of spending quality time together?"
- Facilitators can help participants explore the challenges and difficulties they faced at home, think about ways to overcome these challenges and share success stories with each other.
- Does anybody want to try role-playing during the discussion?

Everyone will have different experiences. The facilitator's role is to accept each participant's experience without judgment and to think about that experience fully with the participant. Sometimes this may involve asking challenging questions.

Keep on exploring experiences with open-ended questions. Instead of, 'did you do the exercise?' 'Yes, I did the exercise', try to draw them into more questions: 'how did it work?'. It is okay to ask follow-up questions! It will help everyone have a clearer picture of what happened at home and how the participant felt about the experience. It is okay if it is difficult at first. It is a hard skill to master.

Even a discussion about why it was difficult to do the Home activities can be very helpful.



### TIPS FOR ASKING “EXPLORING /PROBING” QUESTIONS

- **WHO?** Who was able to praise their teenager/parent every day?
- **WHAT?** What things did you praise?
- **WHERE?** Where did you talk about praise at home?
- **WHY?** Why did you think giving praise was difficult? Why was it enjoyable?
- **WHEN?** When did you talk about praise at home?
- **HOW?** How did you feel during and after giving praise?

If participants were not able to complete their home activity or even do the activities once, ask them what were some of the challenges with doing their home activity.

You can also explore other experiences at home during the previous week.

*Facilitator should then redirect what the participant says to topics relate to the programme.*

Did anything come up from the home activity discussion that they would like to problem-solve with the group?

Anything else can be put in the “Box of Ideas” (see below).

**BOX OF IDEAS |** Sometimes participants bring up issues that are important to them but do not fit with the topic of discussion for the session.

If it is a discussion topic that would be relevant for the entire group and fits well with the programme, then put it in the Box and save it for later! Facilitators can write it down on a piece of paper from the flip chart under “Box of Ideas” to be discussed later.

Only put in the Fridge things that are going to be discussed in the programme. If there is something that is important to a participant but doesn’t fit in the programme, let them know that you will find a time to discuss this with them after the session. Be aware that you may need to refer them to another support service.

**FACILITATING A DISCUSSION |** Discussion is an important part of home activity and also role-plays. We use discussion in every session. The Sinovuyo Caring Families Programme uses 3 key steps in facilitating a discussion with the participants:

## **Acceptance, Exploration, and Connection.**



### **TIPS FOR FACILITATING DISCUSSIONS**

#### **STEP 1: Acceptance**

- Participants feel empowered to share when facilitators **accept** whatever is said during a discussion. There is no wrong answer.
- Facilitators can show that they have really heard the participant by repeating what the participant says to the entire group.
- This also makes sure that the facilitators understand what is being said.

#### **Example from a home activity discussion:**

**Facilitator:** “How did it feel to spend quality time with your teen during the week?”

**Participant:** “I was uncomfortable at first because we have never spent time like that together. But then I realised my teen was excited that I was helping him with his school project so it felt good.”

**Facilitator:** “Interesting! So it was awkward at first but then you found a good way to spend time together.”

#### **STEP 2: Exploration**

- Sometimes we need to ask questions that explore the details about something to understand it properly.
- When participants share an experience, facilitators can ask questions like: Where? What? Who? and How?
- Often participants have difficulty **exploring – or asking themselves more questions about –** an experience.
- Example follow-up questions (from previous discussion): “Where else do you think you could spend quality time together? Why do you think this worked well?”

#### **STEP 3: Connection**

- Facilitators connect experiences that participants share to the session’s core principles.
- In discussion with participants, the group may also make their own connections on how a certain experience might relate to the session. Example (from previous discussion): “When we spend quality time with our teen, we let them know that their ideas and efforts are important to us. By listening carefully, we build trust and understanding.”



Talking about issues relating to HIV and AIDS can be uncomfortable and difficult.

As a facilitator you should be aware of the difficulties of leading discussions around potentially sensitive HIV material.

This may include discussion about HIV disclosure, risky sexual behaviour or planning for the future.

Facilitators may want to be aware of the following ways that **acceptance**, **exploration** and **connection** can be helpful while leading discussions relating to HIV and AIDS in particular:

- **Accept** by showing that you are listening and acknowledging how brave it can be to speak about issues relating to HIV and AIDS that may be affecting families in the homes and communities they live in.
- **Accept** by showing that you understand and respect whatever feelings participants express. Remember to praise participants for being brave when they share feelings.
- **Accept** by reminding participants that it is important that they know they are in charge of telling or talking about their experience. The workshop is a safe space for exploring different ways of talking about HIV and AIDS experiences.
- **Accept** by reminding participants that they can say as little or as much as they want. They don't have to answer questions that may be seemingly sensitive if they don't want to.
- **Explore** by reminding participants that there is no right or wrong response to what they share in the group whether it's about the way they respond to issues around disclosing one's HIV status, or relaying an experience on how HIV/AIDS has affected them.

*[There are as many different opinions, experiences and ways as there are people. It is important that as a facilitator you ensure that the group foster mutual respect when listening and sharing.]*

- **Connection** to sessions in which participants discuss sharing emotions, collaborative problem solving and making long-term goals are particularly helpful in talking about HIV material.
- **Connect** to Taking a Pause when discussions feel stressful or difficult.

**Remember:** Your role as a facilitator is to help parents and teens identify their own solutions problems that they are experiencing.

During the programme you will speak about issues around HIV/AIDS. It is important to note that it is okay if you do not have all the answers about HIV and AIDS.

Your job is to accept people's experiences or thoughts about HIV and AIDS and to support them make the best choices for their lives and families.

Remember to draw on the collective experience of the group and the knowledge that exists outside the group. During the programme you will be able to share on some of the referral services available to the group which include:

- Voluntary Counselling and Testing (VCT)
- Antiretroviral Therapy (ART) Adherence Counselling/ Follow-up
- Psychosocial / spiritual support/ Support groups (PLHIV groups)
- Educational support
- Income generation/ Economic Strengthening

You may want to discuss with your supervisors where parents and teens can access facilities that provide professional advice about dealing with HIV and AIDS and other additional support services to families.

*Remind participants – and yourselves – of these sources of support.*



Are some participants quiet during discussions relating to HIV and AIDS material? Do participants want to discuss why?

As a facilitator, you should be aware that HIV and AIDS can have stigma attached to them.

Stigma can lead to lots of different feelings, including of being alone; of being cut off from opportunities at school or work; of feeling depressed or down; of feeling increased stress; of isolation from communities, friends and family.

During discussions about HIV and AIDS, facilitators should remind participants that they will not be judged for what they do or do not say.

Remind the group how important it is to appreciate the support and listening skills of others if they are quiet.

## 3 | SONGS, PHYSICAL EXERCISE, AND GAMES

**SONGS |** Participants come from different backgrounds and experiences. Songs help build a sense of community within the group. Singing is also a traditional way of beginning meetings in Southern Africa.

We sing together at the beginning and end of each session.

Sometimes facilitators will lead the song suggested for that session, sometimes facilitators will choose a song from previous sessions, and other times facilitators will invite participants to share a song that they have enjoyed from a previous session.



### TIPS FOR TEACHING A SONG

- Introduce song (explain where it comes from).
- Teach with call and response. Place your hand on your chest when you sing and extend your hand out to the group when they should respond.
- Sing it through once all together
- Add movements to make song more fun!

## PHYSICAL EXERCISE |

The physical exercise is very important for both parents and teens. We start off every session with a physical exercise and tell participants to practice one physical exercise every day at home.

For the parents, exercises help circulate blood, ease pains, release stress, and become aware of breath.

For the teenagers, it relieves stress and tension but also energizes the group, and warms up the imagination while playing together.

Have a sense of play and creativity with the exercises.

It's also very important that **participants only do the exercises that are comfortable for them**. Everybody is different and can do different exercises – we don't want anybody to hurt themselves!

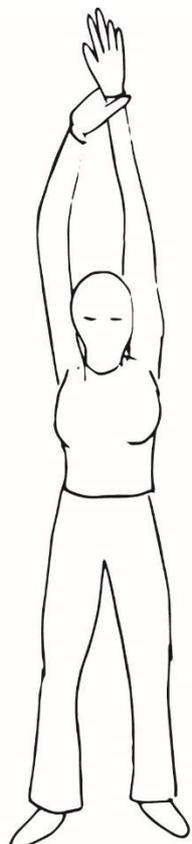


## **TIPS FOR FACILITATING HEAD TO TOE PHYSICAL EXERCISE**

- We start with our heads, and then move down and across our bodies, moving our neck from side to side, and then each of our arms, hands, bellies, legs... and finally our feet.
- Facilitators show participants movements that move through the body from head to toe.
- It is also very important to make sure the movements are smooth and the breath is relaxed. Facilitator's should often remind participants to Breathe!
- When teaching the physical exercise with participants for the first time, facilitators need to be patient and explain each movement clearly.
- It is okay to pause and gently correct movements if necessary.
- Many of the parents are not used to moving their bodies and may need encouragement and more guidance than you expect. Teenagers should be encouraged to be energetic and playful.
- If someone needs to sit down, encourage him or her to participate as best as they can from a sitting position.
- As you lead exercises during each session, the participants will gradually become more comfortable with the movements.
- Facilitators should encourage participants to do the physical exercise at home regularly, for example first thing in the morning.

# Physical Exercise

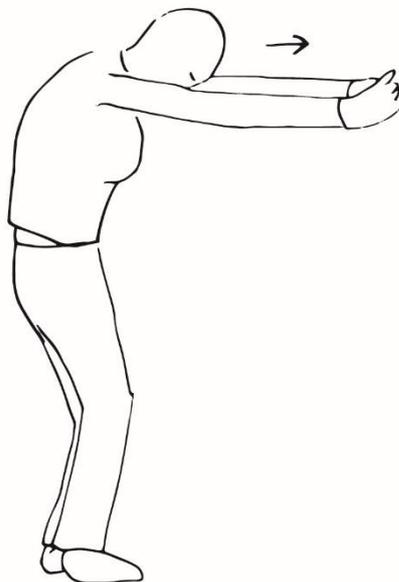
## I. Stretching our bodies



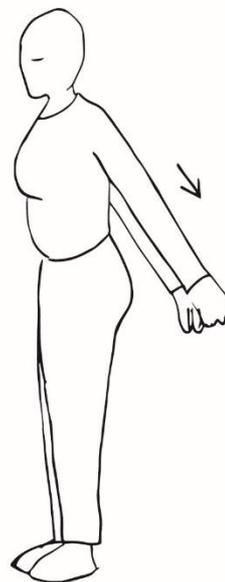
Stretch arms straight up as if you want to touch the sky  
(4 deep breaths)



Stretch up into your left and right sides  
(4 deep breaths)

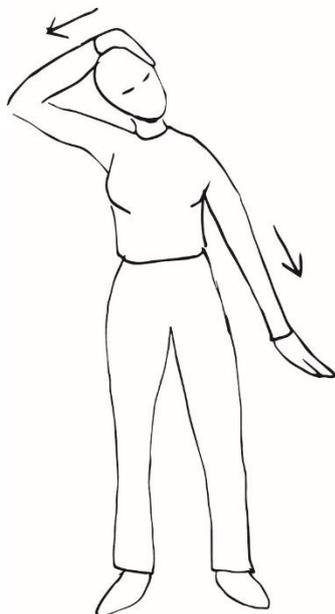


Stretch to the front  
(4 deep breaths)



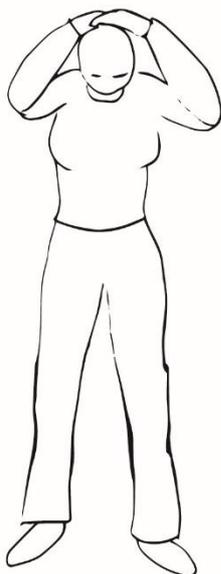
Stretch to the back  
(4 deep breaths)

## 2. Head

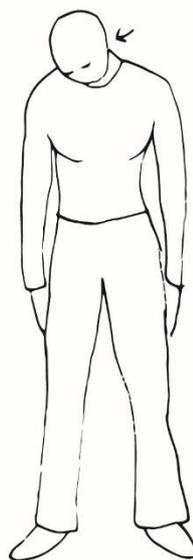


Stretch right arm up and put your head on your right shoulder, then put your hand on your ear.  
(4 deep breaths)

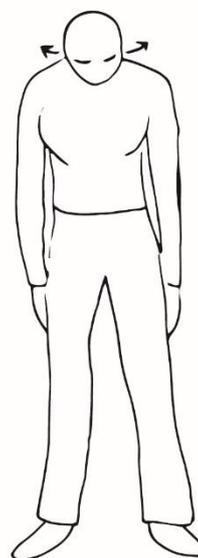
Stretch left arm up and put your head on your left shoulder, then put your hand on your ear.  
(4 deep breaths)



Link your hands and use the weight of your arms to hold the back of your head down  
(4 deep breaths)

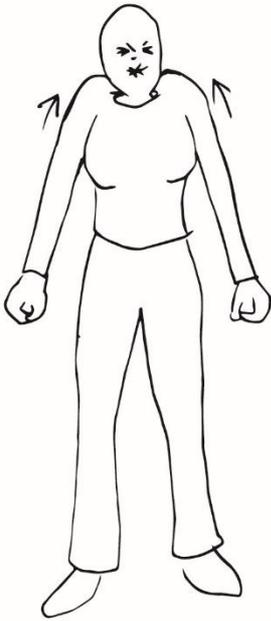


Place chin on your chest and then move your head to the left so that your ear is near your shoulder. Then move head to the right. (4 times)

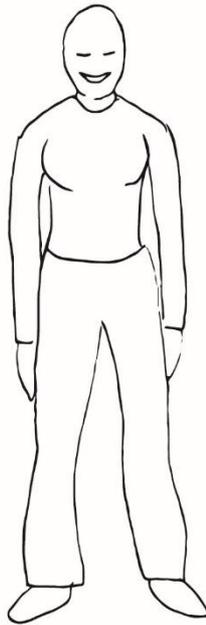


Move your head around in full circles slowly (4 times)

### 3. Shoulders



Scrunch face, squeeze hands and bring shoulders up to ear. Hold body tight with breath.

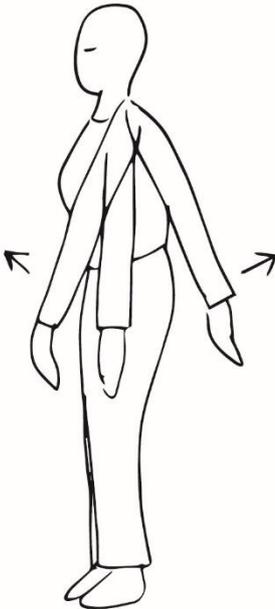


Release everything breathing out loudly. (4 times)

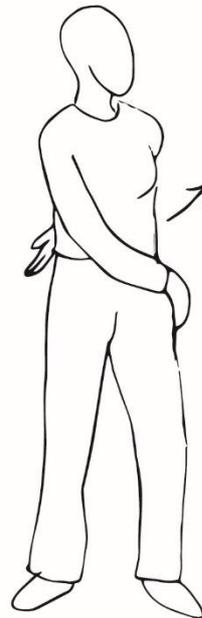


Rotate your shoulders in circles to the front (4 times)  
Rotate your shoulders in circles to the back (4 times)

### 4. Arms

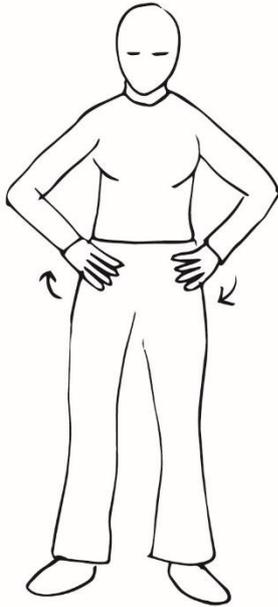


Relax your arms and swing them from your shoulders forward and backward with your knees bent slightly (10 times)



Slightly bend your knees and relax your arms. Turn from side to side leading with your hips and letting the rest of your body follow, including your arms, neck, and head. Allow your arms to swing from side to side. (10 times)

### 5. Waist



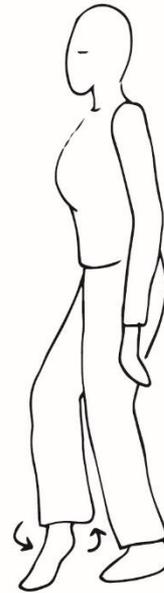
Hold your waist and make small circles in both directions (10 circles each direction)

### 6. Knees



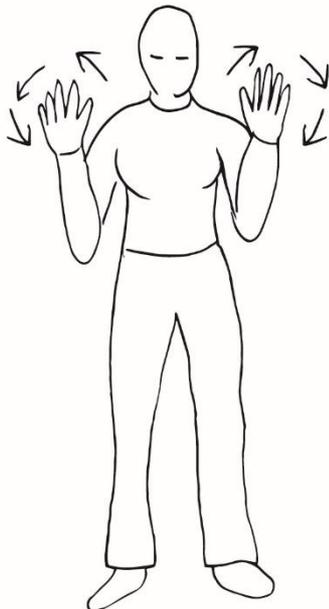
Bend your knees a little and hold them with both hands, and make small circles in both directions (10 circles each direction)

### 7. Foot and Ankles



Place one foot on the ground in front of you. Rotate your ankle outward and inward. After 10 circles in each direction, switch feet.

### 8. Hands and Wrists



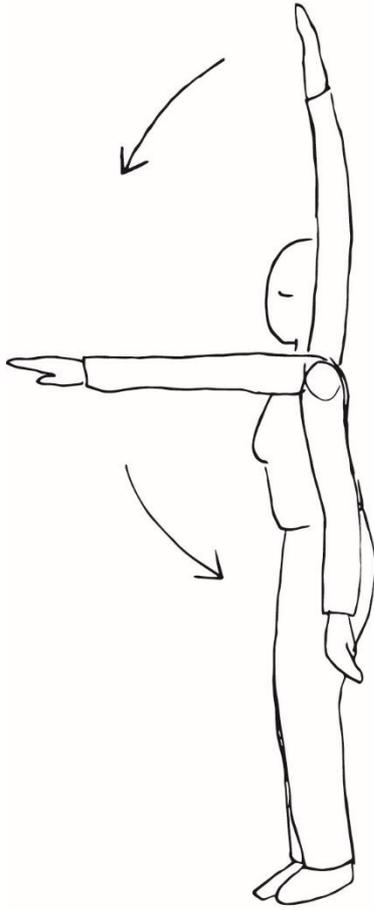
Rotate your wrists in circles as if you are painting. Make sure you go in both directions.

### 9. Shake Down

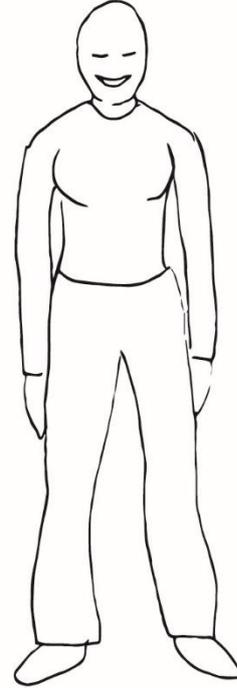


Shake your whole body in all directions.

## 10. Final Breath



Raise your arms above your head breathing in.  
Slowly allow your hands to float down by your side as your breathe out.



Stand with your eyes closed and notice how your body feels now.

**Do these exercises every morning when you wake up!**

## ACTIVITIES & GAMES |

Games give us a sense of play and creativity. We use this opportunity to let parents and teens pretend to be kids again – to have fun and play together.

At the same time, activities and games are connected to the key goals of the session and are usually a way to lead us into the core lesson.



### TIPS FOR FACILIATING ACTIVITIES AND GAMES

- Introduce game or activity
- Explain rules and/or expectations
- Show example
- Ask if there are any questions
- Play game
- Discuss

Sometimes it makes more sense to show the activity and explain the rules at the same time. Other times it is easier to explain the rules first and then show participants how the activity works. It is up to the facilitator to decide.

Try to allow the participants to explore the activity themselves, unless they do not understand.

Facilitators should ask themselves **WHY** they are facilitating a certain game or exercise and encourage participants to explore this question in discussion after they have played the game.

**SPECIAL CLAP: three claps, three claps, and then one clap towards the speaker.**

**The ‘special clap’ is a great way for the group to praise a participant for sharing or acting.**



HIV and AIDS adaptations of activities and games look the same – except for the icon!

## 4 | CORE LESSON

The Core Lesson includes the following activities: Framing the Day, Introducing the Core Lesson, Role Plays, Illustrations, and Group Discussions.

**FRAMING THE DAY |** It's important to give participants a quick – but clear – idea of what they can expect from each session.

Now that we've looked back at last week's home activity, it's time to look forward to the session ahead.

Remember that most participants will expect the facilitators to have all the answers. But that's not the way Sinovuyo works.

We know that participants have already solved many problems and that they can solve their own problems. We are all going to work together to continue doing this no matter what the content of the session!

**INTRODUCING THE CORE LESSON |** The core lesson focuses on the main goal for each session. Facilitators must prioritize time for the core lesson. It might help to have a clock or watch to check the time.

The core lesson allows the participants to explore that session's goal through role-plays and discussions. These are also strengthened through the home activity.

It usually starts with a negative role-play and then a short discussion following the role-play. It then goes on to a positive version of the role-play and a longer discussion. Use the discussion questions in this manual as guidance – if you don't get through all of them, that's fine!

Not all core lessons are alike! Some involve drawing, others involve small group work and yet others involve story-telling – but all involve discussion.

## 5 | ROLE-PLAYS

**SETTING UP THE ROLE PLAY |** Except for some chairs, none of these role-plays need special props or great acting skills. It is enough if people read the lines and mime – or pretend or invent – the actions.

Some of the role-plays show negative scenarios that are presented by the facilitators and corrected by the participants and then shown by the participants in new role-plays.

**Facilitators and participants can get creative with the role-plays!** If the participants come up with their own solutions to the problems shown they should try them out in a role-play!

Participants should only ever act out positive role-plays. This is because acting out a negative one may make them remember the bad things instead of the good things to do! **Role-plays are meant to start a discussion.** This is an important part of the programme.

**INTRODUCING THE MAIN CHARACTERS |** In the Sinovuyo Caring Families Programme for Parents and Teens we work a lot with pre-written scenarios, or role-plays. These are like dramas or soaps that talk about problems and solutions linked to the goals for the session.

Each role-play is about a fictional family called the **Magade Family** whose experiences we follow and discuss throughout the programme. The family consists of:

**Mother, Father** and their three children, **Khwezi** (17-year-old girl), **Sabelo** (15-year-old boy) and **Thuli** (12-year-old girl) who also live with their maternal Grandmother (Mother's mother) **Gogo Matsaba**.

In the story we also meet **Gogo Nontlantla**(Father's mother) who is taking care of **Asive** (16-year girl) and **Lonwabo** (13-year boy) who are orphans. Asive and Lonwabo are cousins to Khwezi and her siblings.

**Participants will enjoy getting to know this family!**

**ROLE-PLAY DISCUSSIONS |** Facilitators act out the role-play and can then participants can talk about what they have seen.



Discussions relating to HIV and AIDS content are marked by the HIV icon.

*Facilitators need to remember to guide the discussion so that participants can link the role-play with the core lesson.*

It can be helpful to ask participants: "Can you think of a time when this, or something like this, happened to you?"

The discussion can then involve practicing problem-solving in situations that participants can use in their daily lives.

## **TYPES OF ROLE-PLAY |**

There are three types of role-plays: 'negative', 'positive' and 'open'.

**Negative:** These are role-plays that show a negative scenario, where a problem or situation or discussion does not end well.

**Positive:** These are role-plays that show a positive scenario, where a problem or situation or discussion ends well. Most negative scenarios have positive versions that can be acted out as one example of how a negative role-play is resolved.

**Open:** These are role-plays that end with someone having to make a decision. They are 'open'-ended, so could end well or badly – depending on what the participants discuss.

'Open' and 'negative' role-plays are discussed and then corrected by the participants. Facilitators act out the correction that is suggested to 'open' role-plays.

## USING ROLE-PLAYS |

There are different ways to use role-plays: 'normal', 'correct' and 'FREEZE-and-play'.

**1. Normal:** We use normal role-plays from the beginning of the programme because they are the most straightforward.



### TIPS FOR FACILITATING "NORMAL" CORE LESSON ROLE PLAYS

- Facilitators act it out the negative role-play.
- Discuss the role-play as a group:
  - What did you see?
  - Who were the people in the scenario?
  - What did they do?
  - Why do you think they did this?
  - How do you think they felt?
  - What do you think they were thinking?
  - Do you know a situation like this from your own life?
  - Is the situation the same for men and women/boys and girls?
- Participants or facilitator act out positive role-play.
- Discuss what it was like to experience the role-play as a teen/parent.

**2. Correcting:** We use 'open' role-plays from the middle of the programme. They are a little bit more complicated because participants 'correct' the action in the role-play.



### TIPS FOR 'CORRECTING' ROLE-PLAYS WITH PROBLEMS IN THEM

1. Facilitators can ask participants to think about the following:
  - How do you think this situation could have been managed better?
  - What could person A have done differently?
  - What could person B have done differently?
  - Why do you think this would lead to a different outcome?
2. Facilitators role-play solutions with participants and then ask:
  - How did it feel to be this character?
  - Was it difficult? Why?
  - Did it end the way you thought it should?
  - Why/Why not?

**3. 'FREEZE-and-play':** This is another way for participants to correct negative role-plays. We use this kind of role-plays towards the end of the programme.



#### TIPS FOR FACILITATING 'FREEZE-AND-PLAY' ROLE PLAY

- Facilitators act out the entire negative role-play.
- Participants brainstorm different solutions to the scenario presented in the role-play.
- Facilitators start acting out the role-play again from the beginning.
- When the role-play gets to a point that participants want to correct, they say "FREEZE".

Participants can then either 'direct' the actors in the scenario, or they can take the place of one of the actors and act out the solution that they have identified themselves

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

Participants can also take illustrations home with them.

Illustrations are also helpful in Sinovuyo Catch-ups, as they often show the role-plays that are performed during sessions.

## 5| ENERGISERS

Use energizers when participants need a break or when teens need to stretch their legs!

Facilitators can either use the energizer suggested for that session, or choose an energizer from a previous session.

## 6| HOME ACTIVITY

Each week, participants are given activities to practice at home to strengthen what they have learned during the session.

**This is the most important part of the programme!** Participants will only change their behaviour and attitudes if they practice changing them in their own lives and homes.

Facilitators help each participant to identify goals for home activity, as well as when and how the practice will be done.

## **PREPARING FOR HOME ACTIVITY |**

In some sessions, before we discuss home activity we spend a few minutes getting ready by either deciding or practicing or discussing exactly what we will be doing for home activity.

### **SINOVUYO BUDDY |**

Early on we introduce the idea of ‘Sinovuyo Buddy’. Each participant will pair up with another participant from their group. Facilitators would encourage participants to pick their own ‘buddy’. A buddy could be someone who lives close by, or goes to the same school, or travels the same route to get to sessions.

Sinovuyo buddies are important during the time of the programme – they can help to catch participants up when they miss a session, or talk about home activity with each other. They are also important after the programme has ended, so that people can keep supporting each other if they want to. Participants are encouraged to meet up with their buddies as part of their weekly home activity.

## **7 | CLOSING**

Facilitators should allow participants to decide how they would like to end each session.

Sometimes participants will want to pray together or sing a song.

Closing is also an opportunity to remind participants of what they have covered during the session and of their home activity for that week. Remember to involve participants in trying to remember the goals for that session.

We should also thank them for the hard work they have done towards improving their relationships!

## **8 | SINOVUYO CATCH UPS**

Participants sometimes find it difficult to attend sessions. This happens for a lot of different reasons, but doesn’t mean that they have to miss out on the Sinovuyo programme!

Visiting participants in their homes to review what they have missed each week is a great way to make sure that nobody falls behind and to encourage participants to come back to group sessions when they can.

Each of the 14 sessions in this manual includes a ‘Sinovuyo Catch up’ (or home visit) page.

This is a shorter version of the session that has been adapted for facilitators to deliver in the homes of the participants.

Use these one-page forms to keep track of who you have visited and which sessions participants have missed, as well as to remind you what to cover during the catch-up and how you might have to change your approach from the group session. For example, use the illustrations instead of role-plays.

## **THANK YOU**

... for being a Sinovuyo Caring Families Parent and Teen Programme Facilitator. We know that you will put a lot of time and energy into learning this programme, and finding new ways to work with families. We know that you are doing this because you want to help people who are struggling. You are the heroes of helping families in our communities!

## **PART THREE**

### **SINOVUYO PROGRAMME FOURTEEN (14) WEEK SESSIONS IN DETAIL**

# Session One | INTRODUCING THE PROGRAMME AND DEFINING GOALS

## INTRODUCING THE SESSION

Welcome to the first session of the Sinovuyo Caring Families Programme for Parents and Teens!

In this session, your main goals as a facilitator will be to:

- Introduce the programme to participants
- Make common ground rules and goals
- To help participants to define their goals and expectations of the programme

*It is important that as you begin the programme, the you have a clear understanding of what the Sinovuyo Caring Families Programme is about and its purpose.*

*You will also provide the parents and teens with an opportunity to define what they would like to personally accomplish through the programme, assisting them to set goals.*

*As a facilitator, your role will be to support the participants to develop those goals, assess them during the programme and then celebrate the achievement of the goals at the end.*

*During the session, you will also help the group to come up with rules to enable them to function effectively during the 14 sessions.*

## GUIDELINES TO SESSION ONE |

In Session One it is important to create a space that is welcoming and safe. Start as we want to continue! We began this session with simple but fun “getting to know you” activities that help build trust in the facilitators and within the group.

We will all now talk about establishing some ground rules for the programme and then work together to define our individual goals we seek to achieve during the programme. We will take some time at the end of the programme to check and see if we have managed to meet our goals and celebrate our achievements.

In the first part of Session One, Facilitators do 4 things:

1. Welcome the participants to the programme
2. Introduce the programme
3. Establish common ground rules
4. Help participants to think about and share goals.

## SESSION ONE PREPARATIONS |

<b>Training Materials &amp; Resources</b>	<ul style="list-style-type: none"> <li>• Flip chart, paper, pens, markers, prestik</li> <li>• Attendance register</li> <li>• Name tag materials</li> <li>• Food</li> </ul> <p>Illustration: Reach for the sky, Reach...</p>
<b>Preparations</b>	<ul style="list-style-type: none"> <li>• Make sure the workshop venue is clean</li> <li>• Set up chairs in a circle</li> <li>• Prepare any materials that you will use</li> <li>• Prepare food</li> </ul> <ul style="list-style-type: none"> <li>• Make sure you are familiar with the songs, games and role-plays that you will use</li> </ul>

## SESSION ONE OUTLINE |

<b>ACTIVITY</b>	<b>TIME</b>	<b>Session Breakdown</b>
1. Food & Attendance	30 mins	1.1 Facilitators take attendance while everybody eats 1.2 Name tags 1.3 Welcome everyone 1.4 Name Game
2. Overview	40 mins	2.1 Thank everyone for coming & praise for timekeeping 2.2 Framing the day: Introducing the programme & Session
3. Song & Physical Exercise	10 mins	3.1 Song: iZola Bade, iZola Bade 3.2 Physical exercise
4. Core Lesson	60 mins	4.1 Ground Rules: Things that will help us work together 4.2 Establishing goals: What are you hoping to gain?
5. Energiser	5 mins	5.1 Energiser: Oh Ole Ole
6. Home activity	15 mins	6.1 Preparing for home activity (10 minutes) 6.2 Home activity: Praise your teen/parent once a day. 6.3 Complete a physical exercise once a day

# 1 | FOOD & ATTENDANCE (30 minutes)



## 1.1 FACILITATORS TAKE ATTENDANCE WHILE EVERYBODY EATS

As participants arrive, invite them to eat together.

Remember to take attendance as each new person arrives.

## 1.2 NAME TAGS

As participants finish eating, they can start making name tags that they will use each week.

Name tags are a way for us to begin to get to know each other. They are handed out at the beginning of each session and collected at the end of each session.



### TIPS FOR MAKING NAME TAGS

- Hand out blank name tags and markers.
- Each participant writes his/her name on the name tag using whatever colours they want to use.

\*\* Make sure they use markers so that we can all see their name tags properly!



## 1.3 WELCOME EVERYONE

Formally welcome participants to our first session!

At the beginning of the session, invite the participants to share how they are feeling today.



## 1.4 NAME GAME

This game should help everybody get to know each other.

Participants introduce themselves to the group before playing the Name Game. Ask the participants to show their name tags and explain what they drew or wrote on it.

You can go around the circle to do this.



### TIPS FOR FACILITATING THE NAME GAME

- The participants start by sitting in a circle.
- One person says their name and makes a shape.
- The entire circle then repeats that person's name and makes the same shape.
- The person sitting next to them says their name and makes a shape.
- Repeat for everyone in the circle!

## 2 | OVERVIEW (40 minutes)



### 2.1 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

*Remember you want to show what positive behaviour looks like – so give participants lots of praise!*



### 2.2 FRAMING THE DAY: INTRODUCING THE PROGRAMME & SESSION

*Facilitators provide an overall picture of what we're doing in the Sinovuyo programme. It is important to outline what will happen over the next 14 sessions as well as what happens each day.*

Many programmes have lots of sitting and listening. This programme is different. Instead of only sitting, there will also be lots of doing. We want your ideas!

In the Sinovuyo programme, parents and teenagers actively learn skills to make their relationship better. They also learn to deal with stress and to problem-solve in a fun way.

Most participants will expect the facilitators to have all the answers. But that's not the way Sinovuyo works. We know that you have already solved many problems and that you can solve your own problems.

We are all going to work together to continue doing this. So what will we be doing together? Participants watch and correct role-plays, talk about different solutions together, practice different skills together, and also have lots of time to practice at home.

Role-playing is an important part of each session. In our programme we use them to act out different scenarios that have different fictional characters showing experiences that we all have sometimes.

We often encourage our participants to step in and do some of the acting and directing themselves!

We also sometimes hand out illustrated stories that show some of the things we talk about during sessions.

Sometimes these show the role-play story and sometimes they show things that might be helpful to remember what we talked about, like the physical exercise illustration we will hand-out today! These are for you to keep, take home with you, and show to your families.

### Building a Basotho Hut of Support for Parents and Teens



Like building a strong rondavel with walls to support the roof that keeps everybody sheltered, in the Sinovuyo programme, facilitators are partners working with participants to make plans and practice solutions that will help each other improve life at home.

Think of the Sinovuyo programme as a team of experts who know how to build strong Basotho huts with walls that stand and roofs that don't leak, who can advise and support you while you build your own Basotho hut just the way you like it.

**REMEMBER:** The participants are the experts in their own situation. Our job is to help them learn for themselves how to achieve their own goals.

Facilitators are the models of positive behaviour to participants!

## **2.3 TODAY'S SESSION OVERVIEW |**

*Facilitators can say this to the group in their own words...*

Goals help us focus our attention on what we would like to see in the future. Using the example of building a Basotho hut it is important to come up with plan of how we would like to construct our home.

Goals are also the building blocks of what we would like to achieve. In this session we will take some time to discuss what goals we would like to achieve through this programme as families – individually and collectively.

Remember every goal is achievable! What is important is that both parents and teens commit themselves to achieving their goals - not only during this programme - also at home.

There are many challenges that we meet in life which could deter us from achieving our goals but learning to stay positive and focused will help the parent and teen to see the great accomplishments they have made.

Setting goals also helps young people make positive choices and take more responsibility for their present and future success. Parents can help make this possible!

### 3 | SONG & PHYSICAL EXERCISE (10 minutes)



#### 3.1 SONG: IZOLA BADE, IZOLA BADE

Sayibamba sayikibela iZola Bade

iZola Bade, iZola Bade (2x)

*Repeat as necessary. This song can have lots of traditional South African dancing!*



#### 3.2 PHYSICAL EXERCISE

*Facilitators can say this to the group in their own words...*

We start off every session with a physical exercise.

Physical exercise can help with stress and tension in the body and the mind. But it's very important that participants only do the exercises that are comfortable for them. Everybody is different and can do different exercises – we don't want anybody to hurt themselves!

Since this is the first session, let's start with a very simple exercise that participants can practice at home. This exercise uses the whole body.

We start with our heads, and then move down and across our bodies, moving our neck from side to side, and then each of our arms, hands, bellies, legs... and finally our feet.

When teaching the physical exercise with participants for the first time, facilitators need to be patient and explain each movement clearly.

It is okay to pause and gently correct movements if necessary.

Many of the parents are not used to moving their bodies and may need encouragement and more guidance than you expect. Teenagers should be encouraged to be energetic and playful.

If someone needs to sit down, encourage him or her to participate as best as they can from a sitting position. As you lead warm-ups during each session, the participants will gradually become more comfortable with the movements.

Facilitators should encourage participants to do the physical exercise at home regularly, for example first thing in the morning.

**TIP:** Facilitators demonstrate the movement that they want participants to copy.

Facilitators should be creative with this! Use sounds with the movements for fun. Try different movements in different sessions.

# Physical Exercise

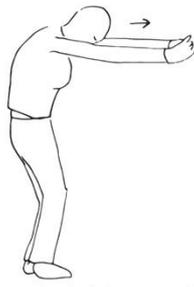
## 1. Stretching our bodies



Stretch arms straight up as if you want to touch the sky (4 deep breaths)



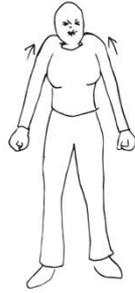
Stretch up into your left and right sides (4 deep breaths)



Stretch to the front (4 deep breaths)

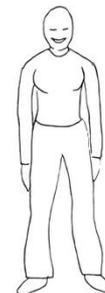


Stretch to the back (4 deep breaths)



Scrunch face, squeeze hands and bring shoulders up to ear. Hold body tight with breath.

## 3. Shoulders



Release everything breathing out loudly. (4 times)



Rotate your shoulders in circles to the front (4 times)  
Rotate your shoulders in circles to the back (4 times)

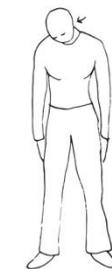
## 2. Head



Stretch right arm up and put your head on your right shoulder, then put your hand on your ear. (4 deep breaths)  
Stretch left arm up and put your head on your left shoulder, then put your hand on your ear. (4 deep breaths)



Link your hands and use the weight of your arms to hold the back of your head down (4 deep breaths)



Place chin on your chest and then move your head to the left so that your ear is near your shoulder. Then move head to the right. (4 times)



Move your head around in full circles slowly (4 times)

## 4. Arms



Relax your arms and let them swing from your shoulders forward and backward with your knees bent slightly (10 times)



Slightly bend your knees and relax your arms. Turn from side to side leading with your hips and letting the rest of your body follow, including your arms, neck, and head. Allow your arms to swing from side to side. (10 times)

## 5. Waist



Hold your waist and make small circles in both directions (10 circles each direction)

## 6. Knees



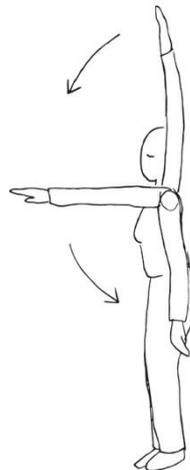
Bend your knees a little and hold them with both hands, and make small circles in both directions (10 circles each direction)

## 7. Foot and Ankles

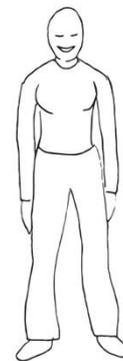


Place one foot on the ground in front of you. Rotate your ankle outward and inward. After 10 circles in each direction, switch feet.

## 10. Final Breath



Raise your arms above your head breathing in. Slowly allow your hands to float down by your side as you breathe out.



Stand with your eyes closed and notice how your body feels now.

## 8. Hands and Wrists



Rotate your wrists in circles as if you are painting. Make sure you go in both directions.

## 9. Shake Down



Shake your whole body in all directions.

**Do these exercises every morning when you wake up!**

## 4 | CORE LESSON (60 minutes)



### 4.1 GROUND RULES: THINGS THAT WILL HELP US WORK TOGETHER (15 minutes)

*Facilitators can say this to the group in their own words...*

The Sinovuyo Programme is a special programme! It brings together families to sit down together, to learn and share common experiences.

It is important that the group sets ground rules on how they will ensure that their time and experiences together over the next 14 weeks are fruitful.

These rules should be developed as a group and owned by the group. By creating common rules of how the group will engage will ensure that the parent-teen workshop is safe, warm & welcoming.

Ground rules, or basic rules, will help us to work well together. When we establish Ground Rules it is like we are making a group contract. Can anybody share what they think a “ground rule” is?

Ground rules are useful for helping us to run these sessions. These can also help us to live peacefully together in our homes. In this session we will start with the ground rules for the programme and then we will talk about how ground rules, or household rules, work in your home.

**INSTRUCTION:** Facilitators ask participants for their ideas about what rules would be helpful.

What do we need in order to feel comfortable, respected, and supported in the Sinovuyo group each week?



## TIPS FOR FACILITATING THE GROUND RULES DISCUSSION

- Participants share in a group.
- Everyone needs to have a chance to speak if they want.
- One Facilitator leads the discussion while the other writes rules and comments on the flip chart (or big paper stuck to the wall) to look at later.
- Facilitators can ask participants for rules around specific issues like arriving on time, cellphone use, respect, etc.
- Praise! Praise! Praise! Praise suggestions and praise actions – and praise what you want to see more of from your participants!
- Make sure everyone in the group understands. For example, if someone mentions respect, ask what that means to her. What sort of behaviour shows respect? Does everyone agree? Would someone like to add something?
- Help participants to make the rules in a positive way. So, instead of “no interrupting” we could say “listen respectfully when other people talk”.
- Make sure everyone has the chance to contribute if they want to before moving on to another suggestion.
- Give participants a chance to debate and discuss what a “rule” could be. For example: Someone might suggest “Keep your cell phone on silence”. You may want to talk about “What counts as “silent”?”, “Can we keep our phones on “vibrate”?”
- Everybody must agree on a rule before we write it down!

*Some helpful ground rules might include:*

- Please try to come on time and be at every session.
- If you cannot attend, please tell the facilitators (It is okay to send a “please call me”!).
- Give it a go! Try it out at home.
- Cellphones are off during the session.
- There is no right and no wrong in whatever we do or say. Everyone is different and will have different experiences in the workshops.
- Everyone has an opportunity to speak and practice.
- Respect each other by listening and paying attention to whoever is speaking.
- What we say in the group, stays in the group. Nobody talks about it to anyone else who wasn't here.
- Share only what you feel comfortable about sharing.
- Accept and respect that people hold different rules.
- Feel free to ask the Facilitators any questions you might have.

Facilitators can add these after the participants have shared their own rules.

*Save the Ground Rules and display them in the room for each session.*



## **4.2 ESTABLISHING GOALS: WHAT ARE YOU HOPING TO GAIN? (15 minutes)**

Facilitators guide the participants in thinking about their goals. Why is everyone here?

We talk about this first in pairs and then as an entire group.

Just like during the Ground Rules discussion, one Facilitator leads the activity while the other supports and takes notes on the flipchart.

Remind participants that we gather in workshops to help each other and work together to have better relationships with our teenagers and caregivers. It is normal to have stress and problems in families.

*Facilitators can say this to the group in their own words...*

We are here to learn from each other and to work out ideas that might help us together. We are all experts in our own families.

As facilitators, we are not here to teach you – we won't be proving answers to your problems, you have to find them yourselves – but we will be there to help you!

We find out about specific goals by asking these questions:

### **Parent Goals:**

1. What are your goals for your teenager when he/she is an adult?
2. What do you want to get out of the programme for yourself?
3. How would you like things to be different for you and your teenager?
4. What would help you to make life at home easier?

Facilitators should encourage parents to think and talk about themselves, and not “hide” behind their teenagers.

This can be hard to do at the beginning of the programme, so make sure to praise them for talking about themselves when they do!

### **Teen Goals:**

1. What are your goals for when you are an adult?
2. What do you want to get out of the programme for you and your family?
3. How would you like things to be different for you and your parent?
4. What would help you to make life at home easier?



## TIPS FOR FACILITATING DISCUSSION ABOUT GOALS

- The focus of goals is on the *future and not the past*.
- It is important that we look at *where we are going* instead of what we want to get away from.
- Focus on teen’s behaviour, relationship with teen, home situation, or school.
- Talk about goals in terms of positive behaviour. Facilitators can help participants transform negative behaviour into positive outcomes.
- Goals should be specific.
  - Parents and teens should also be able to accomplish goals!
  - For instance, “I would like my teen to be ready to leave for school at 7am every morning” is a specific goal.
  - “I would like my teen to do well at school” is not [what does “well” mean?].
  - But it is a good goal if you have an example of a specific behaviour that will work towards this goal – like being ready to leave for school on time at 7am!
  - “My teen is always late in the mornings when she needs to go to school” is also not a helpful goal – it doesn’t focus on the future or tell us exactly what is wanted.
- For teens, it’s helpful to be able to say “I would like my parent to thank me when I do the dishes”, but it’s not as helpful to say “I would like my parent to be nice to me” because that is not specific.
- Listen to the challenges that the participants are facing.
- Facilitators should manage responses. It is okay to interrupt a parent to clarify what they are talking about and to guide them towards the Core Principles of the programme.
- All the goals should be recorded on a flipchart and then reviewed after the group finishes. Sometimes, participants have similar goals or discover something new!

## 5 | ENERGISER (5 minutes)



### 5.1 ENERGISER: OH OLE OLE

This is a call-and-response energiser where the participants repeat after the facilitator.  
Facilitator: Feel free to be creative as you lead the call!

**Leader:** Oh Ole Ole

**Respond:** Oh Ole Ole

**Leader:** Ai tsiki Tsonga

**Respond:** Ai Tsiki Tsonga

**Leader:** Wili Wili watsaa

**Respond:** Wili Wili watsaaa

**Leader:** Oh Ole Ole Owa

**Respond:** Oh Ole Ole Owa

## 6 | HOME ACTIVITY (20 minutes)



### 6.1 EXPLAINING HOME ACTIVITY (10 minutes)

Each week, participants are encouraged to practice at home what they have learned during the session.

Facilitators will review what the home activity is at the end of every session.



#### TIPS FOR FACILITATING HOME ACTIVITY

- Set practical goals with participants about when, where, and what they will be doing for their home activity.
- Facilitators should ask the participants the following questions ahead of home activity:
  - What time? Where in the house or outside?
  - How can you do it without too much distraction?
  - Why might the TV make it difficult for everybody to participate (concentration skills)?

At the beginning of each new session, participants will share their experiences doing the home activity.

These discussions will be an opportunity to share what went well, talk about how home activity is connected to the core principles, and problem-solve ways of dealing with challenges that participants faced at home.

When challenges are being discussed, participants will be encouraged to come up with solutions and support them in trying them out in role-play or something else.

Always give big praise and applause to everyone brave enough to stand up and act.



## **6.2 HOME ACTIVITY (10 minutes)**

### **HOME ACTIVITY EXERCISE FOR THE WEEK:**

Parents and teens should review their goals that they set during the session.

They should also share these goals with their other family members.

Finally, parents and teens should do their physical exercises every day!

## **7 | CLOSING (10 minutes)**



### **7.1 REVIEW TOPICS COVERED**

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

- Building a Basotho Hut of Support
- Knowing goals helps us make choices



### **7.2 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY**

Facilitators tell participants that in the next session they will talk about building a positive relationship whilst spending quality time together.

Remind participants to do their home activity.

Facilitators tell participants about time and location of next session.



### **7.3 THANK AND PRAISE PARTICIPANTS**

Invite a participant to close the session with a song.



## SINOVUYO TEEN: HOME CATCH-UP

Guardian name: \_\_\_\_\_

Teenager name: \_\_\_\_\_ Caregiver  Teen

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator name: \_\_\_\_\_

### **Session One:** Introducing the Programme & Defining Goals

**Goal:** Introduce the programme and make ground rules and goals with participants

**Overview:** In Sinovuyo we want to build a rondavel of support with strong walls to support the roof to keep everybody sheltered.

Facilitators are partners who work with participants to make plans and practice solutions to help make life at home better and less stressful. Facilitators will not be providing answers!

Participants are experts in their own lives! During Sinovuyo we share our expert knowledge and solve problems together.

### **Illustration: Exercise**

From toes to nose: We try to exercise every day to warm our bodies up, take away stress and make us feel good.

**Core Lesson:** Ground rules help us to work together, both in sessions and in our homes. Discuss ground rules that were agreed during the session. Do you agree or disagree with these rules?

Make a name tag to wear to the next session.

**Home activity:** We practice at home what we learnt during the session. This helps us remember. At the beginning of each session, we discuss how home activity went to try to understand what worked and find solutions for things that were difficult.

Think about what you want to get out of the Sinovuyo Programme for you and your family?

Write down what your goals are and prepare to share in the next session.

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

\_\_\_\_\_  
\_\_\_\_\_

Did any other members of the household participate in this home catch-up? Who?

\_\_\_\_\_



# Session Two | BUILDING A POSITIVE RELATIONSHIP THROUGH SPENDING TIME TOGETHER

## Introducing the Session

Welcome to the Session Two of the Sinovuyo Caring Families Programme for Parents and Teens! The focus of this week's session is on building a positive relationship while spending time with each other

In this session your main goals as a facilitator will be to engage participants on:

- Spending time together to get to know each other
- Establishing Trust
- Listening to each other carefully

In this session you will talk about one of the key ways that a parent and their children can establish a supportive relationship - Spending time together!

Due to various demands that parents and teenagers encounter daily – such as school and work, it can be challenging sometimes to find time to spend time together. A strong parent-child relationship is not possible without spending time together.

Spending time creates the space for the parent to be more available to their child and they can play a protective role in their lives. This helps parents to be more involved in their adolescents lives - protecting them from risky sexual behaviours.

## SESSION TWO PREPARATIONS |

<b>Training Materials &amp; Resources</b>	<ul style="list-style-type: none"><li>• Flip chart, paper, pens, markers, prestik</li><li>• Attendance register</li><li>• Name tag materials</li><li>• Food</li></ul> <p>Illustration: WhatsApp quality time [negative]</p>
<b>Preparations</b>	<ul style="list-style-type: none"><li>• Make sure the workshop venue is clean</li><li>• Set up chairs in a circle</li><li>• Prepare any materials that you will use</li><li>• Prepare food</li></ul> <p>Make sure you are familiar with the songs, games and role-plays that you will use</p>

## SESSION OUTLINE|

<b>ACTIVITY</b>	<b>TIME</b>	<b>Session Breakdown</b>
1. Food & Attendance	30 mins	1.1 Facilitators take attendance while everybody eats
2. Overview	40 mins	2.1 Welcome participants & circle share 2.2 Thank everyone for coming & praise for timekeeping 2.3 Home activity discussion 2.2 Framing the day
3. Song & Physical Exercise	10 mins	3.1 Song: Khawumthande umntwana wakho (love your child) 3.2 Physical exercise
4. Game	10 mins	4.1 Leading the blind
5. Core Lesson	60 mins	5.1 Discussion: What is quality time? 5.2 Negative role-play: WhatsApp quality time (negative) 5.2 Discussion about negative role-play
6. Home activity	15 mins	6.1 Preparing for home activity (10 minutes): Think of an activity to do together 6.2 Home activity: Spend 15 minutes' quality time together 6.3 Complete a physical exercise once a day
7. Closing	15 mins	7.1 Review topics covered 7.2 Remind participants about next session and home activity 7.3 Thank and praise participants
8. Wrapping up		8.1 Make sure you leave the room in order 8.2 Share your observations in facilitator report

# 1 | FOOD & ATTENDANCE (30 minutes)



## 1.1 FACILITATORS TAKE ATTENDANCE WHILE EVERYBODY EATS

As participants arrive, invite them to eat together.

Remember to take attendance as each new person arrives.

# 2 | OVERVIEW (40 minutes)



## 2.1 WELCOME PARTICIPANTS & CIRCLE SHARE

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



## 2.2 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

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



## 2.3 HOME ACTIVITY DISCUSSION (30 minutes)

Guide a discussion about the previous week's home activity. As a reminder, last week participants were asked to try to praise each other once a day.

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

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

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

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

As this is the first home activity discussion, here are some possible questions to get the discussion going. You can use Who? What? Where? Why? When? How? during every discussion.

- WHO? Who was able to praise their teenager/parent every day?
- WHAT? What things did you praise?
- WHERE? Where did you talk about praise at home?
- WHY? Why did you think giving praise was difficult? Why was it enjoyable?
- WHEN? When did you talk about praise at home?
- HOW? How did you feel during and after giving praise?

This is a hard skill to master. Use the guidelines above to make it easier. Feel free to ask follow-up questions!



## 2.4 FRAMING THE DAY

In this session, we help participants discover that trust is essential to building positive relationships. Trust can grow by spending quality time with each other. We focus on four main points:

1. Spend time focusing on each other
2. Make time to listen to each other
3. Don't criticise
4. Praise the good things

In this session we find out how trust can grow by spending quality time with each other. When spending time with each other participants should try to listen carefully to what the other person is saying.

When someone really listens to you and notices what you are doing it makes you feel good because you feel valued.

Parents should remember that when we praise positive behaviour, teenagers are likely to repeat the positive behaviour again.

## 3 | SONG & EXERCISE (10 minutes)



### 3.1 SONG: MORATE NGWANA WA HAO (LOVE YOUR CHILD)

*This is a lovely song by The Parent Centre in Cape Town, South Africa.*

Morate ngwana wa hao (love your child)

Morate motswadi wa hao (love your parent)

Rorisa ngwana wa hao (encourage your child)

Rorisa motswadi wa hao (encourage your parent)

Mopotse ngwana wa happy (reward your child)

Mopotse motswadi wa hao (reward your parent)  
Tshireletsa ngwana wa happy (protect your child)  
Tshireletsa motswadi wa hao (protect your parent)

Bapala lengwana wa hao (play with your child)  
Bapala lemotswadi wa hao (play with your parent)



## 3.2 PHYSICAL EXERCISE

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

Remind participants to do the exercise together at home every day!

## 4 | GAME (10 minutes)



### 4.1 TRUST GAME: LEADING THE BLIND

In this game we think about how to care for your partner and how to allow yourself to be led.



#### TIPS FOR FACILITATING LEAD THE BLIND

- Divide group into parent/teen pairs. Decide if you would like to play inside or outside.
- Facilitators show activity with a partner. Show both good and bad ways of leading.
- Ask participants to choose who will go first. That person will be the leader.
- Ask second person to close his/her eyes and allow him/herself to be led around the space, perhaps towards the food table.
- Leaders bring the “blind” to the food table.
- Switch places!

#### Discussion points

- Why do you think we played this game?
- Did we learn anything?

This game reminds us about how trust works. It also reminds us that we communicate in lots of ways without using words!

## 5 | CORE LESSON: SPENDING QUALITY TIME (60 minutes)



### 5.1 DISCUSSION: WHAT IS QUALITY TIME? (20 minutes)

The Core Lesson focuses on “quality time” and begins with a discussion about what “quality time” is. For most “quality time” will be a new idea – including facilitators. Facilitators write down participants’ ideas of what this might be.

#### 1. What does it mean to spend “quality time” together?

Participants brainstorm: Here are some questions to start the discussion:

Facilitators use the Who?, What?, Where?, Why?, When?, How? questions to guide brainstorming.

- WHO? Who should spend time together that feels special?
- WHAT? What activity could parents and teenagers do together that would feel special?
- WHERE? Where could parents and teens spend time together that would be special?
- WHY? Why should parents and teens make an effort to spend time together doing something special?
- WHEN? When is a good time to spend quality time together? At night? In the morning? On weekends?
- HOW? How can parents and teens spend time together in a special way?

#### 2. There are lots of good reasons to spend time with each other.

Here are a few to add to the discussion:

- Improves bonding between parent and teenager.
- Builds self-esteem since parent/teen feels that they are valuable and loved.
- Builds learning skills and problem-solving.
- Teenagers become more willing to help around the house.
- Parents feel like their hard work in the house is more valued.
- Listening carefully to teenagers and valuing their ideas encourages them to think for themselves and take the lead.
- Spending time with each other gives parents a chance to learn a lot about their teenager’s interests and what they can do. It also helps parents understand how they can support their teens.



Establishing a safe and supportive environment at home will make young girls be less likely to engage in HIV risk behaviours.

A few things to keep in mind when we spend “quality time”: When we spend quality time with each other, we don’t have to agree with each other but we do have to listen to each other.

3. There are lots of ways to spend quality time together.

Let’s brainstorm a few:

- It is important to talk about the things that matter to parents and their teenagers. Say what is important to you!
- If we spend time with each other, we might talk about the things that give us stress. It is much easier to support each other when we know what is upsetting to the other person.
- Another good way to support someone is to spend time with them when they are doing something that they enjoy. For example, go to see your teenager’s soccer match!
- But we don’t have to do something special to spend quality time together. We can spend quality time just sitting next to each other. We can spend quality time together whether we are feeling healthy or sick, energetic or tired, strong or weak.

### **Make it a mime game!**

Want to make it fun? Instead of saying their activity out loud, parents and teens could mime (act) their activity and the other participants can guess the activity.



## **5.2 ROLE-PLAY (40 minutes)**

In Session Two we introduce role-plays as an important learning tool used in the programme.

Like storytelling, these role-plays, which we also sometimes call “scenarios”, let participants see the experiences of other parents and teens outside of their own lives.

Role-plays can also allow participants to be assertive – or active – in the scenarios. This helps participants develop problem-solving skills that they can use in their daily lives.

To begin, in this session facilitators act out the following negative and positive role-plays:

### **INTRODUCING CHARACTERS |**

Today we meet the Magade family, which lives in Mlakalaka village. The family consists of

**Mother, Father** and their three children, **Khwezi** (17-year-old girl), **Sabelo** (15-year-old boy) and **Thuli** (12-year-old girl).

We also meet **Gogo Nontlantla**(Father’s mother) who lives in another homestead, who is taking care of **Asive** (16-year girl) and **Lonwabo** (13-year boy) who are orphans. Asive and Lonwabo are cousins to Khwezi and her siblings.

Throughout the programme we will be talking and reflecting on their family experiences. In some instances we will be acting out their family experiences! This will be great fun!

Just like our families, the Magade family face many challenges including relational problems that exist between the parents and their teen children.

It is important to note that the characters in the role plays are fictional. Please inform the participants that the family is not a real family that exists even though common names have been used.



### **ROLE PLAY: WhatsApp Quality time (negative)**

In this first role-play, we meet Mother and 15-year-old son Sabelo. Let's watch and listen to what happens.

*Sabelo and Mother sitting at the table. Sabelo is doing his homework while mother is busy with WhatsApp on his phone.*

*Sabelo (smiles): "Look Mom now I am getting all the sums right, I can't wait to go to school tomorrow to show my teacher."*

*Mom (doesn't look up at Sabelo, still busy with cellphone): "Mhhh...."*

*Sabelo becomes frustrated and starts to feel sad. Mother still on WhatsApp.*

*Sabelo leaves his books on the table and starts playing a game on his own phone.*

*Mom: "Ok now, what were you saying, Sabelo?"*

*Sabelo: "What, NOW you have time for me?"*

*(Both stare at each other very angrily)*



### **5.3 DISCUSSION ABOUT NEGATIVE ROLE-PLAY:**

Now it's time to discuss the role-play. Here are some questions to get you started:

- Why do Sabelo and his mother feel the other person is not listening to them?
- What would you suggest they could do differently?
- Can you think of a time this happened to you?

Based on the suggestions that participants make about what could be done differently, show a new – corrected – ending to the role-play. Do teens and parents want to try playing the Mother and Sabelo roles?

In order to do this, facilitators will act out the role-play again slowly, and participants can either interrupt to “direct” suggestions or they can “tag” into the role-play and act out the characters themselves. They can stay in their seats to do this if they want! Do they want to share how the action in the role-play makes them feel?

## **6 | HOME ACTIVITY (15 minutes)**



### **6.1 PREPARING FOR HOME ACTIVITY (10 minutes)**

This activity will help participants get ready for home activity by helping them to think of different activities they can do together during the week.

Parents and teens should team up to think of an activity that they can do together. Try to think of things that don’t cost any money. Remember to try to encourage the teens to lead!

Each parent/teen team should try to think of a few ideas and present these to the group. Facilitators can write down ideas on the flip chart so that participants can see a “bank” of activities to choose from if they are having trouble deciding.

Possible activities could include:

- Doing chores together
- Singing a song together
- Eating dinner together
- Telling a story
- Walking somewhere together



### **6.2 HOME ACTIVITY**

Spend at least 15 minutes of quality time together during the week. Allow the teen to take the lead in deciding what activity it will be. Parents: Make the decision together but try to follow your teen’s lead! If you don’t have time because you have too many chores to do, can you do one of these together, like walking together to the shops or to fetch water?

Each day ask about each other’s day and try to listen carefully.



### **6.3 COMPLETE A PHYSICAL EXERCISE ONCE A DAY**

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

## **7 | CLOSING (10 minutes)**



### **7.1 REVIEW TOPICS COVERED**

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

In this session we talked about how important it is to spend quality time together.

- Spending time together to get to know each other
- Following the teen's lead
- Listening to each other carefully

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



### **7.2 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY**

In the next session we talk about praise.

But before then, don't forget to do your home activity!

Facilitators remind participants about time and location of next session.

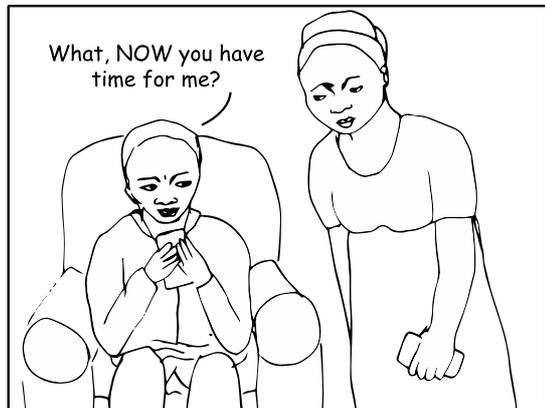
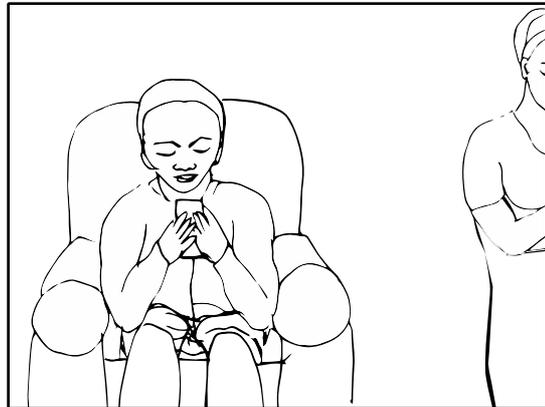


### **7.3 THANK AND PRAISE PARTICIPANTS**

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

# ILLUSTRATION FOR SESSION TWO

## WHATSAPP QUALITY TIME (NEGATIVE)





## SINOVUYO TEEN: KHAYA CATCH-UP

Guardian name: \_\_\_\_\_

Teenager name: \_\_\_\_\_ Caregiver  Teen

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator name: \_\_\_\_\_

### Session Two: Building a Positive Relationship Through Spending Time Together

Goal: Building a positive relationship while spending time with each other.

Overview: In this session, we help participants discover that trust is essential to building positive relationships. We focus on four main points:

- Spend time focusing on each other
- Make time to listen to each other
- Don't criticise
- Praise the good things

In this session, we find out how trust can grow by spending quality time with each other. While this is happening, participants should listen carefully to the person they are with.

**Illustration:** WhatsApp Quality Time (negative)

**Core Lesson:** Let's discuss "quality time". Think about the illustration:

Why do Sabelo and his mother feel the other person is not listening to them? What would you suggest they could do differently?

1. What does it mean to spend "quality time" together? When we spend quality time with each other, we don't have to agree with each other but we do have to listen to each other.

2. There are lots of good reasons to spend time with each other: Spending time with each other gives parents a chance to learn a lot about their teenager's interests and what they can do. It also helps parents understand how they can support their teens.

3. There are lots of ways to spend quality time together: If we spend time with each other, we might talk about the things that give us stress. Then it is much easier to support each other because we know what is upsetting to the other person.

Home practice: Spend at least 15 minutes of special time together. Each day ask about each other's day and try to listen carefully.

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

Did any other members of the household participate in this Khaya catch-up? Who?

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# Session Three | PRAISING EACH OTHER

## INTRODUCING THE SESSION

Welcome to Session 3 of the Sinovuyo Caring Families Programme for Parents and Teens!

In Session 3, we focus on understanding the benefits of praise and practice ways of praising. Your main goals as a facilitator will be to engage participants on:

- Praise will increase the behaviour that we are praising.
- Giving praise right after good behaviour makes praise more effective!
- Try to give specific praise

In Session 3, facilitators introduce parents and teens to a very important skill: **PRAISE!**

It is important that parents realise that praise helps build up their child's confidence and it encourages them to want to do well in whatever they are assigned to do.

Praise also helps parents connect with their child about behaviours that they like and appreciate.

The more a child is made aware of the positive behaviours that are approved by their parent through praise the more they seek to do them.

Good family relations can be established through praise.

In this session, facilitators talk about praise and positive encouragement and how these help builds a good relationship between a parent and their child.

## SESSION THREE PREPARATIONS |

### Training Materials & Resources

- Flip chart, paper, pens, markers, prestik
- Attendance register
- Name tag materials
- Food

Illustration: WhatsApp quality time [negative]

### Preparations

- Make sure the workshop venue is clean
- Set up chairs in a circle
- Prepare any materials that you will use
- Prepare food
- Make sure you are familiar with the songs, games and role-plays that you will use

## SESSION THREE OUTLINE |

<b>ACTIVITY</b>	<b>TIME</b>	<b>Session Breakdown</b>
1. Food & Attendance	30 mins	1.1 Facilitators take attendance while everybody eats
2. Overview	40 mins	2.1 Welcome participants & circle share 2.2 Thank everyone for coming & praise for timekeeping 2.3 Home activity discussion 2.4 Framing the day
3. Song & Physical Exercise	10 mins	3.1 Song: Baba I ba gumbala (Love your child) 3.2 Physical exercise
4. Core Lesson	60 mins	4.1 Negative role-play: Ignore the good (negative) 4.2 Discussion about negative role-play 4.3 Positive role-play: Ignore the good (positive) 4.4 Discussion about positive role-play
5. Energiser	5 mins	5.1 Energiser: My teddy bear
6. Sinovuyo Buddy		6.1 Introducing the Sinovuyo Buddy System
7. Home activity	15 mins	7.1 Preparing for home activity (10 minutes): Compliment circle 7.2 Home activity: Practice giving each other structured praise once a day 7.3 Visit your Sinovuyo Buddy atleast once a week 7.4 Complete a physical exercise once a day
8. Closing	15 mins	8.1 Review topics covered 8.2 Remind participants about next session and home activity 8.3 Thank and praise participants
9. Wrapping up		9.1 Make sure you leave the room in order 9.2 Share your observations in facilitator report

# 1 | FOOD & ATTENDANCE (30 minutes)



## 1.1 FACILITATORS TAKE ATTENDANCE WHILE EVERYBODY EATS

As participants arrive, invite them to eat together.

Remember to take attendance as each person arrives.

# 2 | OVERVIEW (40 minutes)



## 2.1 WELCOME PARTICIPANTS & CIRCLE SHARE

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



### TIPS FOR FACILITATING CIRCLE SHARE

- Facilitators start the circle share with themselves, using one word to describe how they feel.
- Move around the circle, giving participants a chance to say one word about how they feel.
- Remember to praise and thank participants for sharing – especially at the beginning when this is new.
- It is fine if participants do not want to share, simply move on to the next person.

*Try taking 10 minutes to use circle share at the beginning of each new session so that participants can get a chance to practice sharing emotions.*



## 2.2 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

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

- 
-



## 2.3 HOME ACTIVITY DISCUSSION (30 minutes)

Facilitators lead a discussion about the previous week's home activity. As a reminder, last week participants were asked to try to spend quality time together.

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

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

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

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

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



## 2.4 FRAMING THE DAY

In Session 3, we focus on the importance of PRAISE. Ask participants what praise means to them. Write down their ideas!

Praise can be when somebody says something good about something we have done. For example, "You are playing with your brother so nicely and gently!" or "You are a wonderful cook!"

Positive attention is important to building good relationships and encouraging good behaviour.

So what is positive attention?

It can include telling somebody when they have done something well, supporting them (by going to their soccer match or helping them with chores), encouraging them (to finish some homework that might be difficult), smiling, thanking and hugging them!

As a parent, having a strong connection with your child is important. Teenagers do their best when they have a solid and healthy relationship with their parent(s).

Positive communication plays an important role in establishing a warm relationship.

Speaking to your teenager in a positive and encouraging way makes them to develop confidence and feel good about themselves.

When spoken to in a harmful way, teenagers feel bad about themselves and about others around them.

When the foundation is right a parent is able to communicate with their child about a number of issues even sensitive issues are better talked about when the relationship is healthy.



Communication is a fundamental relational process that impacts how people think about and respond to HIV/AIDS. Positive family communication creates and establishes an environment in which positive behaviours amongst adolescents can be reinforced.

### **3 | SONG & EXERCISE (10 minutes)**



#### **3.1 SONG: BABA LA GUMBALA**

*(traditional song from Ghana sung as a call and response)*

Leader: Baba la gumbala gumbala ha vee say

Group: Baba la gumbala gumbala ha vee say

Repeat once.

Leader: Ha na na na na ha vee say

Group: Ha na na na na ha vee say

Repeat once.

Leader: Ha vee say

Group: Ha vee say

Repeat as many times as you like!



#### **3.2 PHYSICAL EXERCISE**

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

Did anybody try this exercise at home?

## 4 | CORE LESSON (60 minutes)



### 4.1 ROLE PLAY: IGNORING THE GOOD (NEGATIVE)

*Thuli is doing her homework. She is practicing reading her book out loud while her sister Khwezi is helping her. Mother is busy cooking dinner.*

Thuli (*struggling over a difficult word*): “The girl braw – broo – brought the ball to her brother”

Khwezi: “Thuli! Well done! You read well! Keep reading! The more you practice the better you will get.”

Khwezi: “Mom! Come and hear Thuli read! She’s doing so well!”

Thuli smiles at the idea of her mother coming to listen to her read.

Mother (*doesn’t really listen*): “Yes, very good Thuli, but dinner will be ready soon, so I wish you could learn to read quicker. I want to sleep early today. I am tired.”

Khwezi: “But mom, I’m helping Thuli and she is getting so much better. You should come and listen!”

Mother (*getting angry*): “I don’t have time for that – I said I was tired! Now please do as you are told and finish up and come and help serve dinner.”



### 4.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Think about the role-play you just saw and discuss and try out possible solutions. Remind participants that praise doesn’t work when criticism is attached!

Here are some questions to get you started:

- How does Thuli feel when her mother tells her to hurry up?
- How do you think Mother telling Thuli to “learn to read quicker” affected the praise she first gave to Thuli when she said “Yes, well done”?
- How do you think that Mother’s criticism will affect Thuli’s attitude about reading in the future?



### 4.3 ROLE PLAY: NOTICE THE GOOD (POSITIVE)

*Thuli is doing her homework. She is practicing reading her book out loud while her sister Khwezi is helping her. Mother is busy cooking dinner.*

Thuli (*struggling over a difficult word*): “The girl braw – broo – brought the ball to her brother”

Khwezi: “Thuli! Well done! You read well! Keep reading! The more you practice the better you will get.”

Mother (*comes and smiles at them*): “I am very proud of my two daughters. Thuli, you are working so hard, I know reading is not easy. And thank you very much Khwezi for helping your sister so I can cook. You are a big help to me.”



### 4.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Think about the role-play you just saw and discuss the core principles, focusing on the timing of Khwezi’s mother’s praise and how specific it was. Here are some questions to get you started:

- How does Thuli feel when mom praises her?
- Do you think mom’s praise will affect Thuli’s reading?
- How does Khwezi feel when mom praises her?
- What makes mom’s praise work?
- How do you think Thuli feels when her sister praises her?

Can you think of something you appreciate or like about your parent/teen? Does anybody have any ideas about how they could praise their parent/teen?

Think of a time when you were praised – when someone said something good about you. How did it make you feel? What are the benefits of praise?

Can anybody share any ideas about what they think “structured praise” might be? **Structured praise** is one way to show that you like someone’s positive behaviour.

It is based on the idea that everything we do is more likely to happen again if it is rewarded in some way. Behaviour that is ignored, or not rewarded, is less likely to happen again.

It is important to reward teenagers and parents when they behave in a way that we would like to see them repeat.

When we reward good behaviour with praise, others want to behave that way more often in the future.

The way we give praise is also important. We must tell the other person exactly what they have done that has pleased us.

### **Parents:**

We must try to praise our teenagers as soon after their good behaviour as possible.

With some teenagers, especially teenagers who have behaviour problems, it can be difficult to notice *any* good behaviour.

To begin with, we might have to praise them for small things, such as folding their clothes nicely or playing a game with their little sibling.

With some situations that can feel stressful, it can be difficult to try to be positive and give structured praise. Try to start with something really small and manageable, like remembering to take medication every day.

### **Teenagers:**

Sometimes when we're really in a bad mood with our parent, we only notice the times they are angry with us.

But our parents do things all the time to help us, like making dinner, or working so that we can afford to go to school or coming with us for an appointment at the clinic.

It can be really helpful to notice some of these things and praise them for it.

We should also be praising and appreciating things that our parents do for us!

## **5 | ENERGISER (5 minutes)**



### **5.1 ENERGISER: MY TEDDY BEAR**

*This gentle energizer, in which participants are encouraged to hug each other, demonstrates one of the benefits of praising, which is to show love.*

My teddy bear, my teddy bear, I love my teddy bear (x 2)

Polish your shoes, I love my teddy bear (x 2)



### TIPS FOR FACILITATING MY TEDDY BEAR

- Group stands in a circle with one person in the middle
- Everyone sings My Teddy Bear
- Person in the middle of the circle chooses one person to join them in the circle
- When participants sing “polish your shoes,” the person in the middle pretends to polish the shoes of the other person and invites them to come into the middle.
- They hug each other and swap places.

• If participants do not want to hug, that is fine! They can shake hands or exchange a

## 6 | **SINOVUYO BUDDY**



### 6.1: INTRODUCING THE SINOVUYO BUDDY SYSTEM!

At this point in the programme, facilitators encourage participants to find someone to support them within the group. Parents and Teens will team up with a “Sinovuyo Buddy”.

Having a Sinovuyo Buddy gives support to participants outside of the sessions, during the week or if they have to miss a session. The purpose of Sinovuyo Buddy is to share experiences, successes, solutions and to build a support network beyond the weekly meetings.

Sinovuyo Buddies should be participants who live close to one another so that it is easy to meet once a week to discuss how their week is going. Remember the ground rules from Session One? Let’s set some basic ground rules for the Buddy system, like no late phone calls or getting drunk together.

Facilitators should let participants choose their own Buddy. It helps if people choose buddies based on who lives close to each other. Facilitators should also keep an eye on any difficult pairings and suggest alternatives if they it’s necessary.

## 7 | **HOME ACTIVITY (15 minutes)**



### 7.1 PREPARING FOR HOME ACTIVITY (10 minutes)

This activity should help warm up participants for home activity by giving them a chance to practice praising someone about something specific out loud.



## TIPS FOR FACILITATING THE PRACTICE OF PRAISING

- Participants sit in a circle and find a partner sitting next to them.
- First, each person compliments her or his partner. Encourage participants to make eye contact and use the name of the person they are complimenting.
- The compliments can be about anything as long as they are sincere.
- Participants should keep praise specific and enthusiastic.

*Ask the Participants what it was like to be praised and what it was like to give praise.*



## 7.2 HOME ACTIVITY

Practice giving each other structured praise once a day.



## 7.3 VISIT YOUR SINOVUYO BUDDY AT LEAST ONCE A WEEK



## 7.4 COMPLETE A PHYSICAL EXERCISE ONCE A DAY

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

## 8| CLOSING (10 minutes)



### 8.1 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

*Let participants repeat the core principles after the facilitator:*

- Praise will increase the behaviour that we are praising.
- Giving praise right after good behaviour makes praise more effective!
- Try to give specific praise
- Praise should come without criticism

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



## **8.2 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY**

In the next session we will focus on learning to identify, name and discuss emotions.

The next session is also slightly different because parents and teens will separate into two groups for the core lesson.

But before then, don't forget to do your home activity – we're looking forward to hearing how you liked the Sino Buddy system!

*Facilitators remind participants about time and location of next session. It's important to stress that they meet at the same time, even though the group will separate into smaller teen-only and parent-only groups for the core lesson.*



## **8.3 THANK AND PRAISE PARTICIPANTS**

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

# ILLUSTRATION FOR SESSION THREE

## NOTICE THE POSITIVE





## SINOVUYO TEEN: KHAYA CATCH-UP

Guardian name: \_\_\_\_\_

Teenager name: \_\_\_\_\_

Caregiver  Teen

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator name: \_\_\_\_\_

### Session Three: Praising each other

Goal: Understand the benefits of praise and practice ways of praising.

Overview: In this session we focus on the importance of praise. Praise can be when somebody says something good about something we have done.

Before we begin with this week, how did last week's home activity go?

Illustration: Notice the good! (Positive) In this illustration we see how positive attention is important to building good relationships and encouraging good behaviour.

Core Lesson: How does Thuli feel when Mother praises her? Do you think mom's praise will affect Thuli's reading? Can you think of something you appreciate or like about your parent/teen?

Structured praise is one way to show that you like someone's positive behaviour. It is based on the idea that everything we do is more likely to happen again if it is rewarded in some way. Behaviour that is ignored, or not rewarded, is less likely to happen again.

The way we give praise is also important: We must tell the other person exactly what they have done that has pleased us.

Parents: We must try to praise our teenagers as soon after their good behaviour as possible. To begin with, we might have to praise them for small things.

Teenagers: We should also be praising and appreciating things that our parents do for us!

Home activity: Practice giving each other structured praise once a day.

Facilitators: Remember to introduce the Sinovuyo Buddy system!

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

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Did any other members of the household participate in this Home catch-up? Who?

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# SESSION FOUR | TALKING ABOUT EMOTIONS

## INTRODUCING THE SESSION

Welcome to the Session Four of the Sinovuyo Caring Families Programme for Parents and Teens! This session explores emotions, learn how to identify, name and discuss emotions.

In Session Four, teens and parents are in different groups for the core lesson. Inform them that this is a new way of working for some of the sessions.

In this session parents and teens will be taught on the following:

- How one can be aware of their own emotions
- Understand how to react and deal with other people's emotions.
- How talking about emotions makes us happier and helps us build stronger relationships.

Remind participants that what they say in sessions remains confidential.

### About emotions...

Emotions play a big role in how we make decisions. If emotions are not well managed they can affect a persons' wellbeing and judgement. Strong emotions such as depression, anger or anxiety if not regulated can contribute to poor decision making.

Young people risk the negative impact of unmanaged emotions that can lead them to risky behaviours such as violence, resorting to alcohol and even risky sexual behaviours – all which can make them more at risk of acquiring HIV.

Parents are able to play an important role of recognizing the emotional issues that are affecting their children and help them manage them better.

## SESSION FOUR PREPARATIONS |

<b>Training Materials &amp; Resources</b>	<ul style="list-style-type: none"><li>• Flip chart, paper, pens, markers, prestik</li><li>• Attendance register</li><li>• Name tag materials</li><li>• Food</li><li>• Illustration: WhatsApp quality time [negative]</li></ul>
<b>Preparations</b>	<ul style="list-style-type: none"><li>• Make sure the workshop venue is clean</li><li>• Set up chairs in a circle</li><li>• Prepare any materials that you will use</li><li>• Prepare food</li><li>• Make sure you are familiar with the songs, games and role-plays that you will use</li></ul>

## SESSION FOUR OUTLINE |

ACTIVITY	TIME	Session Breakdown	Session Breakdown
		PARENTS	TEENS
1. Food & Attendance	30 mins	1.1 Take attendance while everybody eats	1.1 Take attendance while everybody eats
2. Overview	40 mins	2.1 Welcome participants & circle share 2.2 Thank and praise everyone for coming 2.3 Home activity discussion 2.2 Framing the day	2.1 Welcome participants & circle share 2.2 Thank and praise everyone for coming 2.3 Home activity discussion 2.2 Framing the day
3. Song & Physical Exercise	10 mins	3.1 Song: Zoom Gali Gali 3.2 Physical exercise	3.1 Song: Zoom Gali Gali 3.2 Physical exercise
4. Game	15 mins	4.1 Contagious Emotions Game 4.2 Discussion	4.1 Contagious Emotions Game 4.2 Discussion
5. Core Lesson	45 mins	5.1 Negative Role play: Ignoring our own emotions 5.2 Discussion about negative role play 5.3 Positive role play: Acknowledging our own emotions 5.4 Discussion about positive role play	5.1 Negative Role play: Thuli's Test 5.2 Discussion about negative role play 5.3 Positive role play: Thuli's Test 5.4 Discussion about positive role play
6. Activity		6.1 Taking a pause	6.1 Taking a pause
7. Home activity	15 mins	7.1 Preparing for home activity (10 minutes): Compliment circle 7.2 Home activity: Practice giving each other structured praise once a day 7.3 Visit your Sinovuyo Buddy atleast once a week 7.4 Complete a physical exercise once a day	7.1 Preparing for home activity (10 minutes): Compliment circle 7.2 Home activity: Practice giving each other structured praise once a day 7.3 Visit your Sinovuyo Buddy atleast once a week 7.4 Complete a physical exercise once a day

8. Closing	15 mins	8.1 Review topics covered 8.2 Remind participants about next session and home activity 8.3 Thank and praise participants	8.1 Review topics covered 8.2 Remind participants about next session and home activity 8.3 Thank and praise participants
9. Wrapping up		9.1 Make sure you leave the room in order 9.2 Share your observations in facilitator report	



## **1 | FOOD & ATTENDANCE (30 minutes)**



### **1.1 FACILITATORS TAKE ATTENDANCE WHILE EVERYBODY EATS**

As participants arrive, invite them to eat together.

Remember to take attendance as each person arrives.

## **2 | OVERVIEW (40 minutes)**



### **2.1 WELCOME PARTICIPANTS & CIRCLE SHARE**

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

Try using the circle sharing exercise we introduced last week.



#### **Tips for facilitating Circle Share:**

1. Facilitators start the circle share with themselves, using one word to describe how they feel.
2. Move around the circle, giving participants a chance to say one word about how they feel.
3. Remember to praise and thank participants for sharing – especially at the beginning when this is new.
4. It is fine if participants do not want to share, simply move on to the next person.

Try taking 10 minutes to use Circle Share at the beginning of each new session so that participants can get a chance to practice sharing emotions.



### **2.2 THANK AND PRAISE EVERYONE FOR COMING**

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



## 2.3 HOME ACTIVITY DISCUSSION (30 minutes)

Lead a discussion about the previous week's home activity. As a reminder, last week participants were asked to try to give each other structured praise at least once a day.

They also tried out the Sinovuyo Buddy system last week, so we'd love to hear about their experiences!

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

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

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

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

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



## 2.4 FRAMING THE DAY

In Session Four, participants continue to practice communication skills, this time by focusing on naming feelings and talking about them.

We also work on being aware of the feelings that others have, and responding to their feelings by showing that we understand.

Before we start it's important to say that talking about emotions is probably a new thing for lots of us.

It's something we may not have tried before, especially with our children/parents, and this means that it might feel strange or hard to do.

We use this space to try talking about emotions for the first time, remembering that there is no right or wrong way to do this.

- "Naming feelings" is being aware of emotions and learning to talk about them.
- This is an important step to help people deal with anger, disappointment and frustration – emotions connected to difficult behaviour.

Facilitators emphasize that naming feelings for ME is as equally important as naming feelings for YOU (your teen or parent).



## EMOTIONS AND HIV RISK BEHAVIOUR

Facilitators should also include a brief discussion about how emotional health is also related to HIV-risk behaviour:

One's emotional health is also related to HIV risk behaviour.

For example, an adolescent experiencing emotional problems such as depression may feel very sad and try to look for ways to help them feel better.

However, some of the choices that they make may not be good choices.

They might use alcohol to make them feel better, some may think that having sex with someone will make them better.

Just like how some adults can also make poor decisions when their emotions are not managed, young people at risk of making emotional decisions that can affect them for the rest of their life.

The way parents sometimes respond to their children when they face emotional issues can either result in positive or negative management of those issues.

That is why it is important that parents too are able to model positive control of their own emotions so that the children to may learn from them.

When one knows how they feel they are able to make better choices when they are able to acknowledge and process how they feel.

### 3 | SONG & EXERCISE (10 MINUTES)



#### 3.1 SONG: ZOOM GALI GALI

*This song is an agricultural work chant from Israel.*

Zoom gali gali gali  
Zoom gali gali  
Zoom gali gali gali  
Zoom  
(2x)

Da dee dum dum dum  
Da dee dum  
Da dee dum dum dum  
Da dee dum  
(2x)



#### TIPS FOR FACILITATING ZOOM GALI GALI

1. Teach with call and response.
2. Sing together as a group.
3. Add movement: The 1<sup>st</sup> part (Zoom gali gali...) digs in the garden with a shovel. The 2<sup>nd</sup> part (Da dee dum...) picks oranges from a tree.
4. Divide the group into two and sing as a round. Sing entire song once together. Then one group begins singing by themselves. When they are singing the second part (Da dee dum...), the second group starts singing the first part (Zoom gali gali...) at the same time.
5. Try moving around the room in your groups, singing your part with the movement.
6. End the round with everybody singing “Da dee dum” together.



#### 3.2 PHYSICAL EXERCISE

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

*Remind parents and teens to do the physical exercise every day at home!*

## 4 | GAME (15 minutes)



### 4.1 CONTAGIOUS EMOTIONS GAME

This is an ice-breaker, a game that will help us all to loosen up our feelings and feel more open about sharing our emotions



#### TIPS FOR FACILITATING THE CONTAGIOUS EMOTIONS GAME:

1. Participants sit in a circle.
2. The facilitator starts by naming an emotion and then showing that emotion on their face.
3. The facilitator will then turn to the person sitting next to them, make the face, and the participant will have to make the same face and “pass it on” to the person sitting next to them.
4. Participants will pass an emotion around from person to person. Don’t worry if an emotion gets lost in a chain!
5. Once the emotion has been passed around the circle, it’s somebody else’s turn to think of an emotion and make a face to pass around!

*Having trouble thinking of emotions? Try out these ideas: Happy, sad, angry, scared, excited, worried, funny, proud.*

### 4.2 DISCUSSION:

Why do you think we played this game? Did we learn anything about emotions from this?

*This game should help participants to start thinking about the different emotions we feel and how we express them.*

*This game also introduces the idea that our emotions rub off on those around us and can be “contagious”!*

## GROUP DIVIDES FOR CORE LESSON

## 5. CORE LESSON FOR PARENTS: NAMING FEELINGS & TALKING ABOUT EMOTIONS (45 minutes)



### 5.1 ROLE-PLAY Ignoring our own emotions (negative)

*Mother has just come back from the doctor after she has been informed that she has Tuberculosis. Mother is very sad and afraid. On her way home she meets up with her friend.*

**Mother's friend:** "Hello my friend! How are you?"

**Mother** (*low energy*): "I'm not sure how I am."

**Mother's friend:** "I saw someone like you at the clinic are you not feeling well?"

**Mother:** "I am fine, just needed to see a doctor."

**Mother's friend:** "I see. But you don't look too good?"

**Mother** (*shouting*): "No! I am not well! And I'm sure that will give you plenty to talk about with the neighbors!"

*Mother comes home upset. Thuli greet her when she enters the house.*

**Thuli:** "Hello Mother! You don't look very happy. Is everything okay?"

**Mother** (*shouting*): "Thuli! Leave me alone and mind your own business!"

*Thuli cries.*



### 5.2 DISCUSSION ABOUT ROLE-PLAY

*Discuss how the way Mother handles her emotions affect the action on the role play you just saw*

Here are some questions to get you started:

- What emotions was mother experiencing?
- How did her the way she felt affect the way she was responded to her friend and Thuli?
- How do you think Mother felt at the end?
- How do you think the friend and Thuli felt?
- What advice would you give Mother?
- What advice would you give Mother's friend?

When discussing the role-plays in this session, be sure to have participants talk about and try the following steps:

1. Identifying emotions
2. Accepting emotions
3. Responding in a controlled way to emotion



### 5.3 ROLE-PLAY: ACKNOWLEDGING OUR OWN EMOTIONS (POSITIVE)

*Mother has just come back from the doctor after she has been informed that she has a serious health problem. Mother is very sad and afraid. On her way home she meets up with her friend.*

**Mother's friend:** "Hello my friend! How are you?"

**Mother** (*low energy*): "I'm not sure how I am."

**Mother's friend:** "I saw someone like you at the clinic are you not feeling well?"

**Mother:** "Yes it was me I needed to see a doctor, I have not been feeling too well."

**Mother's friend:** "I see. You look sad"

**Mother** (*shouting*): "I am feeling sad my friend. The doctor told me I have a Tuberculosis which is sometimes difficult to treat and I am afraid that it will make it difficult for me to take care of the family when I go on treatment. This is also making me worry about my children's health, what if they get it too!"

**Mother's friend:** "I know for now the news from the doctor may seem overwhelming to you my friend. The good thing is that TB can be treated. It's important to focus on getting better so that you can care for your family. It's difficult to make good decisions when you feel down."

*Mother comes home upset. Thuli greet her when she enters the house.*

**Thuli:** "Hello Mother! You don't look very happy, are you okay?"

**Mother:** "Thank you for asking, my child. I'm feeling a bit down at the moment."

**Thuli** (*worried*): "Oh no."

**Mother:** "Don't worry too much. I'm a little overwhelmed about a problem I am facing. But I feel very blessed to have you with me right now! Come, let us cook together now."



## 5.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Discuss how the way Mother handles her emotions affect the action in the role-play you just saw in a positive way. Here are some questions to get you started:

- Why is Mother feeling down?
- Do you think it helps her to say how she is feeling? How does Mother feel at the end?
- How does she respond to Thuli's question?
- Have you ever felt any of the things that Mother feels?

Now let's talk more generally about why we think it is important to speak about emotions.

*While one facilitator is in charge of asking the questions that guide this discussion, the other one writes the participants' ideas on the flipchart.*

### **Importance of expressing emotions:**

There are a number of life experiences which can make us experience negative emotions: loss of job, maybe a family member is sick or has died or even our own child has failed at school or fallen pregnant for example.

Our responses to these issues may lead us to react in a certain way. More importantly, parents should allow their children to feel safe to express their emotions.

When they are angry or sad, parents should be able to recognize or find out the emotional issues that are affecting their children.

This can help children process how they feel before they seek other ways to express their emotions which may have a negative impact on their lives.

As parents talk about emotions let us consider how naming and acknowledging emotions can help us and our children manage them better.

*Some things that might come up during the discussion:*

- Talking about emotions helps us control our reactions to these emotions. If we are frustrated and we speak about it, we are less likely to shout in anger at other people.
- It helps us to decide what we want to do about this situation we are in, and helps show our kids that they can do this.
- It increases the joy we get from the positive emotions.
- By sharing our emotions, we strengthen our relationships. It helps us understand each other better so we can learn how to support each other.
- Letting feelings "out" in a controlled way actually helps us stay healthy (by reducing the risk of heart disease, high blood pressure etc.).

## 5. CORE LESSON FOR TEENS: NAMING FEELINGS & TALKING ABOUT EMOTIONS (45 minutes)



### 5.1 ROLE PLAY: THULI'S TEST (NEGATIVE)

*Thuli comes home from school. Father is sitting at home.*

Father: "Hello my dear, how was your day at school?"

Thuli (*in a terrible mood*): "Who cares?"

Father: "Thuli, please don't talk to me that way. Did you get the results of your math test? How did you do?"

Thuli: "Yes! I failed, OK?! I hate school! And I hate you for making me go!"

*Thuli storms out of the house.*



### 5.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

#### Ignoring our emotions

Think about how Thuli's emotions affect the negative action in the role-play you just saw. Here are some questions to get you started:

- What is upsetting Thuli?
- How does she respond to her father's question about her test?
- How do you think Father feels about her response?

*When discussing the role-plays in this session, be sure to have participants talk about and try the following steps:*

1. Identifying emotions
2. Accepting emotions
3. Responding in a controlled way to emotion



### 5.3 POSITIVE ROLE PLAY: THULI'S TEST (POSITIVE)

*Thuli comes home from school. Father is sitting at home.*

Father: "Hello my dear, how was your day at school?"

Thuli (*in a terrible mood*): "Who cares?"

Father: "Thuli, you don't seem very happy, do you want to talk about it?"

Thuli: "I'm sorry, I just find it so frustrating that I studied so hard for my math test and still failed!"

Father: "That is frustrating. I know how hard you studied. Maybe we can ask your teacher for extra help with math? I can come in to talk to her tomorrow if that would help?"

Thuli: "Thank you, I think that might be a good idea."

Father: "You know, you might feel frustrated about not being good at math right now, but I've never met someone who can write stories the way you can, Thuli!"

*Thuli smiles at her father.*



### 5.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Think about how the way Thuli handles her emotions affect the positive action in the role-play you just saw. Here are some questions to get you started:

- How does Thuli handle her bad mood at first?
- Does Thuli get a good response when she is rude to her father?
- What happens when Thuli apologizes to her father and explains to him what is wrong?

Sometimes when we experience something we tend to respond in a negative way and make bad decisions.

Can you give examples of when one experiences negative emotions and makes a wrong decision as a result of that emotion?

What are some bad decisions can one make when:

1. They are angry
2. They are sad or feeling low

Sometimes we go through experiences that affect us deeply that may cause us to see life's experiences in a negative way.

It is important that we realize that negative experiences are part of life but they should not determine the decisions we make or the goals we have set for ourselves.

Remember at the beginning of the programme you set some great goals about what you would like to see in your future?

If something happens that affects how we feel we should not allow it to affect our plans. We are going to do another role play and in this role play we will discuss a bit more about how emotions and how they can affect one's future decision-making



### **ROLE PLAY: FEELING POSITIVE ABOUT THE FUTURE (POSITIVE)**

*Thuli is leaving her classroom when her teacher holds her back.*

Thuli's teacher: "Thuli, I'd like to speak to you."

Thuli: "Yes, teacher? Am I in trouble?"

Thuli's teachers: "Thuli you did so well on your Math test. I was very impressed."

Thuli (*shrugs her shoulders*): "Really? Oh, okay. Whatever."

Thuli's teacher: "That's not the attitude I expect from you, Thuli. I am trying to talk to you."

Thuli: "I don't really care. Since my old Math teacher passed away from AIDS, it is a sad time. It feels wrong somehow to be happy about something in her classroom."

Thuli's teacher: "Your teacher's passing was very sad. I remember the funeral well. But let's think about this together. What would she say if she knew about your Math test?"

Thuli (*thinking*): "I don't know... maybe she would be happy?"

Thuli's teacher: "I think she would definitely be happy! She would see that you have worked hard to get stronger at Math and she would be very proud of you."

Thuli (*smiling a little bit*): "I guess you are right."

Thuli's teacher: "You should be so proud of yourself, you had one of the top grades in the class. You deserve to feel happy about that."

## **DISCUSSION FOR ROLE PLAY:**

- How does Thuli express her sad feelings at first?
- How does the teacher's death affect how she sees life? Is it hopeful?
- What happens when she explains how she is feeling to her teacher?
- How does Thuli feel at the end of the scenario?

*Facilitators can begin this discussion with the following text:*

Now let's talk more generally about why we think it is important to speak about emotions.

It's easy sometimes to allow our emotions affect the decisions we make or how we look at life. Sometimes these decisions have a lasting effect.

For example, when one is angry it is easy for them to resort to violence or if feeling sad drink alcohol and even when depressed seek other ways to make them feel happy like having sex.

That is why it is important for us to talk about emotions. By naming and acknowledging our emotions it can help us process them better.

*While one facilitator is in charge of asking the questions that guide this discussion, the other one writes the participants' ideas on the flipchart.*

Some things that might come up:

- Talking about emotions helps us control our reactions to these emotions. If we are frustrated and we speak about it, we are less likely to shout in anger at other people.
- It increases the joy we get from the positive emotions.
- By sharing our emotions, we strengthen our relationships. It helps us understand each other better so we can learn how to support each other.

Letting feelings "out" in a controlled way actually helps us stay healthy (by reducing the risk of heart disease, high blood pressure etc.).

## **GROUP COMES BACK TOGETHER.**

## 6 | ACTIVITY: TAKING A PAUSE (15 MINUTES)

**Taking a Pause** is an activity that participants can use to help them deal with stress.

This might be a new thing for you – it was new for us!

*Taking a Pause* is a simple exercise that allows us to stop and feel calm by taking a deep breath.

This is different from taking a break: It is taking a break from a problem by reminding ourselves that we are okay.

The **Taking a Pause** can be used at any time during the day. It can also be a short activity (30 seconds) or as long as 3 minutes.

The **Taking a Pause** is introduced in 3 key steps: <sup>2</sup>

### 1. **Becoming Aware:**

We recognize what is happening and acknowledge our experience.

We stop ourselves from thinking over and over about a problem.

We become aware of our thoughts, emotions, and physical body.

### 2. **Gathering Attention**

We focus on the feeling of the breath moving in and out of our body.

We keep our attention on our breath for as long as we feel is necessary.

We notice when our mind wanders off and bring the attention back to the breath.

### 3. **Expanding Awareness**

We open to the whole body and into the world.

We notice our thoughts, emotions, and physical sensations.

We prepare ourselves to take our next step in our day.<sup>3</sup>

*You can Take a Pause at any moment in the day – especially when feeling stressed.*

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<sup>2</sup> Thanks to Bartley, Crane, Williams, and Soulsby.

<sup>3</sup> Williams, Teasdale, Segal, & Kabat-Zinn's *The Mindful Way through Depressions*. pp. 181-210.



### Suggestions for leading *Taking a Pause*:

Sometimes when we are experiencing stress or our children are making us very annoyed, we need to take a moment to stop, acknowledge our experience, and compose ourselves.

We call this *Taking a Pause*.

#### **Step 1: Preparation**

Find a comfortable upright sitting position with your feet flat on the floor, your hands resting in your lap.

Close your eyes if you feel comfortable.

#### **Step 2: Becoming Aware**

Ask yourself, “What is my experience in this moment?”

Notice what thoughts you are experiencing. Notice if they are negative or positive.

Notice how you feel emotionally. Notice if your feelings are pleasant or unpleasant.

Notice how your body feels. Notice any discomfort or tension.

#### **Step 3: Gathering Attention**

Notice that you are breathing.

You may want to place one hand on your stomach and feel it rise and fall with each breath.

Follow your breath all the way in, how it pauses, and how it exhales out.

If you notice that you have started to think about something, this is completely natural.

Just keep bringing your focused attention back to the feeling of your breath.

#### **Step 4: Expanding Awareness**

Allow your focus to expand to the whole body.

Noticing if there is any discomfort, tension, or pain.

Allow your breath to travel to that part of the body.

You may want to reassure yourself by saying “It’s okay. Whatever it is, I am okay.”

When you are ready, open your eyes.

#### **Step 5: Reflecting**

Taking a moment to reflect whether you feel any different from before taking a *Taking a Pause*.

## 7 | HOME ACTIVITY (15 MINUTES)



### 7.1 HOME ACTIVITY

At least once during the week comment on your own emotions and ask your teen about theirs. Need a tip? This is often easiest to do when they look happy. Or maybe when you are spending quality time together!

- Try Taking a Pause at home
- Think about how you feel
- Share that feeling with your parent or teen. You can also share with teachers and neighbours and friends!

If you find this strange to do at first, keep it very simple:

- “Today I feel...”
- “How are you feeling?”



### 7.2 VISIT YOUR SINOVUYO BUDDY AT LEAST ONCE A WEEK

Need something to discuss? How are you finding talking about your emotions at home?



### 7.3 COMPLETE A PHYSICAL EXERCISE ONCE A DAY

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

## 8 | CLOSING (10 MINUTES)



### 8.1 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today? Ask if the participants can remember any of the core principles from this session? Let participants repeat the core principles after the facilitator:

- Be aware of your own emotions
- Understand how to react and deal with other peoples’ emotions
- Speaking about emotions makes us happier and helps us to build stronger relationships

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



## **8.2 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY**

In the next session, we will build on what we learnt about emotions in this session.

We will focus on one important emotion in particular: anger and how best to handle ourselves when we feel angry.

In the next session, we also separate the participants into teen and parent groups for the core lesson.

But before then, don't forget to do your home activity!

Facilitators remind participants about time and location of next session.

It's important to stress that they meet at the same time, even though the group will separate into smaller teen-only and parent-only groups for the core lesson.

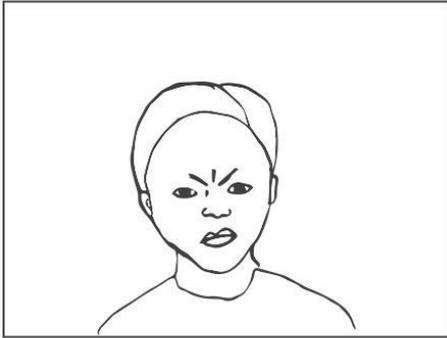


## **8.3 THANK AND PRAISE PARTICIPANTS**

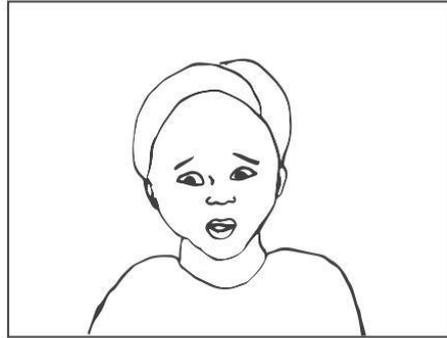
Invite one of the participants to close the session with a song.

# ILLUSTRATION FOR SESSION FOUR

## Talking about Emotions ...



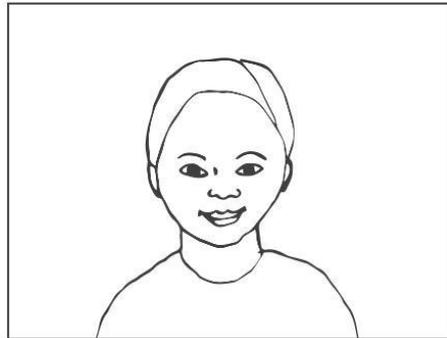
ANGRY



STRESSED



PROUD



HAPPY



## SINOVUYO TEEN: HOME CATCH-UP

Guardian name: \_\_\_\_\_

Teenager name: \_\_\_\_\_ Caregiver  Teen

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator name: \_\_\_\_\_

### Session Four: Talking about emotions

**Goal:** Learn to identify, name and discuss emotions

**Overview:** Participants continue to practice communication skills, this time by focusing on naming feelings and talking about them.

We also work on being aware of the feelings that others have, and responding to their feelings by showing that we understand.

Talking about emotions is probably a new thing for lots of us.

**Illustration:** Talking about emotions

**Core Lesson:** Can participants guess the emotion expressed in the illustration? Can they mimic the emotion? Can they offer a response in their own faces?

Now let's talk about why we think it is important to speak about emotions:

- Talking about emotions helps us control our reactions to these emotions. If we are frustrated and we speak about it, we are less likely to shout in anger at other people.
- By sharing our emotions, we strengthen our relationships.
- Letting feelings "out" in a controlled way actually helps us stay healthy.

Try **Taking a Pause** – which can help us control our reactions to stressful emotions:

- We stop ourselves from thinking over and over about a problem.
- We become aware of our thoughts, emotions and physical feelings.
- We focus on the feeling of the breath moving in and out of your body.

**Home activity:** At least once during the week comment on your own emotions and ask your teen about theirs.

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

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**Did any other members of the household participate in this Home catch-up? Who?**

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# Session Five | WHAT DO WE DO WHEN WE ARE ANGRY

## INTRODUCING THE SESSION

Welcome to Session Five of the Sinovuyo Caring Families Programme for Parents and Teens!

In this session, we will be talking about managing anger and solving problems. Like in the last session, the teens and parents are in different groups for the core lesson.

In Session Five, parents and teens will be taught that

- Feeling stressed and angry is part of life
- We can learn to manage our reactions to feeling stressed and angry
- Managing our anger will make us feel better

Remind participants that what they say in the sessions remains confidential.

*In this week's session, we will talk about stress and anger. It builds on the last week's session when we spoke about managing emotions.*

*Anger is a normal human emotion that most of us experience but it can be a strong and harmful emotion if not managed well.*

*Not only does it affect those who are feeling the emotion but it can be destructive to other people too when expressed negatively. Anger can range from mild annoyance to violent outbursts which can be damaging to family relationships.*

*Home environments where anger and stress are not managed well tend to affect the way family members relate. Oftentimes when people relate in this way at home, they also recreate this environment outside the home with their friends - at school and at work.*

*Damaged family relations can cause people to seek out anything to help them cope with the effects.*

*Adults and children most times turn to alcohol and drugs or other self-destructive behaviours which affect their overall quality of life.*

*In this session, we learn ways in which anger and stress can be better managed in the home.*

## SESSION FIVE PREPARATIONS |

<b>Training Materials &amp; Resources</b>	<ul style="list-style-type: none"> <li>• Flip chart, paper, pens, markers, prestik</li> <li>• Attendance register</li> <li>• Name tag materials</li> <li>• Food</li> <li>• Illustration: Mother is sick (positive)</li> </ul>
<b>Preparations</b>	<ul style="list-style-type: none"> <li>• Make sure the workshop venue is clean</li> <li>• Set up chairs in a circle</li> <li>• Prepare any materials that you will use</li> <li>• Prepare food</li> </ul> <p>Make sure you are familiar with the songs, games and role-plays that you will use!</p>

## SESSION FIVE OUTLINE |

ACTIVITY	TIME	Session Breakdown	Session Breakdown
		PARENTS	TEENS
1. Food & Attendance	30 mins	1.1 Facilitators take attendance while everybody eats	1.1 Facilitators take attendance while everybody eats
2. Overview	40 mins	2.1 Welcome participants & circle share  2.2 Thank everyone for coming & praise for timekeeping  2.3 Home activity discussion  2.4 Framing the day	2.1 Welcome participants & circle share  2.2 Thank everyone for coming & praise for timekeeping  2.3 Home activity discussion  2.4 Framing the day
3. Song & Physical Exercise	10 mins	3.1 Song: Zoom Gali Gali  3.2 Physical exercise	3.1 Song: Zoom Gali Gali  3.2 Physical exercise

4. Core Lesson	45 mins	<p>4.1 Negative Role play:</p> <p>4.2 Discussion about negative role play</p> <p>4.3 Positive role play:</p> <p>4.4 Discussion about positive role play</p> <p>4.5 Activity: Rehearsing for Life</p>	<p>4.1 Negative Role play:</p> <p>4.2 Discussion about negative role play</p> <p>4.3 Positive role play:</p> <p>4.4 Discussion about positive role play</p> <p>4.5 Activity: Rehearsing for Life</p> <p>4.6 Tell the Chair</p>
5. Energizer	5 mins	5.1 Energizer: Pizza Hut	5.1 Energizer: Pizza Hut
6. Activity	20 minutes	6.1 Taking a pause	6.1 Taking a pause
7. Home activity	15 mins	<p>7.1 Home activity: When you feel stressed or angry, practice the skills you have chosen</p> <p>7.2 Visit your Sinovuyo Buddy atleast once a week</p> <p>7.3 Complete a physical exercise once a day</p>	<p>7.1 Home activity: When you feel stressed or angry, practice the skills you have chosen</p> <p>7.2 Visit your Sinovuyo Buddy atleast once a week</p> <p>7.3 Complete a physical exercise once a day</p>
8. Closing	15 mins	<p>8.1 Review topics covered</p> <p>8.2 Remind participants about next session and home activity</p> <p>8.3 Thank and praise participants</p>	<p>8.1 Review topics covered</p> <p>8.2 Remind participants about next session and home activity</p> <p>8.3 Thank and praise participants</p>
Wrapping up	<p>9.1 Make sure you leave the room in order</p> <p>9.2 Share your observations in facilitator report</p>		

# 1 | FOOD & ATTENDANCE (30 minutes)



## 1.1 FACILITATORS TAKE ATTENDANCE WHILE EVERYBODY EATS

As participants arrive, invite them to eat together.

Remember to take attendance as each person arrives.

# 2 | OVERVIEW (40 minutes)



## 2.1 WELCOME PARTICIPANTS & CIRCLE SHARE

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



## 2.2 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

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



## 2.3 HOME ACTIVITY DISCUSSION (30 minutes)

Facilitators lead a discussion about the previous week's home activity.

As a reminder, last week participants were asked to try to comment on their emotions and ask their parent/teen about theirs. They also tried out the Sinovuyo Buddy/Partner system last week, so we'd love to hear about their experiences!

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

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

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

Remember that you can use **Who? What? Where? Why? When? How?**

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



## 2.4 FRAMING THE DAY

In Session Five, we continue thinking and talking about emotions.

We know that it can be challenging to manage the demands of life whether as a parent or as a teenager.

And sometimes we encounter situations or people that make us angry or upset.

Stress or anger resulting from life's difficulties, such as challenges at school, relational problems we have at home and at school with friends and family and even worries about the future.

You may have experienced a situation or behaviour that you see as being unfair, hurtful, or in some other way 'wrong'.

Whatever the reason may be, it is important that we find constructive ways to relieve and manage stress and anger.

Teenagers often get overwhelmed by life experiences especially when they feel like the situation or problem is outside their control. That is why it is important for them to learn means of coping with the stresses that they face.

It is also equally important that teens, especially young women, are protected from violent forms of anger applied by other people where they may be forced into sex against their will.

This places them at high risk of acquiring HIV. It is a sad reality that such experiences happen in our communities and sometimes even in our homes.

We will talk more about this in a later on session, for now let's talk about how we can manage how respond to stressful experiences.

### ***Key points of Session Five***

- This session specifically focuses on “negative” emotions such as stress and anger. Can you think of other negative emotions?
- It's important to understand that these emotions are not bad and shouldn't be ignored. Everybody experiences stress and anger sometimes.
- What is important to manage is what we do and say when we feel stressed and angry.
- We use this session to help participants come up with and practice ways of dealing with these emotions and expressing them in non-violent ways.

### **3 | SONG & EXERCISE (10 minutes)**



#### **3.1 SONG: ZOOM GALI GALI**

Zoom gali gali gali

Zoom gali gali

Zoom gali gali gali

Zoom

(2x)

Da dee dum dum dum

Da dee dum

Da dee dum dum dum

Da dee dum

(2x)

*Add the same movements from Session Four!*



#### **3.2 PHYSICAL EXERCISE**

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

*Remind parents and teens to do the physical exercise every morning!*

### **GROUP DIVIDES FOR CORE LESSON**

## 4| CORE LESSON FOR PARENTS: WAYS OF COPING WITH ANGER AND STRESS (50 minutes)



### 4.1 ROLE PLAY: MOTHER IS SICK (NEGATIVE\_

*Remember last time Mother was sick and decided to go to the clinic. When she went there she found out that she had tuberculosis. She is sitting in her room, looking and feeling stressed. Thuli walks in.*

Thuli: “Hi Mom you don’t look well, is there anything wrong? What did they say at the clinic?”

Mother (*becomes angry*): “Get out of my room, you come and ask silly questions, huh! Who told you to come into my room! Who are you to ask that question? Silly child.”

Thuli (*scared*): “I am sorry Mom, I didn’t mean to make you angry, I was just asking.”

Mother (*shouting*): “Next time you should not ask me things that don’t concern you! GET OUT!”

*Thuli runs out of the room, crying.*



### 4.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions to ask regarding the role play:

- Why does Mother respond to Thuli’s question the way she does?
- How does Thuli feel about her mother’s reaction?
- Does Mother’s anger help her to feel better?
- What are the ways that Mother could deal with her stress that would be better for both her and Thuli?
- Can you think of a time this happened that you were stressed and angry and you expressed yourself in a similar way?

*During this discussion, one facilitator can write down participants’ suggestions while the other can guide the discussion.*

## Ways of Coping with Anger and Stress:

*This should be a guided discussion led initially by the facilitator.*

- What do anger and stress mean to you?
- Have you ever experienced any of these emotions?

We saw how Mother acted when she was angry. Let's think about how we act when we get angry:

1. Get into pairs to talk about these questions:

- What do we do when we get stressed and angry?
- Why might it be good for us to learn how to cope with stress and anger?

*Need some help getting the discussion going? Participants could talk about a time that they were stressed or angry and acted out in a violent way with their teen.*

*They could also talk about what bad things happen when you get violent because you are stressed or angry.*

2. Group comes back together to share if they want. *Facilitators should ask for volunteers*



### 4.3 ROLE-PLAY: MOTHER IS SICK (POSITIVE)

*Remember last time Mother was sick and decided to go to the clinic. When she went there she found out that she had tuberculosis. She is sitting in her room, looking and feeling stressed. Thuli walks in.*

Thuli: "Hi Mom you don't look well, is there anything wrong? What did they say at the clinic?"

Mother (*sighs*): "They found out that I have tuberculosis."

Thuli (*worried*): "Oh no! That sounds bad! Tuberculosis! Should I worry?"

Mother: "Don't you worry too, Thuli – it will only make everything feel worse."

Thuli: "Ok, well, I understand why you look worried, Mom... But you know what? My teacher is also had tuberculosis and she's now healthy again! (smiling) I think you are going to be fine like my teacher Mom."

Mother: "Yes, the nurses at the clinic told me and other women that we will be fine. I need to look after ourselves, eat healthy and make sure i take my medication every day."

*Thuli looks at her mother and they both smile and look more relaxed.*

Mother: "It's always nice to talk to you my girl, every time we talk I feel better and stronger. Come, let's do something fun together. Do you want to listen to some music?"



## 4.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Questions to ask participants:

- How does Mother deal with her stress?
- How does it affect Thuli?
- How does Thuli's reaction to her mother's stress feel for Thuli? And for Mother?

In this role-play Mother dealt with her stress very differently than in the first role-play, where we saw her get angry and shout.

- What are some of the better ways to respond to a stressful situation than with anger?
- Can anybody remember any of the coping skills we talked about in other sessions?
- Can you think of any skills that might be helpful in a stressful situation like the one we saw in the role-play?

Remember that all parents and teenagers experience stress and anger and that all relationships sometimes have conflict – it's a normal part of life. But there are different ways of dealing with anger.



## 4.5 ACTIVITY: REHEARSING FOR LIFE

### OLD TOOLS: BEING AWARE OF FEELINGS, BREATHING AND TALKING

*Some of the issues participants might mention include:*

**Being aware of anger:** Learning to identify our feelings before we react is a good starting point.

**Breathing:** The breathing exercises we practiced this week and last week help us to stay calm and remind us that whatever we are feeling is okay.

**Talking:** Positive conversations with our parents/teens can help reduce stress.

## **NEW TOOL: CHANGING NEGATIVE TO POSITIVE THOUGHTS**

This activity gives participants a new way to stay calm and deal with anger and frustration.

It helps us to catch negative thoughts before they become too big, and turn them into positive thoughts that are more helpful!

### **How to change negative to positive thoughts?**

1. Participants share what happens to them when something is frustrating.

E.g.: I found out I was diabetic.

2. Participants share some of the negative thoughts and feelings that come up in a situation like this. E.g.: This means I am sick and will not be able to lead a normal life.

*Facilitators write these on one half of a flipchart.*

3. Facilitators ask participants to change the negative thoughts and feelings into positive thoughts that can help them during stressful situations.

E.g.: I am going to be fine if I take good care of myself and get support and advice from the clinic. My family will also help to support me.

*Write these on a flipchart as well.*

### **Rehearsing for Life:**

Now that we know a few different ways that we can deal with stress and anger, let's practice.



### **TIPS FOR FACILITATING Rehearsing for Life:**

1. Participants pair up and "practice" telling each other they are tuberculosis.

2. One person starts by telling their partner how they feel about the fact they are tuberculosis.

3. Practice thinking and then telling your partner a positive thought that might help to make the negative situation feel less stressful.

4. Change places!

## 4| CORE LESSON FOR TEENS: WAYS OF COPING WITH ANGER AND STRESS (50 minutes)



### 4.1 ROLE PLAY: THE TEST (NEGATIVE)

*Father, Mother, Khwezi and Sabelo are at the dinner table. They have just finished eating. Khwezi and her brother Sabelo got their final reports today at school. Sabelo has failed and Khwezi has passed.*

Father: "Mhh! Children now it's time for me and your mother to see how did you do at school."

Mother: "Yes, I can't wait to see your reports my children."

*Khwezi runs to get hers, Sabelo walks slowly, with his head down, to fetch his. They both give their reports to their father.*

Khwezi (*smiling, pushes her report into her father's hands*): "Dad! Look! I passed!"

Father looks at Khwezi's report and smiles.

*Father frowns as he looks at Sabelo's report first.*

Father: "And this Sabelo? Do you know how much I pay towards your fees and you waste my money like this!"

Sabelo (*angry and shouting*): "I hate school! I want to drop out anyway!"

*Sabelo storms out.*



### 4.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

#### Questions to ask after the role play:

- How does Sabelo feel about his school grades?
- How does Sabelo feel about the fact that Khwezi has passed?
- Is Sabelo afraid about how his father will react?
- What could Sabelo do to make it easier for him to show bad school grades to his family?

Let's talk a little bit about how we deal with anger:

- What do we do when we get stressed and angry?
- Why might it be good for us to learn how to cope with stress and anger?

*One facilitator writes down discussion points on a flipchart.*

Participants should then be encouraged to think about a time that they were stressed or angry and acted out in a violent way.

They should talk about what bad things happen when you get violent because you are stressed or angry.



### **4.3 ROLE PLAY: THE TEST (POSITIVE)**

*Father, Mother, Khwezi and Sabelo are at the dinner table. They have just finished eating. Khwezi and her brother Sabelo got their final reports today at school. Sabelo has failed and Khwezi has passed.*

Father: “Mhh! Children now it’s time for me and your mother to see how did you do at school.”

Mother: “Yes, I can’t wait to see your reports my children.”

*Khwezi runs to get hers, Sabelo walks slowly, with his head down, to fetch his. They both give their reports to their father.*

*Father frowns as he looks at Sabelo’s report first.*

Khwezi (*smiling, pushes her report into her father’s hands*): “Dad! Look! I passed!”

*Father looks at Khwezi’s report and smiles.*

Sabelo (*takes a deep breath*): “Khwezi, hold on a second, he was looking at my report.”

Sabelo (*addressing his father*): “I know you will be disappointed, and I am too. I felt really scared about showing you my report. I know I can do better at school, it’s just that I feel like I don’t get it sometimes.”

Father: “I know you are doing your best, Sabelo. We’ll have to put our heads together and think of how we can help. You are so clever, after all! Khwezi, congratulations on a great report. You are both doing your best, and I am proud of my children for this.”



### **4.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY**

**Questions regarding the role play:**

- How does Sabelo deal with his stress?
- How does Father’s reaction to Sabelo’s stress feel for Sabelo?
- How did the Father’s response help Sabelo deal with the stress he had?

*During this discussion, one facilitator can write down participant's suggestions while the other can guide the discussion and make suggestions.*

All parents and teenagers experience stress and anger and all relationships sometimes have conflict – it's a normal part of life, and there are ways of dealing with anger.

Now that we've seen Sabelo handle his stress at showing his father his report in two different ways, let's think about some of the better ways to respond to a stressful situation.

Let's start by reviewing some of the coping skills we have talked about so far in previous sessions.



## **4.5 ACTIVITY: REHEARSING FOR LIFE**

### **OLD TOOLS: BEING AWARE OF FEELINGS, BREATHING AND TALKING**

*Some of the issues participants might mention include:*

**Being aware of anger:** Learning to identify our feelings before we react is a good starting point.

**Breathing:** The breathing exercises we practiced this week and last week help us to stay calm and remind us that whatever we are feeling is okay.

**Talking:** Positive conversations with our parents/teens can help reduce stress.

### **NEW TOOL: CHANGING NEGATIVE TO POSITIVE THOUGHTS**

This activity gives participants a new way to stay calm and deal with anger and frustration.

It helps us to catch negative thoughts before they become too big, and turn them into positive thoughts that are more helpful!

#### **How to change negative to positive thoughts?**

1. Participants share what happens to them when something is frustrating. E.g.: I keep failing math.
2. Participants share some of the negative thoughts and feelings that come up in a situation like this. E.g.: This means I am stupid and will not be able to lead a normal life.

*Facilitators write these on one half of a flipchart.*

3. Facilitators ask participants to change the negative thoughts and feelings into positive thoughts that can help them during stressful situations.

E.g.: I am going to be fine if I take good care of myself and get support and advice from the clinic. My family will also help to support me.

Now that we know a few different ways that we can deal with stress and anger, let's practice.



## TIPS FOR FACILITATING Rehearsing for Life

1. Participants pair up and “practice” telling each other they have failed math.
2. One person starts by telling their partner how they feel about the fact they are failing a school subject.
3. Practice thinking and then telling your partner a positive thought that might help to make the negative situation feel less stressful.
4. Change places!

### **4.5 ACTIVITY: Tell the Chair**

Place chair in the middle of the discussion circle.

Instead of watching a positive role-play, we are going to take turns pretend to be Sabelo in role-play we just saw.

We will use the following scenarios on how to help use practice how to manage stress and anger in a controlled way.

*Facilitator models activity:*

- Tell the chair why Sabelo is angry!
- Start with how Sabelo feel and what he would like to change, and why.
- Make a suggestion about what would make the situation better for Sabelo.

*Participants volunteer to try “being Sabelo” one by one.*

## **GROUP COMES BACK TOGETHER**

## 5 | ENERGISER (5 minutes)



### 5.1 ENERGISER: PIZZA HUT

This call and response song should be accompanied by actions – one for each restaurant! – that are copied by participants.

Leader: “I said a Pizza Hut!”

Participants: “A Pizza Hut!” (repeat action)

Leader: “Kentucky Fried Chicken and a Pizza Hut!”

Participants: “Kentucky Fried Chicken and a Pizza Hut!”

Leader: “MacDonalds...”

Participants: “MacDonalds...”

Leader: “and Naaaaandos”

Participants: “and Naaaaandos”

Leader: “Kentucky Fried Chicken and a Pizza Hut!”

Participants: “Kentucky Fried Chicken and a Pizza Hut!”

## 6 | TAKING A PAUSE (20 minutes)

**Taking a Pause** is a tool we learnt last week. Participants can use this to help them deal with stress. Facilitators lead the group in the **Taking a Pause** activity.

Afterwards, ask the participants how this activity might help them cope with anger and frustration.

## 7 | HOME ACTIVITY (10 minutes)



### 7.1 HOME ACTIVITY: TAKE A PAUSE, NOTICE YOUR FEELINGS!

When you feel stressed or angry, practice one of the skills we talked about during the session (being aware of our emotions, breathing, talking, changing negative into positive thoughts).



### 7.2 VISIT YOUR SINOVUYO BUDDY AT LEAST ONCE A WEEK

Try to remember what coping strategy worked well and not so well for you and talk about that with your Sinovuyo buddy.



### **7.3 COMPLETE A PHYSICAL EXERCISE ONCE A DAY**

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

## **8 | CLOSING (10 minutes)**



### **8.1 REVIEW TOPICS COVERED**

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

*Let participants repeat the core principles after the facilitator:*

- Feeling stressed and angry is part of life
- We can learn to manage our reactions to feeling stressed and angry
- Managing our anger will make us feel better

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



### **8.2 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY**

In the next session, we build on what we have done today with how to deal with stress and anger. We will look at different ways to solve problems and develop peaceful solutions.

But before then, remember to do your home activity!

*Facilitators remind participants about time and location of next session.*



### **8.3 THANK AND PRAISE PARTICIPANTS**

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

# ILLUSTRATION FOR SESSION FIVE

## MOTHER IS SICK (POSITIVE)





## SINOVUYO TEEN: HOME CATCH-UP

Guardian name: \_\_\_\_\_

Teenager name: \_\_\_\_\_ Caregiver  Teen

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator name: \_\_\_\_\_

### Session Five: What do we do when we are angry?

**Goal:** Managing anger and solving problems

**Overview:** In Session Five, participants continue thinking and talking about emotions.

This session specifically focuses on “negative” emotions such as stress and anger.

- Everybody experiences stress and anger sometimes.
- What needs to be managed is what we do and say when we feel them.

**Illustration:** Mother is sick (positive)

**Core Lesson:** What do anger and stress mean to you? Have you ever experienced these emotions? Let’s think about how we act when we get angry:

- What do we do when we get stressed and angry?
- Why might it be good for us to learn how to cope with stress and anger?
- Can you think of any skills that might be helpful in a stressful situation like the in the illustration?

Remember being aware of anger, breathing, and talking?). Another helpful trick is to change negative into positive thoughts:

Share what happens to you when something is frustrating or stressful.

Share the negative thoughts and feelings that come up in a situation like this.

Change the negative thoughts into positive thoughts that can help during stressful situations.

Try it out using an example of a time something made you feel stressed out or frustrated.

**Home activity:** When you feel stressed or angry, practice one of the skills we talked about (being aware of our emotions, breathing, talking, changing negative thoughts).

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



# Session Six | PROBLEM SOLVING: PUTTING OUT THE FIRE

## INTRODUCING THE SESSION

Welcome to Session Six of the Sinovuyo Caring Families Programme for Parents and Teens!

In this session, we will learn the techniques of solving problems. We are back to having sessions together with the teens and parents.

In Session 6, we focus on the following core skills and principles:

- Peaceful solutions for family problems are possible
- Making a plan of action can help solve problems
- Take everybody's opinion seriously

In Session Six, we learn skills on how to solve problems. There are many challenges that families face today which can prove to be stressful.

Many people do not adequately address problems as they arise because they lack the appropriate skills to manage them. Positive family life involves healthy interactions where problems that arise are solved.

The ability to solve problems amongst children is learnt from the family as the skills they learn are taken from how the caregivers approach problems.

In this session both parents and teens will be equipped with skills to address any challenges that they encounter in their everyday life.

## SESSION FIVE PREPARATIONS |

<b>Training Materials &amp; Resources</b>	<ul style="list-style-type: none"><li>• Flip chart, paper, pens, markers, prestik</li><li>• Attendance register</li><li>• Name tag materials</li><li>• Food</li><li>• Illustration: Mother is sick (positive)</li></ul>
<b>Preparations</b>	<ul style="list-style-type: none"><li>• Make sure the workshop venue is clean</li><li>• Set up chairs in a circle</li><li>• Prepare any materials that you will use</li><li>• Prepare food</li></ul>

## SESSION SIX OUTLINE |

<b>ACTIVITY</b>	<b>TIME</b>	<b>Session Breakdown</b>
1. Food & Attendance	30 mins	1.1 Facilitators take attendance while everybody eats
2. Overview	40 mins	2.1 Welcome participants & circle share 2.2 Thank and everyone for coming 2.3 Home activity discussion 2.4 Framing the day
3. Song & Physical Exercise	10 mins	3.1 Song: Izola Bade 3.2 Physical exercise
4. Activity	15 mins	4.1 Human Knot
5. Core Lesson	60 mins	5..1 Negative role-play: The fancy new phone (negative) 5.2 Discussion about negative role-play 5.3 Positive role-play: The fancy new phone (positive) 5.4 Discussion about positive role-play 5.5 Freeze and play role play: Staying out late (negative)
6. Energizer	5 mins	6.1 I said Boom Chika Boom!
7. Home activity	15 mins	7.1 Preparing for home activity (10 minutes): Choose a problem from home to practice problem solving. 7.2 Home activity: Practice solving the problem using the steps learned during the session 7.3 Visit your Sinovuyo Buddy at least once a week during the week. Discuss the exercise on solving problems. 7.4 Complete a physical exercise once a day
8. Closing	15 mins	8.1 Review topics covered 8.2 Remind participants about home activities 8.3 Thank and praise participants
9. Wrapping up		9.1 Make sure you leave the room in order 9.2 Share your observations in facilitator report

# 1 | FOOD & ATTENDANCE (30 minutes)



## 1.1 FACILITATORS TAKE ATTENDANCE WHILE EVERYBODY EATS

As participants arrive, remember to greet each participant personally. Take attendance as each person arrives.

# 2 | OVERVIEW (40 minutes)



## 2.1 WELCOME PARTICIPANTS & CIRCLE SHARE

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



## 2.2 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

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



## 2.3 HOME ACTIVITY DISCUSSION (30 minutes)

Lead a discussion about the previous week's home activity.

In Session 5, participants were asked to try to practice one of the coping strategies (breathing, communicating, changing negative into positive thoughts) when they felt stressed or angry at home.

Did they also manage to share this experience with their Sinovuyo Buddy?

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

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

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

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

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



## 2.4 FRAMING THE DAY

Session Six builds on the previous sessions, where we spoke about managing difficult feelings such as anger and stress.

This session is about developing and practicing problem-solving skills that will help us to face challenges.

Participants have already practiced problem-solving in different ways during the programme (e.g. when finding ways to deal with angry behaviour).

This session also aims to give participants a plan of action they can follow to find a new solution to a problem.

## 3 | SONG & PHYSICAL EXERCISE (10 minutes)



### 3.1 SONG: iZOLA BADE

Sayibamba saygibela iZola Bade

iZola Bade, iZola Bade (2x)

*Repeat as necessary. This song can have lots of traditional dancing!*



### 3.2 PHYSICAL EXERCISE

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

Ask the participants if they are doing this at home!

## 4 | ACTIVITY: HUMAN KNOT (15 minutes)



This activity helps explore how people can work together to solve a problem that they created in the first place.

This can be a helpful lesson: When we have a problem without a solution, we can let go. Letting go is different from giving up!

It is important to show how this activity works before you start so that everyone knows what is expected.



### TIPS FOR FACILITATING THE Human Knot:

1. Facilitators should ensure that older participants are able to participate in this activity comfortably. Otherwise they are welcome to sit and watch.
2. Divide parents and teens into two groups. If the group is very big, then divide parents and teens into two groups of about 8.
3. Each group takes a turn to watch each other as they “untie the knot”.
4. To start, everyone stands up. If some participants cannot stand, make sure the standing participants work around them.
5. Everyone lifts his/her right hand and holds the hand of someone across from him/her (not next to them).
6. Everyone lifts his/her left hand and holds the hand of another person across from him/her. Don’t hold the hand of someone standing next to you.
7. Now you are in a human knot!
8. Without letting go of hands, the Human Knot must be “untied” until it becomes a circle. Participants should be aware of each other and ensure that nobody gets hurt!
9. Start untangling... but no talking!
10. Facilitators instruct parent/teen group to say what the other group is doing well.
11. Once separate parent and teen groups have a turn, the entire group creates human knot.
12. Entire group tries to untangle the human knot. Remember – no talking!
13. Facilitators comment on what the group is doing well.
14. It is very important that the facilitator does not interfere with the groups – let them do it themselves!
15. Most groups will be able to untie their Human Knot. However, sometimes a group will find themselves stuck.
16. The facilitator can ask the entire group if there is anything they can do to solve this problem.
17. If the knot is still tied, the facilitator can suggest there is another alternative – letting go.
18. Ask participants what they learned from the activity

## 5 | CORE LESSON (60 minutes)



### 5.1 ROLE-PLAY: THE NEW FANCY PHONE (NEGATIVE)

*Mother sees a phone on Khwezi's bedside table which she has never seen before.*

Mother: "Khwezi, where did you get that thing?"

Khwezi: "Lwande, bought it for me. It's a nice phone mum it takes photos – let me take a selfie of you and I!"

Mother: (*shouting*) "I don't want to see that expensive thing! That man is no good! How does he think you are going to repay him for this?!"

Khwezi (*upset*): "That's not how it works, Mother! That's not fair!"

Mother: "I don't want to hear it!"

Khwezi (*frustrated*): "You're not even trying to listen to me! I don't know why I even try with you!"



### 5.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

*Facilitators can have the following discussion with parents:*

Caregivers are often concerned with protecting their teenagers, from HIV, but also from a lot of other things.

Teenagers are more concerned with having independence and making their own decisions. This means that problems can arise because caregivers and teenagers have different interests.

Problems can be a lot like a fire. Think about if you are cooking and accidentally your pot sets on fire starts in your home.

Fires are hot, dangerous and can easily get out of control if we don't tackle them early enough. When there is a fire, we need to keep calm and think clearly.

Otherwise, the fire will be difficult to contain and may cause more damage to our homes.

Solving problems can be a lot like putting out a fire because of the steps we have to go through to put the fire out.

## **Six steps to problem-solving:**

### **1. Identify the problem:**

Ask yourself, "What is the problem?"

### **2. Brainstorm solutions:**

Ask yourself, "What are the different solutions?"

### **3. Figure out what the consequences of each solution would be:**

Ask yourself, "What are the pluses and minuses of each solution?"

### **4. Choose one solution:**

Ask yourself, "Which solution should we chose?"

### **5. Try it out!**

Try the solution that you chose.

### **6. Reflect on whether it worked:**

Ask yourself, "Did our solution work?"

*Facilitators can use the illustration with the fire when they are reviewing the steps to problem solving.*

Because teenagers are no longer children, working out a problem together can be a good way forward.

Now let's look at the role-play we just saw and use the 6 steps we need to put out a fire to find a solution.

To start the discussion off, facilitators ask: How could the parent and the teens calm this argument down?

Some of the suggestions that may come up include:

They could...

- ... Ignore the problem.
- ... Explore the consequences of different actions.
- ... Discuss the problem together.
- ... The parent could punish the teens.

One of the Facilitators should write all the comments on the flip chart.

Once you have a lot of suggestions, ask the participants to put them in the order that we use for problem-solving and re-write them on the flipchart.

At the end, you should have a list of the **six problem solving steps**. It is perfectly fine if they are worded differently, but it is important that all six steps are there.

Participants might struggle to think of some steps (especially 1, 3 & 6) and you might have to guide them there with questions.



### **5.3 ROLE-PLAY: THE NEW FANCY PHONE (POSITIVE)**

*Facilitators should act out the positive role-play and then guide a discussion about whether or not any of the problem-solving steps are used in the role-play.*

*Mother sees a phone on Khwezi's bedside table which she has never seen before.*

Mother: "Khwezi, where did you get that thing?"

Khwezi: "Lwande, bought it for me. It's a nice phone mum it takes photos – let me take a selfie of you and I!"

Mother: "Khwezi, before we do that, I think we need to talk about this and remember I'm not accusing you of anything – I just want to make sure you are safe."

Khwezi: "Why? Is there a problem?"

Mother: "I think so. You know I am worried about Lwande buying you gifts because I think he expects you to have sex with him in return and I worry that might mean HIV. This sort of thing happens all the time in our communities and girls end up HIV-positive when they fall in love with someone."

Khwezi: "Mother, I know better than that. And you don't listen to me when I tell you that Lwande and I love each other."

Mother: "Love is good and I'm glad that you are happy in your relationship with Lwande, but you also need to protect yourself. You are growing up and I know there is pressure sometimes to engage in sex when one is in a relationship. You need to be aware of some of the dangers that come with having sex and how you need to protect yourself. You are a beautiful young woman Khwezi, and you have the right to make the right decisions about your body, your future goals and you should know your dad and I are here for you."

Khwezi: “Thanks mum. I just have a question mother, is not sex part of expressing love in a relationship?”

Mother: “Well Khwezi maybe we can talk some more about this. Maybe we can think together of ways that you can have a boyfriend and be happy, but still keep yourself safe from HIV and pregnancy”.

Khwezi: “Okay fine. It feels strange that you are talking to me about this!”

Mother (*thinking*): “It’s okay Khwezi to feel that way it also feels strange for me but I want you to be able to make sound decisions about your future. You have done us proud so far and all we wish for is a successful life. I think we can also go to the clinic to ask the local sister about birth control methods and how to protect yourself from HIV and sexually transmitted diseases. It’s really important that you know accurate and correct information. The clinic can help us with this – shall we go together to the clinic tomorrow afternoon?”

Khwezi: Mother! You are making me uncomfortable...!”

Mother (*smiling*): It’s ok Khwezi, it’s important that you know what to do and how to protect yourself . I am glad we spent this time. As your mother, it is important for you to share with me the challenges you’re facing so that I can give you guidance and support!



## 5.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Questions to discuss about the role play:

- What is the problem that Mother mentions in this role play?
- Does Mother use any of the six steps to solve the problem?
- Which one does she use?
- What resolutions did they come up with?



## 5.5 FREEZE-AND-PLAY ROLE-PLAY

Now that we have all talked about the problem solving steps, let's practice them!

Use the "FREEZE-and-play" method to problem-solve the scenarios in the "Staying out Late" role-play.



### TIPS FOR FACILITATING THE Freeze-and-Play

1. Facilitators should divide the group either in two (one group per facilitator) or into groups of 6 (4 to problem-solve and 2 to act)
2. Participants will be working on solving the problem that is presented in the role-play.
3. They will do this in one of two ways:

Facilitators can either invite participants to "direct" the actors in the scenario,

or

they can say "FREEZE" to stop the action where they want to make a "correction". They then take the place of one of the actors and act out the solution themselves.

Remember to encourage participants to use the 6 steps to problem-solving during this role-play activity.



## 5.6 ROLE-PLAY: STAYING OUT LATE (NEGATIVE)

*Sabelo and Khwezi had both been out with their friends after dinner. They both come home later than they had agreed with their mother.*

Mother (shouting as soon as Sabelo and Khwezi walk in the door): "Do you realize what time it is, children?"

Sabelo and Khwezi (at the same time): "We are sorry."

Mother (angry): "Listen here, both of you, this is MY house and you live by MY rules, understand?"

Sabelo and Khwezi (feeling bad): "We are sorry, Mother."

Mother: "I want to teach both of you a lesson today..."



## 5.7 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Parents may want to discuss the consequences of forbidding their teens to stay out late. Do they do it anyway?

What other things do we forbid our teens to do that they may go ahead and do anyway?

Teens may want to discuss how this feels to them.

## 5.8 PRACTICING WITH DIFFICULT PROBLEMS



### TIPS FOR FACILITATING PRACTICING SOLVING PROBLEMS

1. Facilitator divide participants break into two groups.
2. Each group will practice 6-steps of problem solving using one case study.
3. They can do this in one of two ways: By creating a role-play to show how could they make this decision together or by presenting the six steps of problem solving based on their case.
4. Facilitator describes Case 1 to the first group and Case 2 to the second group.

**Case 1:** Khwezi wants to spend the day alone with her boyfriend and she wants to visit him at his house and feels responsible and has told her mother about it.

Mother is scared that Khwezi might find herself in a situation where she will be exposed to HIV and may fall pregnant.

**Case 2:** Thuli lately has been wearing her school uniform provocatively – she wants to dress in her own way!

Parent is worried this is giving the wrong message.

5. Group comes back together for presentation of role-plays or six-steps.

## 6 | ENERGISER (5 minutes)



### 6.1 ENERGISER: I SAID BOOM CHIKKA BOOM!

One person will lead this call-and-response energizer and the rest of the group repeats in call-and-response style.

Leader: I said Boom Chikka Boom

Group (repeats): I said Boom Chikka Boom

Leader: I said Boom Chikka Racket Chikka Racket Chikka Boom

Group (repeats): I said Boom Chikka Racket Chikka Racket Chikka Boom

Leader: Aha

Group (repeats): Aha

Leader: Oh Yeah

Group (repeats): Oh Yeah

Leader: One more time?

Group (repeats): One more time!

Facilitator can replace “Boom Chikka Boom” with anything and participants repeat.

Try also giving instructions like “a little louder this time” and everyone becomes louder; or “a little bit softer” and everyone whispers.

*Remember to use energizers when participants need a break or when teens need to stretch their legs!*

## 7 | HOME ACTIVITY (15 minutes)



### 7.1 PREPARING FOR HOME ACTIVITY (10 minutes)

Participants choose a problem from home that they will practice problem-solving during the week. Participants should share the problem they will be working on at home with the group.



### 7.2 HOME ACTIVITY

Using the problem that was chosen during the session, practice problem-solving at home.



### 7.3 VISIT YOUR SINOVUYO BUDDY AT LEAST ONCE A WEEK

Discuss how problem-solving at home went together.



## 7.4 COMPLETE A PHYSICAL EXERCISE ONCE A DAY

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

# 8 | CLOSING (10 minutes)



## 8.1 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

- Peaceful solutions for family problems are possible
- Making a plan of action can help solve problems
- Take everybody's opinion seriously

Remind participants of the six steps to problem-solving:

1. Identify the problem
2. Brainstorm solutions
3. Figure out what the results of each solution would be
4. Choose one solution
5. Try it out
6. Did it work?

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



## 8.2 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

The next session is a joint session. We'll be looking at ways that you save and spend your money. But before then, remember to do your home activity!

Facilitators remind participants about time and location of next session.



## 8.3 THANK AND PRAISE PARTICIPANTS

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

# ILLUSTRATION FOR SESSION SIX

## PUTTING OUT THE FIRE



1. First we have to decide what kind of fire it is (Is it a wood fire or an oil fire?)



2. Then we ask:  
What are my options to put it out?



3. Which option will work best?  
4. Choose one!



5. Try it out!



6. Reflect on whether or not it worked.



## SINOVUYO TEEN: HOME CATCH-UP

Guardian name: \_\_\_\_\_

Teenager name: \_\_\_\_\_ Caregiver  Teen

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator name: \_\_\_\_\_

Session Six: Problem solving: Putting out the fire

Goal: Learn the techniques of problem solving

Overview: This session builds on the last ones, where we spoke about managing difficult feelings such as anger and stress.

- This session is about developing and practicing problem-solving skills that will help face challenges.
- Participants have already practiced problem-solving in different ways during the programme (e.g. when finding ways to deal with angry behaviour).
- This session aims to give participants a plan of action they can follow to find a new solution to a problem.

**Illustration:** Putting out a fire...

**Core Lesson:** Solving problems can be a lot like putting out a fire because of the steps we have to go through to put the fire out:

1. Identify the problem (Where is the fire? What is the problem?)
2. Brainstorm solutions (What are the different options to put out the fire?)
3. Figure out what the advantages and disadvantages of each option (What are the consequences?)
4. Choose one solution (Which solution should we chose?)
5. Try it (Try it out!)
6. Reflect on whether it worked (Did our solution work?)

Can you think of how you could use these six steps to solve the following problem:

*A teenage girl has been given a fancy expensive phone as a gift from a man in the neighbourhood.*

*You are concerned as a parent about this. How do you use the 6 steps to solve this problem?*



# Session Seven| MOTIVATION TO SAVE & MAKING A BUDGET WITH OUR MONEY

## INTRODUCING THE SESSION

Welcome to Session Seven of the Sinovuyo Caring Families Programme for Parents and Teens!

Session Seven focuses on how everyone in the family can understand and identifies ways to manage money and reduce stress about money.

In Session 7, we focus on the following core skills and principles:

- Having goals can help us save money
- Budgeting – or making plans around money and saving – shows what our choices are when it comes to money
- Reducing stress about money can reduce family stress

Parents and teens discuss how families can better manage the household income. Having enough money for day to day living is important for every home.

We use money to buy food, clothes, pay for our children's education, pay for transport for us to go and from work and to meet a number of other needs.

The expenses are many!

If we do not manage our money well, we find ourselves struggling month on month to make ends meet.

Without budgeting the family expenses can become more than the amount of money that is available affecting how families live.

We find ourselves not having enough money to buy food, take the children to school and even get medication for when we fall sick.

Teens are also affected! They might be forced to leave school due to the lack of income at home and expose them to other forms of harm.

Some people take advantage of these situations and offer our children especially adolescent girls money in exchange for sex putting our children at risk of falling pregnant and contracting sexually transmitted diseases.

Sometimes when the main breadwinners at home are unable to work the income in the house becomes less.

Sometimes sickness or not having a job or even death can affect the ability of a parent or caregiver to support their family.

That is why it is important that as families we know how to use the available money effectively and work together when such challenges come up.

In this session, we are also going to talk about some of the referral services that are available to assist families to increase household income and ensure that their children are protected from harm due to lack of income.

## SESSION SEVEN PREPARATIONS |

<b>Training Materials &amp; Resources</b>	<ul style="list-style-type: none"> <li>• Flip chart, paper, pens, markers, prestik</li> <li>• Attendance register</li> <li>• Name tag materials</li> <li>• Food</li> <li>• Needs and wants cards</li> <li>• Materials for visual budgeting: Samp kernels and beans</li> <li>• Illustration: Gogo Nontlantla</li> </ul>
<b>Preparations</b>	<ul style="list-style-type: none"> <li>• Make sure the workshop venue is clean</li> <li>• Set up chairs in a circle</li> <li>• Prepare any materials that you will use</li> <li>• Prepare food</li> <li>• Make sure you are familiar with the songs, games and role-plays that you will use</li> </ul>

## SESSION SEVEN OUTLINE |

ACTIVITY	TIME	Session Breakdown
<b>1. Food &amp; Attendance</b>	30 mins	1.1 Facilitators take attendance while everybody eats
<b>2. Overview</b>	30 mins	2.1 Welcome participants & circle share 2.2 Thank everyone for coming & praise for timekeeping 2.3 Home practice discussion 2.4 Framing the day
<b>3. Song &amp; Physical Exercise</b>	5 mins	3.1 Song: Masibonisane 3.2 Physical exercise
<b>4. Activity</b>	15 mins	4.1 Activity: Needs and Wants

<b>5. Core Lesson</b>	50 mins	<p>5.1 The Story of Gogo Magade</p> <p>5.2 Discussion about the Story of Gogo Magade</p> <p>5.3. Samp &amp; Bean Visual Budgeting</p> <p>5.4 Discussion: Visual budgeting</p> <p>5.5 The Story of Gogo Nontlantla Part 2: Introducing Money Shock</p> <p>5.6 Discussion: Money shock</p>
<b>6. Energiser</b>	5 mins	6.1 Energiser: Ndafika beyidulula nami ndiyadulula
7. Home activity	15 mins	<p>7.1 Preparing for home practice: Brainstorming possible saving goals</p> <p>7.2 Home practice: Make a visual budget with your family</p> <p>7.3 Visit your Sinovuyo buddy at least once a week</p> <p>7.4 Complete a physical warm-up once a day</p>
8. Closing	15 mins	<p>8.1 Review topics covered</p> <p>8.2 Remind participants about home activities</p> <p>8.3 Thank and praise participants</p>
9. Wrapping up		<p>9.1 Make sure you leave the room in order</p> <p>9.2 Share your observations in facilitator report</p>

# 1 | FOOD & ATTENDANCE (30 minutes)



## 1.1 FACILITATORS TAKE ATTENDANCE WHILE EVERYBODY EATS

As participants arrive, invite them to eat together. Remember to take attendance as each person arrives.

# 2 | OVERVIEW (30 minutes)



## 2.1 WELCOME PARTICIPANTS & CIRCLE SHARE

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



## 2.2 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

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



## 2.3 HOME PRACTICE DISCUSSION (30 minutes)

Guide a discussion about the previous week's home practice. As a reminder, last week participants were asked to practice problem-solving at home.

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

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

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

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

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



## 2.4 FRAMING THE DAY

In this session we build on the problem-solving skills we learnt in the last session. Remember the six steps to problem-solving?

1. Identify the problem (Where is the fire? What is the problem?)
2. Brainstorm solutions (What are the different solutions?)
3. Figure out what the consequences of each solution would be (What are the pluses and minuses?)
4. Choose one solution (Which solution should we chose?)
5. Try it (Try it out!)
6. Reflect on whether it worked (Did our solution work?)

These problem-solving steps will help us for today's session.

Today we will talk about one very specific kind of problem – money. Money can sometimes make all of us feel worried and sad. It can make us feel stressed when we don't have enough, and happy when we do.

Thinking about money during a stressful time, whether that's suddenly having to pay for a funeral or having to think ahead about how to support children or grandchildren because someone in the family has died, can be especially difficult.

Dealing with problems around money can help to reduce stress in families.

In today's session we will focus on a very particular and important kind of stress: stress about money.

- We will discuss why it might be important to save money.
- We will learn how to plan carefully with the money we have.
- We will learn how to make a "budget" with our money. "Budgeting" means making plans around money and it makes it easier for us to avoid running out of money from one grant day or pay day to the next.

*Facilitators emphasize that this is a safe space where we can feel free to talk about difficult things like money.*

## 3 | SONG & EXERCISE (5 minutes)



### 3.1 SONG: MASIBONISANE

Masibonisane  
Ngalemali yegrant  
Sizothengu kutya  
Kwabantwana bam

Yiloligrant iyeza  
Yiloligrant iyeza  
Sizothengu kutya  
Kwabantwana bam

*Repeat as necessary. Feel free to dance along!*



### 3.2 PHYSICAL EXERCISE

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

Ask if anyone did the exercise at home and praise them for trying!

## 4 | ACTIVITY (15 minutes)



### 4. ACTIVITY: NEEDS ANDS WANTS

We all sometimes struggle to get from one grant day or pay day to the next without running out of money at the end of the month.

This game will help us to think very carefully about how we spend our money from the first day on.

We start by thinking about “needs” and “wants”.

- Can anyone describe what “needs” and “wants” are?
- How they are different from each other?

Facilitator to write these down on a flipchart.



## TIPS FOR FACILITATING Needs and Wants Game:

1. Participants stand in a circle.
2. Facilitator throws a ball or points at a participant and writes a word from the list below on the flipchart.
  - Cool drinks
  - Right to express your own opinion
  - Radio
  - Mobile phone
  - Clean air
  - Money to spend
  - Television
  - Fashionable clothes
  - Soccer ball
  - Bicycle
  - Church
  - Food
  - School
  - Clean water
  - Love in the family
  - Shelter
3. The participant explains to the others why he/she thinks the item is a “need” or a “want”.

*Facilitator reminds participants there is no right or wrong answer.*
4. Facilitator asks the other participants whether they agree or disagree. Encourage a discussion.
5. Once participants have agreed, facilitator draws a circle around “need” or draws a square around “want” on the flipchart.
6. The participant throws the ball at another person in the circle who then gets a new word.
7. Repeat steps 3, 4, 5 and 6.
8. Discuss how this activity relates to participant’s relationship to money.

## 5 | CORE LESSON (50 minutes)



### 5.1 THE STORY OF GOGO NONTLANTLA

*Facilitator reads the following story to the participants:*

You remember in Session two we were introduced you to the Magade family. Remember Mother, Father, Khwezi, Thuli and Sabelo.

Today we are going to meet Gogo Nontlantla who is Father's mother. Gogo Nontlantla lived with her grandchildren, Asive and Lonwabo who are Khwezi, Thuli and Sabelo's cousins. Asive was 18 and had great marks in school. Lonwabo had just turned 16 and had many friends who admired him a lot.

Gogo Nontlantla looked after her grandchildren since their parents died when the children were still very young.

They struggled, but Gogo received a small grant for each of the children about R350 per child.

Combined with her old age grant which is R1500 per month, she could almost make ends meet. Just the last days of each month. Eish, those were tough! One day, she watched her grandchildren come in from school and thought: "Asive is so clever! She will pass her matric next year and surely go to study at the University of Fort Hare! She will need all those books for university! And transport money to get there every day! And Lonwabo, he is just like his grandfather, honest and serious and responsible. Soon he will go to initiation school! But he will need a new suit, and we'll need a cow for the ceremony! And food! Hayibo!"

Gogo Nontlantla then thought to herself: "Times are so tough, but I want the best possible future for my grandchildren. They deserve all of the happiness and success in the world. I don't know how; I don't know where the money will come from. I could borrow the money, but yo! – these loan sharks are so dangerous. I must save but how?"

This is why we are all here today. Sometimes in life there are times when it feels impossible to save money, or to avoid borrowing more and more money from other people.

In the last session we talked about how we can solve problems together. Money can often feel like a problem that needs to be solved!

Gogo Nontlantla's goal was to make sure her grandson could be initiated and her granddaughter could fulfil her dream of going to university. Let's think together about how she can solve the problem of saving a lot of money with the little money she has?

Facilitator takes a big poster and starts drawing a visual budget for Gogo Nontlantla's situation:

- What does Gogo Nontlantla have to spend money on each month?
- Group to give input and facilitator to draw circles for food, electricity, airtime, etc.

Facilitator then draws one additional circle and says:

This circle is for savings. Gogo Nontlantla will put a little bit of money in here every month. This is money that Gogo Nontlantla does not spend but holds back for her grandson's initiation and her granddaughter's university education.

*Facilitator reads the next part of the story.*

It took Gogo Nontlantla a long time. First she sat down and made a budget – a plan for how she could save her money. Then she began to save just a little bit of money at a time – R60 per month from the pension grant, R200 from the money that her brother sends home each month.

She worked with Lonwabo and Asive to choose little things that she could spend just a little bit less on each week. The kids were great at helping her to think about the things they didn't need. And over the next few years as her children grew, she finally was able to fulfill her dreams. Without borrowing any money from friends or loan sharks, she managed to pay for Lonwabo's initiation and Asive's Matric graduation. She could not have been more proud.



## 5.2 DISCUSSION ABOUT THE STORY OF GOGO NONTLANTLA

**Questions to ask about the story:**

- Why did Gogo Nontlantla need to intervene in order to help support her grandchildren?
- How did Gogo Nontlantla help with her grandchildren's future goals?
- How do you think Gogo Nontlantla felt when she finally saved enough?
- What are your and your family's saving goals?



### 5.3 SAMP AND BEAN VISUAL BUDGET (45 minutes)

Before we begin this exercise, let's talk about budgeting. What is a **budget**?

*Participants to give ideas about what a budget is.*

Here are some ways to start thinking about what a budget is:

- A budget describes how we decide what we spend our money on.
- A budget helps us to find out how much money we can spend on our needs and wants.

Who remembers one of the needs that we have talked about earlier today? And how much does this cost? You have just made your first budget!

**The goal of this exercise is to practice making a budget with “fake” money.**



#### TIPS FOR FACILITATING THE Visual Budgeting Exercise: Part One

1. Teens and parents pair up.
2. Each parent & teen is given a big piece of paper, markers, and crayons. Parents and teens discuss and teens draw.
3. Now we are all going to draw our budget together. Start by making circles for all the things that your family spends money on in each month
4. Four things to think about for making your budget:
  - What are all the needs for your family and for your household?
  - How much do these needs cost?
  - What are wants for your family?
  - How much do these wants cost?

*Facilitator to walk around and check for understanding. Remind participants to spread their drawings out.*

5. Who wants to tell us what things your family budget includes? Does anyone want to add something?

*Facilitator writes down the answers on the flip chart. Give participants the opportunity to add anything they missed to their visual budget.*



## TIPS FOR FACILITATING THE Visual Budgeting Exercise: Part Two

### 1. Explain the following scenario:

Now imagine today is grant day and pay day. This is when all of you will get money for the next month.

We are going to give you samp kernels and beans and you will pretend that this is your grant or pay day money. The beans are worth more money.

That means, with the beans you can buy more expensive things – for example you can use them to pay for school fees. Samp kernels are worth less money.

That means that you use the samp kernels to buy cheaper things – for example rice, washing powder, or airtime.

*Facilitators to distribute samps and beans bags to each team. Every bag contains 5 beans and 10 Samp kernels.*

Every bean is worth R300,00 and every samp kernel is worth R100,00, so beans are worth more money and samp kernels are worth less money.

### 2. Now let's make a budget – a plan – with our beans and samp money.

Pretend that the samp and beans in your bag are all the money that you have available for the next month. You have already drawn all of the things you spend money on in the month.

Now you will start to think about how many things you want to buy and how many beans and samp you have.

### 3. Participants put samp kernels and beans on the circles that they have drawn on their visual budgets.

You buy an expensive thing by putting down a bean on the circle; you buy a less expensive thing by putting down a samp on the circle.

Two things to think about when making these choices:

- Which things are most important to you as a family?
- Which things do not mean too much to you?

### 4. Participants play around with the “fake beans and samp money” to create a family visual budget. Let's keep in mind that with the money we have, we all have to make choices between different things. And sometimes these choices can be very difficult.

*Facilitator to check for understanding and remind participants that this is a game and they should play around with the beans and samps to find the best budget.*

*Facilitators should walk around and support participants who have difficulties with this exercise and praise the decisions that are being made in each of the groups.*



## 5.4 DISCUSSION: VISUAL BUDGETING

Let's discuss why we did this activity:

- Why do you think we asked you to make a visual budget?
- Did we learn anything about how to handle our money? The activity may have helped participants to think about how to spend their money without being stressed.

Also, the exercise may have helped participants to think of things that they spend money on that they might want to change.

- Teens, what did you learn about how your parents spend money?
- Did we have enough samp and beans to cover our needs? What about our wants?
- What things could you try to spend less money on as a family?
- Did parents and teens want to spend money on the same things?



## 5.5 THE STORY OF GOGO NONTLANTLA PART TWO: INTRODUCING MONEY SHOCKS

*Facilitator reads the next part of the story.*

Now let's think back to Gogo Nontlantla. One night there was a horrible storm outside of Gogo Nontlantla's house. The wind blew, and blew so hard that the little house was shaking. And all of a sudden the roof flew off.

After the terrible storm, Gogo Nontlantla suddenly had to find money as quickly as possible to get her roof fixed.

First she had to support her grandchildren after the deaths of their parents, and now this! Eish! Times were really tough!

Facilitators can use Gogo Nontlantla illustration here.



## 5.6 DISCUSSION: MONEY SHOCK

Things like this can happen to all of us and they usually come very unexpectedly. Can you think of other things that could cause money stress?

Participants to give ideas. The list could include:

- Funeral
- Severe illness of a friend or family member
- Robbery

Let's imagine that all of us have just experienced the same thing as Gogo Nontlantla— our roof being destroyed. I will now go around and take one bean and two samp kernels from all of you to put away for an emergency.

Facilitator to walk from group to group and draw a separate circle that is labelled "emergency". One bean and two samp kernels are then put on this circle.

Now that you have less money, take another five minutes to move around your samp and beans and change your visual budget.

Think about the way you have just changed your budgets:

- If there is an emergency, where can we take the money from to cover the costs?
- How could savings help us in a situation like Gogo Nontlantla's?

## 6 | ENERGISER (5 minutes)



### 6.1 ENERGISER: NDAFIKA BEYIDUDULA NAME NDAYIDUDULA

Ndafika beyidudula name ngayidudula X4

Ndafika beyidonsa name ndayi donsa X 4

Ndafika beyihleka name ndayihleka X4

Ndafika be jayiva nam ndajayiva X 4

*Participants can add their own things.*

*Remember to use energizers when participants need a break or when teens need to stretch their legs!*

## **7 | HOME ACTIVITY (10 minutes)**



### **7.1 PREPARING FOR HOME ACTIVITY**

Think about Gogo Nontlantla and how she finally managed to save some money for her grandchildren's future.

Now think about your own visual budget for each month. Look at the samp and beans that you have allocated.

Would it be possible for you to save some samp each month?

Why might it be important to put away some samp each month? (e.g. for emergencies, for the future, for big events like a wedding or a funeral etc.)

Parents and teens sit together to think about the need for saving. Facilitator walks around and checks for understanding.

Facilitators should remember to praise whatever suggestions the participants make.



### **7.2 HOME ACTIVITY**

Take some samp kernels and beans home with you and try to make a visual budget together with the whole family.

Think about how much money your family has available each month and think about where this money comes from.

Then think about how this money can cover all of your family's "needs" for the whole month.

Try to include savings in your budget and in your plan.



### **7.3 VISIT YOUR SINOVUYO BUDDY AT LEAST ONCE A WEEK**

Share some of the things you have learned while doing your home budget and plan!



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

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

## 8 | CLOSING (5 minutes)



### 8.1 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

- Reducing stress about money can reduce family stress
- Having goals can help us to save money
- Budgeting – or making plans around money and saving – shows what our choices are when it comes to money

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



### 8.2 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME PRACTICE

In the next two sessions, we will explore how we can solve problems such as when we have a lot of money stress, trouble at school, or fighting and conflicts in our family.

In the next session, we separate into teen-only and parent-only groups for the core lesson.

But before then, please remember to do your home activities!

Facilitators remind participants about time and location of next session. It's important to stress that they meet at the same time, even though the group will separate into smaller teen-only and parent-only groups for the core lesson.



### 8.3 THANK AND PRAISE PARTICIPANTS

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

# ILLUSTRATION FOR SESSION SEVEN

## GOGO NONTLANTLA AND HER GRANDCHILDREN...



Mama Nontalanta and her grand-children  
Asive & Lonwabo



Mama Nontalanta worries about sending  
Asive to University.



Mama Nontalanta and the loan-shark



Mama Nontalanta makes a budget



Mama Nontalanta and her grandchildren  
are happy



## SINOVUYO TEEN: HOME CATCH-UP

Guardian name: \_\_\_\_\_

Teenager name: \_\_\_\_\_ Caregiver  Teen

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator name: \_\_\_\_\_

### Session Seven: Motivation to Save & Making a Budget with our Money

Goal: Everyone in the family to understand and identify ways to manage money and reduce stress about money.

Overview: In today's session we build on last week's discussions around problem solving. We focus on a very particular problem and important kind of stress: stress about money.

- We discuss why it might be important to save money.
- We learn how to plan carefully with the money we have.
- We learn how to make a "budget" with our money.

"Budgeting" means making plans about money and it makes it easier for us to avoid running out of money from one grant day or pay day to the next.

Illustration: Gogo Nontlantla (& story); Needs & Wants cards

Core Lesson: Using the Gogo Nontlantla illustration, go through the steps of making a budget.

Think about all the things your family spends money on in each month:

1. What are your household needs? How much do they cost? *Use Needs & Wants cards*
2. What are your household wants? How much do they cost? *Use Needs & Wants cards*
3. Where does your household get its income from every month? How much is this income?
4. Are there ways of distributing this money to cover all of the monthly household needs?
5. Are there ways of distributing this money to cover all of the monthly needs and wants?
6. Are there ways of distributing this income to cover needs and wants and to save for an emergency or long-term goal?

Home practice: Try to make a budget together with the whole family. Try to include savings in your budget and in your plan. You can either write or draw your budget.



# Session EIGHT| DEALING WITH PROBLEMS WITHOUT CONFLICT [Part 1]

## INTRODUCING THE SESSION

The next two sessions will be delivered in separate groups for parents and teens.

Welcome to Session Eight of the Sinovuyo Caring Families Programme for Parents and Teens!

Session Eight, we will be talking about how to identify problem behaviours that affect the family whether it be behaviours of teens or parenting behaviours.

We will focus on establishing relationships and behaviours that are positive in the family.

In Session Eight, the parents and teens sessions will have different lessons. For parents the session discussions will focus on:

- Sticking to today's problem: Remember it is the behaviour that is bad, not the teenager
- Saying exactly what you want to get what you want
- Using praise to get good behaviour

And for teenagers the core lessons will be on:

- Giving your parent a chance! Sometimes you can work out a problem together.
- Remembering to consider your parent's point of view, too.
- It's sometimes good to say sorry

In Session Eight, we will talk about problem behaviours in the family. This may be a challenging topic to facilitate for you as a facilitator and for the parents and the teens.

It's important that everyone keeps an open mind during this session and next week's session as much of what will learn focuses on how we behave at times.

The fact that we are learning new skills of relating does not mean we have bad relationships...it just means we can have better ones!

**Parents:** As we mentioned in the beginning of the programme it is challenging to be parent.

None of us were born with the full understanding of parenting skills. Parents had to learn most of them through their own personal experiences and in other cases from others.

It is important to remember that the way parents interact with children has a lasting effect on their wellbeing.

It is important that parents are satisfied with the way they behave towards their children and be willing to change if their behaviours negatively impact them.

Raising teenagers can be challenging. Sometimes the way they behave may affect how parents behave.

It is important that parents are able to effectively handle problem behaviours of their teens in a constructive manner.

Remind parents that the teenage years are an important stage when they need to prepare our child for adulthood.

A healthy parent child relationship is important for encouraging positive behaviours.

**Teens:** Being a teenager can be both one's best or worst experience.

Teens face so many pressures around. Their bodies are changing They have new responsibilities and people have high expectations of them.

*Sometimes, they are not sure about how to deal with some of these changes.*

They also are learning how to take more responsibility of their lives and the decisions that they make.

The paths they choose now can affect them forever! That's why how teens behave during this period is important.

Teens need to also realise that their parents during this period tend to be highly concerned about them and what they do.

They want to know where their teens are, who they are with and what they are doing and this may make them uncomfortable or upset.

It can help to try to understand their parents fears and understanding that their parents have their best interest at heart.

This may help teens see these concerns in a different light. They need to understand that sometimes parents do not know how to express these concerns to them.

In this session, we hope that both parents and teens will be able to identify some of the behaviour challenges they encounter in the home and learn to establish habits and practices to improve relations.

## SESSION EIGHT PREPARATIONS |

Training Materials & Resources	<ul style="list-style-type: none"> <li>• Flip chart, paper, pens, markers, prestik</li> <li>• Attendance register</li> <li>• Name tag materials</li> <li>• Food</li> <li>• Illustration: The soccer bully (negative)</li> </ul>
Preparations	<ul style="list-style-type: none"> <li>• Make sure the workshop venue is clean</li> <li>• Set up chairs in a circle</li> <li>• Prepare any materials that you will use</li> <li>• Prepare food</li> <li>• Make sure you are familiar with the songs, games and role-plays that you will use!</li> </ul>

## SESSION EIGHT OUTLINE |

ACTIVITY	TIME	Session Breakdown	Session Breakdown
		PARENTS	TEENS
1. Food & Attendance	30 mins	1.1 Facilitators take attendance while everybody eats	1.1 Facilitators take attendance while everybody eats
2. Overview	40 mins	2.1 Welcome participants & circle share 2.2 Thank everyone for coming & praise for timekeeping 2.3 Home activity discussion 2.4 Framing the day 2.5 Overview for parents	2.1 Welcome participants & circle share 2.2 Thank everyone for coming & praise for timekeeping 2.3 Home activity discussion 2.4 Framing the day 2.5 Overview for teens
3. Song & Physical Exercise	10 mins	3.1 Song: Baba la Gumbala 3.2 Physical exercise	3.1 Song: Baba la Gumbala 3.2 Physical exercise
4. Exercise	20 mins	4.1 Exercise: Sipho says 4.2 Discussion: Say what you want to get what you want	4.1 Exercise: Sipho says 4.2 Discussion: Say what you want to get what you want

5. Core Lesson	50 mins	5.1 Negative role-play: “I can’t hear the news!” 5.2 Discussion about negative role-play 5.3 Positive role-play: “I can’t hear the news!” 5.4 Discussion: Tackling problems: Make it positive	5.1 Negative role-play: “The soccer bully” 5.2 Discussion about negative role-play 5.3 Positive role-play: “The soccer bully” 5.4 Discussion: Tackling problems: You be the parent
6. Energiser	5 minutes	6.1 Energiser: Facilitator can choose	6.1 Energiser: Facilitator can choose
7. Home activity	15 mins	7.1 Home practice: Practice Taking a Pause 7.2 Visit your buddy at least once during the week 7.3 Complete a physical warm-up once a day	7.1 Home practice: Practice Taking a Pause 7.2 Visit your buddy at least once during the week 7.3 Complete a physical warm-up once a day
8. Closing	15 mins	8.1 Review topics covered 8.2 Remind participants about next session and home activity  8.3 Thank and praise participants	8.1 Review topics covered 8.2 Remind participants about next session and home activity  8.3 Thank and praise participants
Wrapping up	9.1 Make sure you leave the room in order  9.2 Share your observations in facilitator report		

# 1 | FOOD & ATTENDANCE (30 minutes)



## 1.1 FACILITATORS TAKE ATTENDANCE WHILE EVERYBODY EATS

As participants arrive, invite them to eat together. Remember to take attendance as each person arrives.

# 2 | OVERVIEW (40 minutes)



## 2.1 WELCOME PARTICIPANTS & CIRCLE SHARE

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



## 2.2 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

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



## 2.3 HOME ACTIVITY DISCUSSION (30 minutes)

Facilitators lead a discussion about the previous week's home activity.

As a reminder, last week participants were asked to try to comment on their emotions and ask their parent/teen about theirs. They also tried out the Sinovuyo Buddy/Partner system last week, so we'd love to hear about their experiences!

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

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

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

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

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



## 2.4 FRAMING THE DAY

Everybody behaves badly sometimes, including parents and teens:

- Conflicts can happen in every family and house.
- Teenagers go through a lot of changes and can sometimes act badly.
- Sometimes parents feel so stressed they let feelings of anger take over.

There are lots of different ways to approach difficult situations like these without hitting and yelling, which is what we will be focusing on in the next two sessions:

In this session, parents will focus on giving clear instructions to their teens in order to encourage good behaviour to happen more often.

And teens will focus on working with their parents in order to problem-solve.

Can you think of any skills we talked about in previous sessions that might be helpful for this session?

In the next two sessions we are going to make good use of skills we have already learnt. Before we start, let's remind ourselves in detail about some of the skills we already have that might be useful in these two sessions.

- Praising positive behaviour (Session Three)
- Being aware of your emotions (Session Four)
- Learning to cool down (Session Five)
- Problem-solving (Session Six)

This may have already come up during home practice discussion, but if not, facilitators should remember to use materials from previous sessions.



## 2.5 OVERVIEW FOR PARENTS

It is our job as parents to try to **stay calm and try to control stressful situations**. In order to do that as well as we can, let's remember some of the skills from our previous sessions:

**Breathing:** In other sessions we talked about "taking a pause" and being aware of anger and stress. Being able to cool down when we are feeling angry is important to remember today. This is because taking a deep breath or counting to ten before you react to your teen can help us to solve the problem better than by hitting them or yelling at them.

**Listening:** Sometimes instead of jumping to thinking bad things about your teen, it can help to remember that there are two sides to every story. It's important to encourage your teen to tell you what they feel and then to listen to what they have to say.

**Talking:** Reminding our teenagers that they can behave well encourages more of that good behaviour. It also helps us to be clear about saying exactly what we want from our teenagers.



## 2.5 OVERVIEW FOR TEENS

It's important to remember that even though they are sometimes not very cool, our parents have been around for longer than we have, and have important things to teach us.

Sometimes when we have a problem that scares or worries us or feels too big for us to handle, **it can be helpful to talk it through with our parents** in case they have good ideas about how to help.

And sometimes we have problems that are about our parents.

They might have boyfriends and girlfriends that we don't like, or they may want us to help out so much at home that we don't have enough time to do our homework or go out with our friends.

**These kinds of problems are also good to talk about with our parents, instead of just letting them make us more frustrated.**

In this session, we build on the problem-solving skills we have already learnt. Can anybody remember any (or all?) of the steps we take to problem solve?

Remember the six steps to problem-solving?

1. Identify the problem (Where is the fire? What is the problem?)
2. Brainstorm solutions (What are the different solutions?)
3. Figure out what the consequences of each solution would be (What are the pluses and minuses?)
4. Choose one solution (Which solution should we chose?)
5. Try it (Try it out!)
6. Reflect on whether it worked (Did our solution work?)

Now we focus on problem-solving difficult behaviours (including our own!).

One thing to know is that there are consequences to our behaviours, which means that our actions have an effect or result.

Another thing to remember is to think about our parents' side of the story.

### **3 | SONG & EXERCISE (5 minutes)**



#### **3.1 SONG: BABA LA GUMBALA**

*(traditional song from Ghana sung as a call and response)*

Leader: Baba la gumbala gumbala ha vee say

Group: Baba la gumbala gumbala ha vee say

(2x)

Leader: Ha na na na na ha vee say

Group: Ha na na na na ha vee say

(2x)

Leader: Ha vee say

Group: Ha vee say

(2x)



#### **3.2 PHYSICAL EXERCISE**

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

Ask participants if they did the exercise at home during the week and praise those who did!

## 4 | ACTIVITY (20 minutes)



### 4.1 ACTIVITY: SIPHO SAYS

This activity helps everyone to see the value of giving clear, positive instructions.



#### TIPS FOR FACILITATING Sipho Says

1. Participants start by standing in a straight line. Sipho is the only one who talks.
2. The aim is for the participants to stay in a straight line by moving at the same time following instructions that the facilitator (“Sipho”) gives to them.

(Only Sipho is allowed to speak!)

3. Facilitator: “Everybody in a straight line? Ready to play?”
4. First provide the following negative instructions:

Facilitator: “Sipho says: Do not walk backwards”

Facilitator: “Sipho says: Do not stand on one foot”

Facilitator: “Sipho says: Do not jump”

Facilitator: “Sipho says: Do not smile”

Facilitator: “Sipho says: Do not walk forwards”

What happens to the line?

5. Now try using the following positive instruction:

Facilitator: “Sipho says: Walk forwards!”

Facilitator: “Sipho says: Stand on one foot!”

Facilitator: “Sipho says: Jump!”

Facilitator: “Sipho says: Smile!”

Facilitator: “Sipho says: Walk backwards!”

Facilitator: “WELL DONE TEAM!”

What happens to the line now? Remember to praise participants for their efforts to stay together in one line!

6. Try again with some of the following instructions:

Facilitator: “Sipho says: Don’t sit down” (negative)

Facilitator: “Sipho says: Stand up” (positive)



## 4.2 DISCUSSION: SAY WHAT YOU WANT, TO GET WHAT YOU WANT

Let's talk about the Siphos Says game that we just played. Start the discussion by asking the following questions:

- How did you feel about being given negative instructions?
- How did you feel about being given clear, positive instructions?
- How does it feel to get praise?

**Parents:** It's important to be clear with your teen about what behaviours are okay and which are not.

When you're trying to teach your teen how to behave well, focus on the (difficult) behaviour that you want to address, and not your teen as a person.

Remember to stick to one problem at a time! That usually means making sure your message to your teen is about the thing they are doing wrong, and not at them.

It's also important to give specific praise when your teen acts in a way that you want to see more of.

This will help to encourage more of their good behaviour and gives you the chance to be positive!

## GROUP DIVIDES FOR CORE LESSON

## 5| CORE LESSONS FOR PARENTS: DEALING WITH PROBLEMS WITHOUT CONFLICT I (60 minutes)

These role-plays also look at what happens when we give unclear, negative instructions, and what happens when we use clear instructions and praise!

Start by watching the negative role-play and giving Mother advice on how she could have handled her emotions differently.



### 5.1 ROLE-PLAY: I CAN'T HEAR THE NEWS! (NEGATIVE)

*Thuli and her parents are sitting watching news on T.V. Thuli is singing her favourite song from school.*

**Mother:** “Thuli, don’t sing. It’s important for your father and I to hear the news. And while you’re at it, shouldn’t you be writing a card to your grandmother? I thought I asked you to write to your grandmother a week ago!”

**Thuli (sulking):** “But mom, I’m singing quietly. You told me to make sure my homework was done and I’m trying to practice for my choir concert. Don’t you want to hear my song?”

*Thuli keeps singing.*

**Father (shouting):** “Thuli I said, stop this singing nonsense, it is annoying. Now we can’t hear what is happening in the world because of you!”

*Thuli storms out of the room and starts singing VERY loudly.*



### 5.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions for role play:

- What advice can you give Mother about how she could have handled the situation better?
- Before you start brainstorming, let’s think through the following things:
- What is the difficult behaviour Mother and Father want to change?
- Do Mother and Father stick to one problem?
- Do Mother and Father get the result that they want?



### 5.3 ROLE-PLAY: I CAN'T HEAR THE NEWS! (POSITIVE)

*Thuli and her parents are sitting watching news on T.V. Thuli is singing her favourite song from school.*

**Father** (*looks annoyed but takes a deep breath*): “Mhhhh Thuli my girl, you are singing very beautifully. Can you keep quiet for now, whilst your mother and I are watching the news? We will sing the song together after the news (smiling). Maybe you can teach it to us?”

**Thuli** (*smiling*): “Yes Dad, I’ll teach you. Let me watch the news too.”

*After the news...*

**Mother**: “Thank you Thuli for keeping quiet when we were watching the news. Come teach us that lovely song you were singing. By the way who taught the song?”

**Thuli**: “My teacher at school. We’re going to sing it in the concert later this year so I want to practice as much as possible.”

**Father**: “Well done for practicing. Maybe every night after the news you can teach us a little bit of the song and we can all learn it together?”

*Thuli starts teaching them the song.*



### 5.4 DISCUSSION: TACKLING PROBLEMS: MAKE IT POSITIVE

We start the discussion by thinking about the following questions and then move on to practicing making these changes ourselves:

- What changed in this role-play from the first one you saw?
- What is the problem Mother and Father are trying to solve?
- How do Mother and Father try to solve the problem?
- What impact has it had on Thuli?

Facilitators can write participant ideas down on a flipchart if they want. As a reminder, some of the skills Mother uses include:

- Father takes a deep breath before he gets too annoyed with Thuli.
- He tries to be specific about what the problem is.
- Mother remembers to be positive as much as possible!



## 5.5 MAKE IT POSITIVE

Now we will get a chance to practice making the same changes that Mother did in the role-plays we just saw!

Practice re-framing – or changing – these different negative reactions to bad behaviours.



### TIPS FOR FACILITATING “Make it Positive!”

1. Facilitators divide parents into three groups.
2. Each group gets one scenario.
3. Each group discusses their scenario, paying attention to identifying the problem in the scenario.
4. Remember to focus on the behaviour and not the teen! Remember also to be specific about the behaviour that is causing the problem.
5. Small groups come back together to share or present their findings.
6. Facilitator can ask big group to think about how they would change the negative scenario in the scenarios to positive reactions.

#### Scenarios:

Scenario A.

Staying out late: Your teen comes home two hours after they were supposed to. It is late and dark and you have been worried about whether or not they are safe.

As soon as they walk in the door you start yelling: “Where have you been? Didn’t you think I would be worried about you? You only ever think about yourself!”

Scenario B.

Chores: You have asked your teenager twice to do the dishes, but instead she or he stays in front of the TV.

After asking a third time, and still they won’t move from the TV you get angry: “Do you think I am the only one who has to do all the work in this house? You are so lazy!”

– OR –

#### Scenario C.

You have asked your teenager to help you get your younger kids ready for school.

They often don't do this in time and the kids are late for school, but you don't feel you have enough energy to do it yourself.

You find yourself blaming your teenager that everybody is late for school all the time.

#### Scenario D.

Fight with friend: You hear your teenager fighting with his or her best friend outside. When your teenager comes in, he or she looks very upset and says that they have just lost their friend.

You feel relieved and say: "Oh that is good news. That friend was a very bad influence on you, always making you stay out late and talk rudely to your parents."

– OR –

#### Scenario E.

Fight with Gogo: Your mother has been coming over to help with the kids because you are feeling so tired all the time lately.

You appreciate it very much because there is so much to do, but your teenager keeps fighting with her grandmother and won't listen to her.

You find yourself yelling at your teenager to "listen to your grandmother if you know what is good for you!"

## 5| CORE LESSON TEENS: DEALING WITH PROBLEMS WITHOUT CONFLICT I (60 minutes)

In these role-plays and discussions, we want teens to remember that it can be helpful to share problems with their parents.

Often parents have helpful suggestions that mean that their problems become smaller and not bigger.

Sometimes parents don't understand them and teens have to explain themselves so that they can help them out.



### 5.1 ROLE-PLAY: LATE TO SCHOOL (NEGATIVE)

Mother (*angry*): "Khwezi, the kids were late to school once again today!"

Khwezi: "Mother I'm doing my best!"

Mother: "You know I don't have any energy and need your help, but what use is it if everybody is always late?"

Khwezi: "They don't listen to me! And Sabelo and Thuli are always fighting so then we all lost time. Do you even care that they are making me late to school as well? When will this ever end?"

Mother: "Ach, Khwezi, you are taking even more energy away from me when what I need is some help!"

Khwezi (*frustrated*): "Well maybe I should just drop out of school then!"



### 5.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions for discussing the role play:

- What is Mother's problem?
- What is Khwezi's problem?
- What solution does Khwezi come up with?
- Do you think her solution will work?

*Facilitators should guide the discussions following each role-play in order to remind teens of the importance of staying calm and explaining themselves and problem solving with their parents.*



### 5.3 ROLE-PLAY: LATE TO SCHOOL (POSITIVE)

Mother (*angry*): “Khwezi, the kids were late to school once again today!”

Khwezi: “Mother I’m doing my best!”

Mother: “You know I don’t have any energy and need your help, but what use is it if everybody is always late?”

Khwezi: “They don’t listen to me! And Sabelo and Thuli are always fighting so then we all lost time. Do you even care that they are making me late to school as well? When will this ever end?”

Mother: “Okay, I can see that we are both upset. Let’s take a deep breath and then see what we can do to solve this problem.”

*(Both take a deep breath)*

Khwezi: “I know you need help in the house because you don’t have any energy these days, Mother, but is there anything else I can do to help?”

Mother: “That’s a great suggestion, Khwezi. It would be great if you could help the others with their homework. It is important to me that you are also on time for school – I know you work hard and you are doing so well.”

Khwezi: “I can also help put out their school uniforms in the morning. Maybe that will help everybody get out of the house earlier in the morning?”

Mother: “Great idea. And thank you, Khwezi, I appreciate all the help you give. I know it is not easy for you, either.”



### 5.4 DISCUSSION: TACKLING PROBLEMS: YOU BE THE PARENT

#### Questions for discussing the role play:

- What is different between the two role-plays you just saw?
- What solution do Mother and Khwezi come up with?
- Do you think this solution is going to work? Why? Why not?
- What are the advantages of them working out a solution together?
- What would you do differently?



## 5.5 ACTIVITY: YOU BE THE PARENT

In this activity, facilitators let teens be the parent and the facilitators will be the teenager. Present teens with a series of different problems that teenagers sometimes have.

Teens will share how they think parents could be helpful in solving problems by pretending to be the parent.

This will also help teens see problems from two points of view. It will also help teens to see that when they work with their parents, they can achieve the things that they want to!



### TIPS FOR FACILITATING TACKLING PROBLEMS: To be the Parent

2. Facilitator will read out a scenario to the whole group.

3. Teens should pretend to “be the parent” in the scenario and give advice to the facilitator about what to do.

*Facilitators should encourage participants to debate with each other as they work out solutions to the problems that are presented.*

4. Teens should remember to try to think of positive solutions to the problems in each scenario. This will help teens to see problem from two points of view.

*Having trouble with this step? Ask teens to imagine what they would want their parents to say if they were the teenager in trouble in each scenario.*

5. Repeat with each scenario.

Option: If you have time you can act out two of the scenarios instead of reading all four scenarios.

#### Scenarios:

Scenario A. Lying:

Teen says s/he is visiting his/her grandmother overnight but really goes to a party with their friends.

Teen worries that parent will say “no” and they will not be able to go with their friends. Parent worries about what else the teen might be lying about.

Scenario B. Boyfriend:

Teenage girl wants to date a man who is much older than her. He has a lot of money and brings her home really late.

Teen wants to be allowed to date who she wants – especially her cool, older boyfriend. Parent is worried that boyfriend might be taking advantage of their daughter.

Scenario C. Walking in unsafe areas:

Teenage boy keeps walking home through an unsafe area because he wants to walk his girlfriend home. Parents repeatedly warn him against doing this.

Teen is trying to help his girlfriend to be as safe as possible. Parent wants their teen to be as safe as possible.

Scenario D. Short skirt:

Teen wears school blouse with too many buttons undone despite parents telling her not to. Teacher makes a comment and eventually issues a “warning” that needs to be given to the parent. Teen doesn’t want to give their parent the warning note.

Teen wants to show her personality and not look like everybody else. Parent is worried that people will think the teen is flirtatious and sexually promiscuous” ...

## **GROUP COMES BACK TOGETHER.**

### **6 | ENERGISER (5 minutes)**



#### **6.1 ENERGISER: Facilitator can choose**

Facilitators choose an energiser to do with the group when they feel everybody needs some energy!

Remember to use energisers when participants need a break or when teens need to stretch their legs!

### **7 | HOME PRACTICE (10 minutes)**



#### **7.1 HOME PRACTICE**

Practice Taking a Pause.



#### **7.2 VISIT YOUR SINOVUYO BUDDY AT LEAST ONCE A WEEK**



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

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

## 8 | CLOSING (10 minutes)



### 8.1 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

Parents:

- Stick to today's problem: Remember it is the behaviour that is bad, not the teenager
- Say exactly what you want to get what you want
- Use praise to get good behaviour

Teens:

- Give your parent a chance! Sometimes you can work out a problem together.
- Remember to consider your parent's point of view, too.
- It's sometimes good to say sorry

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



### 8.2 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME PRACTICE

In the next session, we will continue discussing how to solve problems without conflict.

We will explore another strategy – consequences – that can use instead of yelling and hitting in order to improve discipline and help avoid problems at home.

The next session will have teen-only and parent-only groups for the core lesson.

But before then, please remember to do your home practice!

Facilitators remind participants about time and location of next session.

It's important to stress that they meet at the same time, even though the group will separate into smaller teen-only and parent-only groups for the core lesson.



### 8.3 THANK AND PRAISE PARTICIPANTS

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



## SINOVUYO TEEN: HOME CATCH-UP

Guardian name: \_\_\_\_\_

Teenager name: \_\_\_\_\_ Caregiver  Teen

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator name: \_\_\_\_\_

### **Session Eight:** Dealing with Problems without Conflict (I)

**Goal:** Identify problem behaviours and focus on the behaviours you want

**Overview:** Conflicts can happen in every family and house. There are lots of different ways to approach difficult situations without hitting and yelling. In this session:

- Parents focus on giving clear instructions to their teens in order to encourage good behaviour.
- Teens focus on working with their parents to problem-solve.

### **Core Lesson:**

Practice communicating and problem-solving the following case:

Mother asked her teenager to help get the younger kids ready for school. The kids are now always late for school, but Mother is sick and don't have enough energy to do it herself. Mother blames the teen that everybody is late for school. Teen feels resentful that she is being blamed and has extra responsibility.

### **Home practice: Practice Taking a Pause**

Attending sessions can be difficult. Is there anything we can do to help you attend sessions?

It is important to have a non-blaming attitude about attendance!

\_\_\_\_\_

Did any other members of the household participate in this Home catch-up? Who?

\_\_\_\_\_

Facilitator Notes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Session NINE| DEALING WITH PROBLEMS WITHOUT CONFLICT [Part 2]

Welcome to Session Nine of the Sinovuyo Caring Families Programme for Parents and Teens!

In this session, we continue talking about dealing with problems in the home.

We focus on learning relevant and non-harmful methods to dealing with problems at home.

We look at issues pertaining to discipline, consequences and how to be constructive in solving problems.

Session 9 builds on the last session we had last time we met. We will be using the same format of separate group discussions during the core lesson.

In this session the parents will focus on the following:

- Hitting and screaming make you and your teen both feel worse, not better.
- **Discipline** is about training for the future and not punishment
- There are some things that you can do that work better than hitting

The teenagers will focus on the following

- Stay calm and explain yourself
- Bad behaviour comes with **consequences**
- Remember to problem-solve with your parents
- **“I’m sorry”** are two important words

## SESSION NINE PREPARATIONS |

### Training Materials & Resources

- Flip chart, paper, pens, markers, prestik
- Attendance register
- Name tag materials
- Food
- Illustration: The Bread and the bully (positive)

### Preparations

- Make sure the workshop venue is clean
- Set up chairs in a circle
- Prepare any materials that you will use
- Prepare food
- Make sure you are familiar with the songs, games and role-plays that you will use!

## SESSION NINE OUTLINE |

ACTIVITY	TIME	Session Breakdown	Session Breakdown
		PARENTS	TEENS
1. Food & Attendance	30 mins	1.1 Facilitators take attendance while everybody eats	1.1 Facilitators take attendance while everybody eats
2. Overview	40 mins	2.1 Welcome participants & circle share 2.2 Thank everyone for coming & praise for timekeeping 2.3 Home activity discussion 2.4 Framing the day 2.5 Overview for Parents	2.1 Welcome participants & circle share 2.2 Thank everyone for coming & praise for timekeeping 2.3 Home activity discussion 2.4 Framing the day 2.5 Overview for Teens
3. Song & Physical Exercise	10 mins	3.1 Song: Participant can choose 3.2 Physical exercise	3.1 Song: Participant can choose 3.2 Physical exercise
4. Core Lesson	20 mins	4.1 Negative role-play: The bread and the bully (negative) 4.2 Discussion about negative role-play 4.3 Positive role-play: The bread and the bully (positive) 4.4 Discussion about positive role-play 4.5 Freeze-and-play role-plays:	4.1 Negative role-play: The bread and the bully (negative) 4.2 Discussion about negative role-play 4.3 Positive role-play: The bread and the bully (positive) 4.4 Discussion about positive role-play 4.5 Stay calm and explain yourself
5. Energiser	5 mins	5.1 Energiser: Facilitator can choose	5.1 Energiser: Facilitator can choose
6. Home activity	15 mins	6.1 Preparing for home practice (10 minutes): Introducing “I feel...” sentences 6.2 Home practice: “I feel...” statements. 6.3 Visit your Sinovuyo buddy at least once during the week 6.4 Complete a physical warm-up once a day	6.1 Preparing for home practice (10 minutes): Introducing “I feel...” sentences 6.2 Home practice: “I feel...” statements. 6.3 Visit your Sinovuyo buddy at least once during the week 6.4 Complete a physical warm-up once a day

7. Closing	15 mins	<p>7.1 Review topics covered</p> <p>7.2 Remind participants about next session and home practice</p> <p>7.3 Thank and praise participants</p>	<p>7.1 Review topics covered</p> <p>7.2 Remind participants about next session and home practice</p> <p>7.3 Thank and praise participants</p>
Wrapping up	<p>8.1 Make sure you leave the room in order</p> <p>8.2 Share your observations in facilitator report</p>		

# 1 | FOOD & ATTENDANCE (30 minutes)



## 1.1 FACILITATORS TAKE ATTENDANCE WHILE EVERYBODY EATS

As participants arrive, invite them to eat together. Remember to take attendance as each person arrives.

# 2 | OVERVIEW (40 minutes)



## 2.1 WELCOME PARTICIPANTS & CIRCLE SHARE

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



## 2.2 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

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



## 2.3 HOME PRACTICE DISCUSSION (30 minutes)

Facilitators lead a discussion about the previous week's home practice.

As a reminder, last week participants were asked to try Taking a Pause at home.

Does anybody have any ideas about why this might have been useful to practice at home?

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

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

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

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

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



## 2.4 FRAMING THE DAY

In Session 8, we learned about identifying problems (also, remember the six stages to problem solving?).

In this session, we learn how to deal with the problem behaviour participants learned how to identify.

We focus on how to do that without using very harsh or forceful methods of discipline – physically or verbally.

Like the last session, this session focuses on the different ways we can express that we are not happy with our teens' or parent's behaviour without using violence.

Can anybody think of any other skills that might help us think and talk about dealing with bad behaviour (remember structured praise)?

In this session we also look in particular at how we can use consequences as a type of discipline:

- Parents work on making consequences for bad teenage behaviour.
- Teens focus on staying calm and explaining themselves and being aware of consequences.

So what's a consequence? A consequence is the result of an action: Like the consequence of driving drunk might be a car accident.

It's important for teenagers to learn that their negative actions have consequences, like not doing the dishes today might mean eating off a dirty plate tomorrow!

It is also important that parents learn the core principles of consequences. Consequences must be realistic, immediate, consistent, and reasonable.

- Realistic: Parents must be able to follow through with the consequence they give
- Immediate: Consequences should happen as soon as possible after the negative behaviour
- Consistent: Whenever your teen breaks a rule or does a negative behaviour, you need to be able to use a consequence. If you only do it some of the time, then your teen will think that s/he can get away with it sometimes!
- Reasonable: Consequences should be related to the behaviour and fair!

It's also important for parents to use praise so that teenagers understand all of their good behaviours, like doing the dishes today means we eat off a clean plate tomorrow.

This will encourage them to behave in this way more and more.



## **2.5 OVERVIEW FOR PARENTS**

In this session, parents learn that hitting and screaming make you and your teen feel worse, not better.

There are things parents can do that work better than hitting – especially since hitting our teenagers can teach them that it’s okay to hit other people.

It is important to remember that discipline is about teaching and not about punishment. It can be done in a calm and authoritative way without getting angry.

In this session, we introduce specific alternatives to harsh types of discipline.

Parents will learn that if their teen does something wrong, you want to teach them that there are consequences.

But before we can discuss consequences with our teens, it’s helpful to remember to take a deep breath and calm any anger we might be feeling.

This lets us focus on teaching our teenagers instead of punishing them.



## **2.5 OVERVIEW FOR TEENS**

In this session, teens will learn that there are consequences to bad behaviour.

Building on last session, they also remember to give their parents a chance and try to work out problems together. They do this by learning techniques to stay calm and explaining themselves.

We also remind teenagers how important it is to practice saying ‘I’m sorry’ to their parents. Saying ‘I’m sorry’ can make everybody feel better!

## **3 | SONG & EXERCISE (10 minutes)**



### **3.1 SONG: Participant can choose**

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



### **3.2 PHYSICAL EXERCISE**

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

## **GROUP DIVIDES FOR CORE LESSON**

## 4| CORE LESSON PARENTS (60 minutes): DEALING WITH PROBLEMS WITHOUT CONFLICT [Part 2]



### 4.1 ROLE-PLAY: THE BREAD AND THE BULLY (NEGATIVE)

*Mother enters the room. She is very stressed after a hard and long day at work. She is not feeling well and her job keeps her on her feet all day.*

*Mother (talking to herself): “Ay. My poor feet. I need to sit down for a moment and have a cup of tea before I start preparing food for everybody.”*

*Mother enters kitchen and sees Sabelo tearing off big chunks of bread and eating them as quickly as possible.*

*Mother (shouting): “Sabelo! What are you doing? That bread is for dinner!”*

*Sabelo (looking worried): “Sorry Mom, I didn’t know.”*

*Mother (angry): “How could you not know? Every night we eat the same thing! Now there won’t be enough to feed us all!”*

*Sabelo: “I can explain, Mom, you see, the thing is that at school...”*

*Mother (interrupting Sabelo, raising her hand as if she is going to hit him): “– Sabelo, money doesn’t grow on trees! I don’t have enough money to go out and buy more bread! Why are you hungry? What happened to your lunch?”*

*Sabelo (frustrated, ducking under his mother’s raised hand): “That’s what I was just trying to explain to you! You never listen to me! You hate me!”*

*Sabelo storm out frustrated, raising his hand to his sister Thuli as if to hit her on the way out. Mother follows Sabelo.*

*Thuli looks afraid after her brother threatens to hit her, and then sneaks over to the table and tears off a chunk of bread and eats it quietly, without getting caught.*



### 4.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

#### Questions for discussing the role play:

- Does hitting and yelling help the situation?
- Does anger make the situation worse? How?
- What do you think Sabelo learns from his Mother’s anger?
- And about Thuli getting away with stealing the bread?
- How do you think Mother could have responded differently?!



### 4.3 ROLE-PLAY: THE BREAD AND THE BULLY (POSITIVE)

Mother (*enters the room*): “Ay. My poor feet. I need to sit down for a moment and have a cup of tea before I start preparing food for everybody.”

*Mother enters kitchen and sees Sabelo tearing off big chunks of bread and eating them as quickly as possible.*

Mother (*shouting*): “Sabelo! What are you doing? That bread is for dinner!”

Sabelo (*looking worried*): “Sorry Mom, I didn’t know.”

Mother (*angry, but takes a deep breath and calms herself down before she starts speaking again*): “How could you not know, Sabelo? Every night we eat the same thing! This makes me worry that we might not all have enough to eat.”

Sabelo: “I’m really sorry Mom, and I can explain.”

Mother: “Maybe that’s a good idea. Let me just make myself a cup of tea and we can sit down and talk. I’ve had a long day and am not feeling very well.”

Sabelo: “Let me help you.”

Mother: “Thank you. Now tell me, why are you so hungry? Did you not eat your lunch?”

Sabelo: “Well actually, that’s the problem. There’s a bully at school who is picking on me and he takes my lunch every day. He says if I don’t hand it over he will hurt me.”

Mother: “I’m sorry to hear that and glad that you told me. That still doesn’t mean that it’s okay to eat everybody else’s supper, Sabelo, so after we speak I’m going to ask you to run to the shop to buy some more bread. But first let’s work out a solution to the bully problem together. Do you think it would help if I speak to your teacher about the bully tomorrow?”



### 4.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

#### Questions for discussing the role play:

- What happened?
- How does Sabelo feel in this scenario?
- How does Mother feel in this scenario?
- How do they resolve the problem?

Facilitators should continue to guide the discussion by stressing the importance of remaining calm and developing clear consequences for bad behaviour from their teen.



## WHY HAVE CONSEQUENCES FOR BAD BEHAVIOUR?

*Facilitators can use the information about consequences to help guide the conversation.*

Sometimes it feels like teenagers are experts at making parents feel stressed or frustrated. This can sometimes make us want to react with hitting or yelling.

Hitting is a way of punishing that usually only makes the problem worse for everyone in the long run. It may also teach your teen that it is okay to hit or yell, which may cause more problems: What if they hit their little sister or yell at their teacher?

The first step to dealing with their bad behaviour is to remember what we have discussed in other sessions about being in control of our own emotions.

That means remembering to take a deep breath or some time apart, and then after that talking about the consequences of bad behaviour with our teenagers.

All sorts of relationships and actions have consequences – not just those affecting caregivers and teens.

Can you think of other relationships and issues that may be affected by consequences? Friendships? Romantic relationships? Professional relationships, for instance, with the clinic nurse or doctor?

So why have consequences? Here are three things to remember about consequences:

1. Consequences teach our teenagers that their negative behaviours, like staying out late or not doing the dishes when you ask them, have results that they might not like.

These could be things like not being allowed out after school for a week, or not being allowed to watch television until they wash the dishes are done. And these results will help teenagers to remember to fix their bad behaviour.

2. Consequences should focus on the negative behaviour you want to change.

3. In order for consequences to work, they must be realistic, immediate, consistent, and reasonable:

- Realistic: Parents must be able to follow through with the consequence they give
- Immediate: Consequences should happen as soon as possible after the negative behaviour
- Consistent: Whenever your teen breaks a rule or does a negative behaviour, you need to be able to use a consequence. If you only do it some of the time, then your teen will think that s/he can get away with it sometimes!
- Reasonable: Consequences should be related to the behaviour and fair!



## 4.5 BRAINSTORMING ALTERNATIVES TO VIOLENCE AND YELLING

Use the role-plays “Turn down the volume!” and “Sex talk” to help participants think about alternatives to violent behaviour.

Facilitators can start acting out the following role-plays, and participants can yell “STOP!” or “FREEZE” at any stage in order to make a “correction” to the action and suggest what they might do differently.

When the role-play is frozen, facilitators should remind participants that it is important to think about managing their anger, talking to their teen and developing consequences.



### ROLE PLAY: TURN DOWN THE VOLUME (NEGATIVE)

*Mother has lost her job. She comes home, frustrated and stressed, and finds Sabelo listening to loud music. She sits down and tries to think through her situation, but she can't concentrate because of the music.*

*Mother (shouting): “Sabelo why do I have to repeat myself every day? Please stop playing music so loud! I can't hear myself think!”*

*Sabelo (shouting over the music): “What's wrong Mom?”*

*Mother (angry): “You don't listen to me when I am talking, Sabelo – I asked you to TURN THE VOLUME ALL THE WAY DOWN! I can't hear myself think! Come here so I can twist your ear!”*

*Sabelo (covering his ears): “No! Mom! You will hurt me if you do that!”*

*Sabelo's sister Thuli comes running into the room to show her brother that she has made a house out of paper.*

*Thuli: “Sabelo! Look! I have built a house made out of paper!”*

*Sabelo (angry) is not interested in playing with his sister and crushes her house with his hand.*

*Sabelo: “Who cares about your stupid house!”*

*Thuli runs out of the house, crying... Mother sits and watches, looks upset and discouraged.*



## ROLE PLAY: SEX TALK (NEGATIVE)

Parents also sometimes worry that their teens will not be able to think about the consequences for the decisions and actions they make outside of the home.

Consider the following role-play:

**Khwezi:** “Mother, when does one start using birth control.”

**Mother:** “What? Birth control? Why are you asking about that?!”

**Khwezi:** “One of the girls at school today was talking about safe sex and she was mentioning how she uses birth control so that she doesn’t get pregnant.”

**Mother:** “What is this talk of sex in my house! You are too young! – ”

**Khwezi (interrupting):** “– But Mother!”

**Mother:** “No, no Khwezi I am not going to have this discussion with you. Is that what you spend your time at school doing. Talking about things not suited for your age instead of focusing on school. If this is what you are doing, you are no longer allowed to go out on the weekends anymore with those friends of yours. They are putting silly ideas in your head!”

**Khwezi:** “Fine then! I won’t talk about it with anybody at all!”

### ROLE-PLAY DISCUSSION:

Questions to help discuss the role play:

- Why do you think Mother reacted the way she did?
- What are the consequences of her reaction in her relationship with Khwezi?
- What message do you think Khwezi understood from her Mother?
- Do you think there could be consequences to how Khwezi thinks about sex?



## SEX TALK (POSITIVE)

**Khwezi:** “Mother, when does one start using birth control.”

**Mother:** “What? Birth control? Why are you asking about that?!”

**Khwezi:** “One of the girls at school today was talking about safe sex and she was mentioning how she uses birth control so that she doesn’t get pregnant. I was just curious that is why I am asking”

**Mother:** “I can’t say I’m happy about the idea that your friend is sleeping with her boyfriend, she is still very young. This might distract her from focusing on other important things in life.”

**Khwezi:** “Mother. But she is 17.”

**Mother** (*taking a deep breath*): “Seventeen is still young Khwezi. She has not finished her school yet. Birth control might help her not to get pregnant but there are other consequences as well. Sexually transmitted diseases and what happens to her emotional being if he decides to leave her. Their relationship currently has no long term guarantee and that’s why it’s important that one waits before getting into a sexual relationship. I know as young people you might not understand.”

**Khwezi:** “I think mum it’s a challenge especially at our age not have a boyfriend?”

**Mother:** “I understand what you are saying. But you know that having a boyfriend does not mean you have to have sex with them, you can still have a fulfilling mutual relationship. However, if you do there is need for you to be aware of ways to protect yourself from the dangers of HIV and sexually transmitted diseases. Falling pregnant can also disrupt your life, being a mother especially if you are not prepared can be difficult.”

**Khwezi:** “Even though you sound old fashioned mum, I understand what you mean. I wish my friends could also be here to have this talk with you.”

**Mother:** “Am glad to hear that you found this conversation valuable. I was a bit worried when you mentioned about the birth control. I think for your sake and your friend’s sake its important you seek advice from people who are more informed about this. I think we should visit the clinic together for additional correct and accurate information on these issues there if you would like.”

**Khwezi:** “Yes, and maybe I can invite a few of my friends to join us so that the nurse can talk to us about pregnancy, STIs, and HIV.”

## **ROLE-PLAY DISCUSSION:**

### **Questions to help discuss the role play:**

- How did Mother react differently this time?
- What do you think Khwezi understood about consequences based on her Mother's message?



## **4.5 STAY CALM AND EXPLAIN YOURSELF: "I FEEL" STATEMENTS**

Sometimes it feels like our parents just don't understand us! Other times it feels like they just don't listen. This can be very frustrating and make us feel like we should just give up trying to talk to them.

One way to try to talk to your parents about something difficult is to use an "I feel" sentence. These are easy ways to express exactly what you are feeling in a simple way. They work like this:

"I feel [emotion]" ... when you [name action] ... and I would like you to [name wish]."

So one example could be: "I feel sad when you yell at me. I would like you to talk to me in a normal voice."

### **Let's practice with Sabelo's role play!**

Can you think of some ways Sabelo could use an "I feel..." statement based on the role-play you just saw?

Can you think of some ways Mother could use an "I feel..." statement based on the role-play you just saw?

Can you think of any other "I feel..." statements that might work in this role-play?

Can you offer any "I feel..." statements about yourself right now?



### **Let's practice with Khwezi's role play too!**

Can you think of some ways Khwezi could use an "I feel..." statement based on the role-plays you just saw?

Can you think of some ways Mother could use an "I feel..." statement based on the role-plays you just saw?

Can you think of any other “I feel...” statements that might work in this role-play?

Can you offer any “I feel...” statements about yourself right now?

## 4| CORE LESSON FOR TEENS: DEALING WITH PROBLEMS WITHOUT CONFLICT [Part 2] (60 minutes)



### 4.1 ROLE-PLAY: THE BREAD AND THE BULLY (NEGATIVE)

*Mother enters the room. She is very stressed after a hard and long day at work. She is not feeling well and her job keeps her on her feet all day.*

*Mother (talking to herself): “Ay. My poor feet. I need to sit down for a moment and have a cup of tea before I start preparing food for everybody.”*

*Mother enters kitchen and sees Sabelo tearing off big chunks of bread and eating them as quickly as possible.*

*Mother (shouting): “Sabelo! What are you doing? That bread is for dinner!”*

*Sabelo (looking worried): “Sorry Mom, I didn’t know.”*

*Mother (angry): “How could you not know? Every night we eat the same thing! Now there won’t be enough to feed us all!”*

*Sabelo: “I can explain, Mom, you see, the thing is that at school...”*

*Mother (interrupting Sabelo, raising her hand as if she is going to hit him): “– Sabelo, money doesn’t grow on trees! I don’t have enough money to go out and buy more bread! Why are you hungry? What happened to your lunch?”*

*Sabelo (frustrated, ducking under his mother’s raised hand): “That’s what I was just trying to explain to you! You never listen to me! You hate me!”*

*Sabelo storm out frustrated, raising his hand to his sister Thuli as if to hit her on the way out. Mother follows Sabelo.*

*Thuli looks afraid after her brother threatens to hit her, and then sneaks over to the table and tears off a chunk of bread and eats it quietly, without getting caught.*



### 4.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions for discussing the role play:

- What do you think about the consequences you just saw?
- Should there be a consequence to Sabelo stealing the bread? Why?
- Is mother unfair with the consequences she gives when Sabelo steals the bread?
- What does the consequence teach Sabelo?
- Can you think of a better consequence?



### 4.3 ROLE-PLAY: THE BREAD AND THE BULLY (POSITIVE)

Mother (*enters the room*): “Ay. My poor feet. I need to sit down for a moment and have a cup of tea before I start preparing food for everybody.”

*Mother enters kitchen and sees Sabelo tearing off big chunks of bread and eating them as quickly as possible.*

Mother (*shouting*): “Sabelo! What are you doing? That bread is for dinner!”

Sabelo (*looking worried*): “Sorry Mom, I didn’t know.”

Mother (*angry, but takes a deep breath and calms herself down before she starts speaking again*): “How could you not know, Sabelo? Every night we eat the same thing! This makes me worry that we might not all have enough to eat.”

Sabelo: “I’m really sorry Mom, and I can explain.”

Mother: “Maybe that’s a good idea. Let me just make myself a cup of tea and we can sit down and talk. I’ve had a long day and am not feeling very well.”

Sabelo: “Let me help you.”

Mother: “Thank you. Now tell me, why are you so hungry? Did you not eat your lunch?”

Sabelo: “Well actually, that’s the problem. There’s a bully at school who is picking on me and he takes my lunch every day. He says if I don’t hand it over he will hurt me.”

Mother: “I’m sorry to hear that and glad that you told me. That still doesn’t mean that it’s okay to eat everybody else’s supper, Sabelo, so after we speak I’m going to ask you to run to the shop to buy some more bread. But first let’s work out a solution to the bully problem together. Do you think it would help if I speak to your teacher about the bully tomorrow?”



### 4.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

#### Questions for discussing the role play:

- What could Sabelo say to his mother?
- What does Sabelo feel when he gets angry with his mother? How does Mother feel?
- Why does Mother act the way she does?
- What does Sabelo’s mother do when she sees him eating bread?
- What would he like her to do instead of getting angry with him?

Facilitators should continue to guide the discussion by stressing the importance of teens trying to remain calm when confronted with angry parents.



#### 4.1 ROLE-PLAY: THE CURFEW (NEGATIVE)

*Khwezi is sneaking in late after a night out. She wakes her mother up by accident.*

Mother (*annoyed*): “Khwezi! What time is it! It is late!”

Khwezi: “Sorry Mother – go back to sleep.”

Mother: “It is WAY past your curfew!”

Khwezi: “I can explain, Mother, I can.”

Mother: “I don’t want to hear your excuses, Khwezi! Wait till I tell your father about this. He’ll teach you a lesson that you won’t forget!”

Khwezi: “But Mother, I can explain! If you would only listen to me!”

Mother: “Rules are rules, Khwezi, and you just broke one. They are there for a reason! You come around at this time of the night. A young woman your age running the streets at this time of the night. You want to bring problems into this house...next you are pregnant or have HIV. Khwezi I am not interested in hearing it. And neither is your father.”

Khwezi: “That’s SO unfair! I’m not waiting around here for that punishment!”

*Khwezi storms back into the night.*



#### 4.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

**Questions for discussing the role play:**

- Should Khwezi be punished for breaking her curfew? Why?
- Is mother unfair with the consequences that she gives to Khwezi? Why?
- What does the consequence teach Khwezi?
- Can you think of a better consequence?
- How else could Khwezi’s mother encourage her to follow the curfew without having to use a consequence?



#### 4.1 ROLE-PLAY: KHWEZI'S CURFEW (POSITIVE)

*Khwezi is sneaking in late after a night out. She finds her mother up, waiting for her.*

Mother (*annoyed*): “Khwezi! What time is it! It is late!”

Khwezi: “Sorry Mother – go back to sleep.”

Mother: “It is WAY past your curfew!”

Khwezi: “I can explain, Mother, I can.”

Mother (*angry but firm*): “Khwezi, it is the middle of the night and you have broken your curfew. Whatever the reason is, you must understand that this is not acceptable. Your father and I were really worried.”

Khwezi: “The guy who was supposed to drive us home was drunk, so I decided not to get in the car and then I had to wait for someone else to drive me home.”

Mother (*takes a deep breath*): “I’m glad you didn’t get in the car with a drunk driver, Khwezi, that was a good decision. Let’s talk more about this in the morning when we have had some rest.”

Khwezi: “I’m sorry I worried you and father.”

Mother: “Thank you. Now go to bed, but just to be clear, as you have broken your curfew, you will not be allowed to go out next weekend.”



#### 4.2 DISCUSSION ABOUT POSITIVE ROLE-PLAY

**Questions for discussing the role play:**

- Why does Mother act the way she does?
- Why does Khwezi act the way she does?
- Do you think Khwezi’s consequence is fair?



## 4.5 STAY CALM AND EXPLAIN YOURSELF: “I FEEL” STATEMENTS

Sometimes it feels like our parents just don’t understand us! Other times it feels like they just don’t listen. This can be very frustrating and make us feel like we should just give up trying to talk to them.

One way to try to talk to your parents about something difficult is to use an “I feel” sentence. These are easy ways to express exactly what you are feeling in a simple way. They work like this:

“I feel [emotion]” ... when you [name action] ... and I would like you to [name wish].”

So one example could be: “I feel sad when you yell at me. I would like you to talk to me in a normal voice.”

### Let’s practice with Sabelo’s role play!

Can you think of some ways Sabelo could use an “I feel...” statement based on the role-play you just saw?

Can you think of some ways Mother could use an “I feel...” statement based on the role-play you just saw?

Can you think of any other “I feel...” statements that might work in this role-play?

Can you offer any “I feel...” statements about yourself right now?



### Let’s practice with Khwezi’s role play too!

Can you think of some ways Khwezi could use an “I feel...” statement based on the role-plays you just saw?

Can you think of some ways Mother could use an “I feel...” statement based on the role-plays you just saw?

Can you think of any other “I feel...” statements that might work in this role-play?

Can you offer any “I feel...” statements about yourself right now?

## GROUP COMES BACK TOGETHER

## 5 | ENERGISER (5 minutes)



### 5.1 ENERGISER: Facilitator can choose

Facilitators choose an energiser from the Appendix to do with the group when they feel everybody needs some energy!

Remember to use energisers when participants need a break or when teens need to stretch their legs!

## 6 | HOME PRACTICE (15 minutes)



### 6.1 PREPARING FOR HOME PRACTICE (10 minutes)

Sometimes the best way to let your parent or teen know how you feel is just to start a conversation by saying “I feel”.

Parents can use this sentence as a way to talk about behaviour that they find difficult in their teen.

They can then use the same conversation to let their teen know that there will be consequences if they continue the difficult behaviour. Parents should think about whether there is a behaviour that annoys them that they could talk about with their teen in this way.

Teens can say “I feel” as a way to talk to their parents if they feel like their parents are not being fair or not giving them a chance to speak.

It’s a calm way to tell your parents exactly what you are feeling, to explain your side of the story... and even to say “I feel sorry”! Is there a recent time when you have wanted to say “I feel sorry” to your parents?

If there is time, participants can pair up and practice using an “I feel” statement about their teen or parent.



### 6.2 HOME PRACTICE: “I feel”

Teens should look out for opportunities to say “I’m sorry” to their parents.

Parents and teens should also try to have an “I feel” discussion with each other.

Next week you will have a chance to share what you practiced at home.

## 6.3 VISIT YOUR SINOVUYO BUDDY AT LEAST ONCE A WEEK

If you haven't had a chance at home to practice using an "I feel" sentence, try practicing on your Sinovuyo Buddy:

"I feel annoyed at my teen because..."

"I feel frustrated with my mother because..."

"I feel proud of my teen because..."

"I feel sorry when I anger my father..."



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

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

# 7 | CLOSING (10 minutes)



## 7.1 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

### Parents:

- Hitting and screaming make you and your teen both feel worse, not better.
- Discipline is about teaching for the future and not punishment
- There are some things that you can do that work better than hitting
- "I feel" statements can help someone else understand your situation better

### Teens:

- Stay calm and explain yourself
- Bad behaviour comes with consequences
- Remember to problem-solve with your parents
- "I'm sorry" are two important words
- "I feel" statements can help someone else understand your situation better

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



## **7.2 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME PRACTICE**

In the next session, we focus on household rules and discuss why it is important to have them and how we can make them together.

Before then, please remember do your home practice!

Facilitators remind participants about time and location of next session.

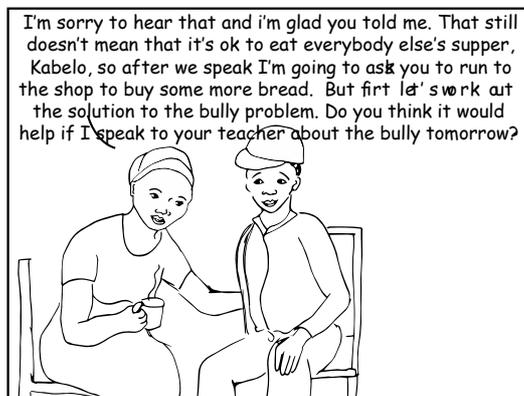
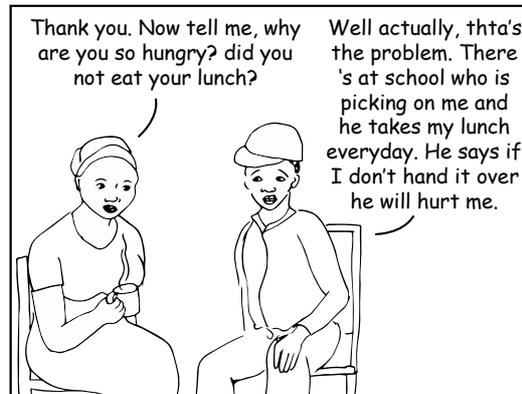
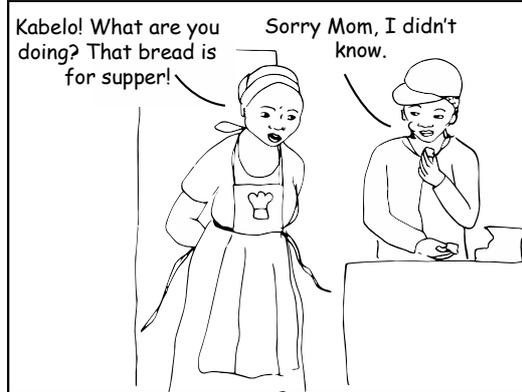


## **7.3 THANK AND PRAISE PARTICIPANTS**

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

# ILLUSTRATION FOR SESSION NINE

## THE BREAD AND THE BULLY (POSITIVE)...





## SINOVUYO TEEN: HOME CATCH-UP

Guardian name: \_\_\_\_\_

Teenager name: \_\_\_\_\_ Caregiver  Teen

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator name: \_\_\_\_\_

### **Session Nine:** Dealing with Problems without Conflict (II)

**Goal:** Learn relevant and non-harmful alternatives to harsh discipline.

**Overview:** In the last session we practiced identifying problems. In this session, we think about acting on problems without violence, by using consequences.

**Illustration:** The bread and the bully (positive)

**Core Lesson:** What is the problem in this illustration? How do Sabelo and Mother feel? How do they solve the problem? Do you think this is a good solution?

Sometimes it feels like teenagers are experts at making parents feel stressed or frustrated. This can sometimes make us want to react with hitting or yelling. Hitting is a way of punishing that usually only makes the problem worse for everyone.

The first step to dealing with their bad behaviour is to remember to try to be in control of our emotions.

We can do this by using “**I feel**” statements to express ourselves when we have to talk about a difficult problem. Talking about the consequences of bad behaviour with our teenagers is also a good idea:

Consequences tell our teenagers that their actions may have results that they don’t like, and this may help them fix their bad behaviour.

Consequences should focus on the specific behaviour you want to change.

For consequences to work, they need to be **realistic, immediate, consistent, and reasonable**.

**Home practice:** Practice “I feel [name emotion]” statements. Can you think of any “I feel” statements that Mother or Sabelo could use in the illustration you saw?

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

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# Session Ten | ESTABLISHING RULES AND ROUTINES

## INTRODUCING THE SESSION

Welcome to Session Ten of the Sinovuyo Caring Families Programme for Parents and Teens!

This week's session is focused on making family rules and routines.

Parents and teens will be together again in this session.

In Session 7, we focus on the following core skills and principles on establishing rules and routines:

- Rules should be simple and clear
- Household rules are for everyone in the home
- Parents and teens can make rules and the consequences for breaking them together
- Rules and routines help keep families secure and reduce stress

Implementing rules and family routines at home protects young people from a number of harmful experiences and to also helps positively manage their behaviours.

Routines are critical for ensuring family stability and help children feel secure. They help life at home to be predictable and orderly. Activities like having meals together every evening, having a set time for family discussions or worship also creates connectedness.

Rules help guide young people into understanding how to behave appropriately in and outside the home.

Especially when developed together and well-articulated of what is expected and what are the consequences it helps teenagers to learn to control their actions and make sound decisions – encouraging appropriate behaviour.

When rules are set up at home parents are able to monitor their children a bit better.

Monitoring teens includes knowing where they are and what they are doing during supervised and unsupervised times.

Parents are able to limit opportunities where a child might be exposed to risky behaviour.

Along with by a warm nurturing environment, rules will promote self-confidence and self-control in children.

## SESSION TEN PREPARATIONS |

### **Training Materials & Resources**

- Flip chart, paper, pens, markers, prestik
- Attendance register
- Name tag materials
- Food
- Needs and wants cards
- Illustration: Routines for medication (positive)

### **Preparations**

- Make sure the workshop venue is clean
- Set up chairs in a circle
- Prepare any materials that you will use
- Prepare food
- Make sure you are familiar with the songs, games and role-plays that you will use

## SESSION TEN OUTLINE

ACTIVITY	TIME	Session Breakdown
1. Food & Attendance	30 mins	1.1 Facilitators take attendance while everybody eats
2. Overview	30 mins	2.1 Welcome participants & circle share 2.2 Thank everyone for coming & praise for timekeeping 2.3 Home practice discussion 2.4 Framing the day
3. Song & Physical Exercise	5 mins	3.1 Song: Participant can choose 3.2 Physical exercise
4. Game	20 mins	4.1 Game of No Rules 4.2 Discussion about Game of no rules
5. Core Lesson	50 mins	5.1 Negative role-play: Routines for medication (negative) 5.2 Discussion about negative role-play 5.2 Positive role-play: Routines for medication (positive) 5.4 Discussion about positive role-play
6. Energiser	5 mins	6.1 Energiser: Facilitator can choose
7. Home activity	15 mins	7.1 Preparing for home practice: Why should families make rules? 7.2 Home practice: Make two rules for your household and share these with your family 7.3 Visit your Sinovuyo buddy at least once a week 7.4 Complete a physical warm-up once a day
8. Closing	15 mins	8.1 Review topics covered 8.2 Remind participants about home activities 8.3 Thank and praise participants
9. Wrapping up		9.1 Make sure you leave the room in order 9.2 Share your observations in facilitator report

# 1 | FOOD & ATTENDANCE (30 minutes)



## 1.1 FACILITATORS TAKE ATTENDANCE WHILE EVERYBODY EATS

As participants arrive, invite them to eat together. Remember to take attendance as each person arrives.

# 2 | OVERVIEW (40 minutes)



## 2.1 WELCOME PARTICIPANTS & CIRCLE SHARE

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



## 2.2 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

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



## 2.3 HOME PRACTICE DISCUSSION (30 minutes)

Guide a discussion about the previous week's home practice. As a reminder, last week parents and teens were asked to practice their "I feel" statements.

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

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

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

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

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



## 2.4 FRAMING THE DAY

Session 10, we discuss the importance of rules:

Rules are there to keep family members safe and to make sure that everybody helps in the household.

We also think about last session's discussion about consequences. This will help us to think about the consequences of breaking rules.

Does anybody remember what a consequence is? A consequence is the result of an action: Like driving drunk may result in a car accident.

It will also help us to think about why it is important to take responsibility for our actions.

Remember the rules we made during our first session? Can anybody remember any of the Sinovuyo rules we made? Like those, household rules should be simple and specific.

They also apply to everyone, even if they change according to the needs of the house and age of the teenagers.

Can anybody think of a rule they might already have in their household?

Parents can use consequences if teenagers break household rules, like staying out too late.

These consequences can mean taking away privileges, or things that teens are allowed to do, like going to a friend's house.

As we discussed last week, consequences help teach teenagers how to be responsible and make decisions about their actions.

Teenagers like responsibility because it helps them to feel useful and needed. Can any of the teens think of responsibilities they might have?

Praising responsibility is rewarding for teens and a positive experience for parents.

## 3 | SONG & EXERCISE (5 minutes)



### 3.1 SONG: Participant can choose

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



### 3.2 PHYSICAL EXERCISE

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

## 4 | GAME (20 minutes)



### 4.1 GAME OF NO RULES



#### TIPS FOR FACILITATING The Game of No Rules

1. Ideally there should be 4 teams of about 5 players each.

*You will need some sort of treasures e.g. papers with “treasure” written on them.*

2. Each team is assigned an area in a playing field.

3. At the centre of the area at equal distance from each team, there is a pile of “treasures”.

4. At the signal of the facilitator the teams are told to collect as many “treasures” as they can for their teams and to deposit the treasure in their corner.

*The expected outcome is that first all teams scramble to the centre and grab the treasure like crazy, then they will start “stealing” from each other/ snatching them from each other/from each other’s corners, then they will begin devising methods of “protecting” their treasures... The facilitator must be careful that no one gets hurt!!!*

5. At the signal of the facilitator the game stops. Participants are out of breath and should be accusing each other of treasure theft at this point and no winner/loser can be decided!

6. Warning! Participants should be careful and play gently with each other so that nobody gets hurt as they race for the treasure!



### 4.2 DISCUSSION ABOUT THE GAME OF NO RULES:

Ask teams to explore why having no rules was not a good way to play a game:

- What rules would you make for the game?
- Was the game fair?
- Were people being considerate of others?
- Why did people behave the way they did?
- How can this be made so it doesn’t happen?
- Why are rules so important for a game?

## 5 | CORE LESSON (50 minutes)



### 5.1 ROLE-PLAY: RULES FOR CLEANING UP (POSITIVE)

The following role-play helps participants to think about how household rules can be negotiated to be fair for teens – both boys and girls.

*Mother is standing by the kitchen sink (or washing up tub) .*

Mother: “Khwezi! The rule in the house is that you need to help out with the cleaning up after dinner!””

Khwezi: “But, Mama, why can’t Sabelo help out instead!”

Mother (*being firm*): “Sabelo is helping his father fix our bicycle.”

Khwezi (*sulking*): “Aw...that’s unfair. He gets to do fun things with Papa just because he is a boy.”

Mother: “You know, you are right, Khwezi, it is unfair. Sabelo should learn how to clean up, and you should get quality time with your father. How about we change the household rule so that every other night you and Sabelo trade chores with quality time with your father? ”

Khwezi (*hugging her mother*): “That would make me very happy, Mama. Thank you for listening to me.”

*They start cleaning the dishes together.*



### 5.2 DISCUSSION ABOUT ROLE-PLAY

**Think about the role-play you just saw:**

- What is the rule in the role-play you just saw?
- Why does Khwezi feel like the household rule is unfair?
- How do you think Sabelo will feel about this household rule?
- Do you think boys and girls should have different rules? Why?
- What are some other rules that you could have in your household?

**What’s a rule?**

Rules help to tell us what is okay and not. Like the laws that run a country, they usually have a reason, like keeping us safe or making sure that things run smoothly.

They also help us to understand each other and to know what we expect from one another. And this helps bring down stress for everyone in the home.



## 5.1 ROLE-PLAY: ROUTINES FOR MEDICATION (NEGATIVE)

*Asive is lying in her bed, reading a book.*

Gogo (*enters*): "Asive why are still reading your book, what time is it? Huh!"

Asive: "It's 7 o'clock, Gogo and I'm reading my book, I don't see any problem with that."

Gogo: "It is medication time and I have already taken mine. Are you not taking yours today? You know we are supposed to take it every day!"

Asive: "I don't like taking medication Gogo, I'll take mine tomorrow."

Gogo: "Ok, that's your choice but it's not my fault if you get sick!"

Gogo walks out and slams the door.



## 5.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Questions regarding the role play:

- What rule is broken in this role-play?
- What could Gogo do differently in this role-play?
- What could Gogo and Asive do together to help them to remember to take their medication?
- Can you think of a time this happened to you?



## 5.3 ROLE-PLAY: RULES FOR MEDICATION (POSITIVE)

*Asive is lying on her bed, reading a book.*

Gogo (*enters*): "Asive, it is 7 o'clock. Time to take your pills."

*Gogo and Asive (with pills in her hand) in the kitchen.*

Gogo (*handing Asive a glass of water*): "I know that it is hard to have to take your pills every day. I have to take medicine too for my diabetes. Let's take it together, so we can remind each other."

Asive: "Good idea, Gogo. It will help us not to forget."

Gogo (*hugs Asive*): "Taking our medication will make us strong and healthy. You are such a responsible young lady now, tomorrow it will be your turn to remind me."



## 5.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

### Questions to guide discussion about role play:

- How does having a routine – doing the same thing every day – help Asive and Gogo?
- How is this different from Mother and Khwezi’s household rules?
- Do you have follow any routines in your household?
- Can you think of any differences between rules and routines?

Rules and routines usually go hand-in-hand.

If the rule is that school starts at 8am every day in order to ensure that everybody can start learning at the same time, it’s usually helpful to have a routine in the morning to make sure that all teenagers attending school get there by 8.

Routines are things that we do that we follow regularly. Like rules, they usually have a reason, like making sure that we take medication every day, or helping to make sure everybody is ready for school at the right time. Routines are usually helpful in getting things done on a regular basis.

Some good things about routines:

- Can you think of any good things about routines?
- They help create a sense of security in the household.
- Normal routines reduce the stress of a busy life.
- They make it easier to have healthy eating and sleeping and homework habits.

## 6 | ENERGISER (5 minutes)



### 6.1 ENERGISER: Facilitator can choose

Facilitators can choose an energiser from the Appendix to do with the group when they feel everybody needs some energy!

Remember to use energisers when participants need a break or when teens need to stretch their legs!

## **7 | HOME PRACTICE (15 minutes)**



### **7.1 PREPARING FOR HOME PRACTICE: WHY SHOULD WE MAKE FAMILY RULES AND ROUTINES?**

Now that participants have had a chance to think about how hectic it can be to try play a game with no rules and a chance to think about the differences between rules and routines, we start thinking about how rules and routines might work in a house and why they are important.

What are some of the rules and routines you think work well in your house? Why do you think they work well?

Some of the good things about house rules and routines could include:

- They teach responsibility.
- They help keep family members safe and healthy.
- Children and teenagers understand what is expected of them.



### **7.2 HOME PRACTICE**

Sit down with your parent/teen and make two rules for your house. Share these with your family.



### **7.3 VISIT YOUR SINOVUYO BUDDY AT LEAST ONCE A WEEK**



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

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

## **8 | CLOSING (10 minutes)**



### **8.1 REVIEW TOPICS COVERED**

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

- Rules should be simple and clear
- Household rules are for everyone in the home
- Parents and teens can make rules and the consequences for breaking them together
- Rules and routines help keep families secure and reduce stress

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



### **8.2 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME PRACTICE**

In the next session, we focus on ways to save money.

But before then, please remember to do your home practice!

Facilitators remind participants about time and location of next session. It's important to stress that they meet at the same time, even though the group will separate into smaller teen-only and parent-only groups for the core lesson.

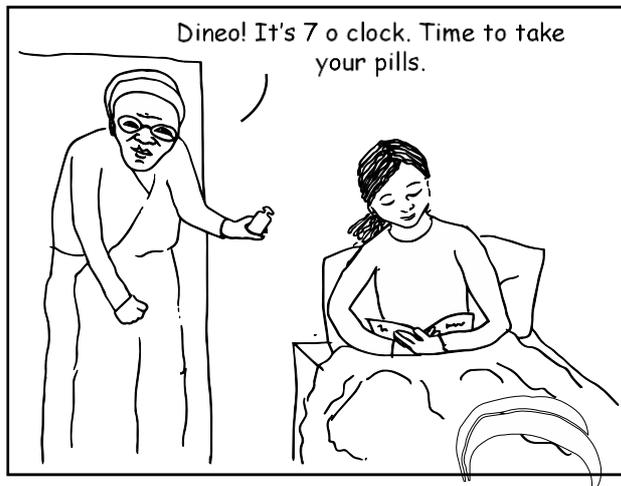


### **8.3 THANK AND PRAISE PARTICIPANTS**

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

# ILLUSTRATION FOR SESSION TEN

## ROUTINES FOR MEDICATION (POSITIVE)...





## SINOVUYO TEEN: HOME CATCH-UP

Guardian name: \_\_\_\_\_

Teenager name: \_\_\_\_\_ Caregiver  Teen

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator name: \_\_\_\_\_

### Session Ten: Establishing Rules and Routines

Goal: Making family rules and routines

Overview: In this session, we discuss rules and think about the consequences of breaking rules. We also talk about the importance of household rules and how these go together with routines that can be helpful for everyone in the home.

Illustration: Routines for medication (positive)

Core Lesson: Based on the illustration, why do you think is it important to have rules about medication? How does having a routine – doing the same thing every day – help Asive and Gogo?

Rules and routines usually go together:

Rules help to tell us what is okay and not. They should be clear and can be for everyone in the home.

Routines are things that we do that we follow regularly. Like rules, they usually have a reason, like making sure that we take medication every day, or helping to make sure everybody is ready for school at the right time.

Rules and routines can help us to understand what we can expect from each other, and that can sometimes help bring the stress down in the home.

Do you follow any rules or routines? Are they helpful?

**Home practice:** Make two rules for your household and share these with your family.

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

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**Did any other members of the household participate in this Home catch-up? Who?**

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# Session Eleven | WAYS TO SAVE MONEY & MAKING A FAMILY SAVINGS PLAN

## INTRODUCING THE SESSION

Welcome to Session Eleven of the Sinovuyo Caring Families Programme for Parents and Teens!

This week's session builds on what we learnt on session 7 on ways to manage money. In this week's session we will continue talking about family finances focusing on the following core skills and principles:

- Understanding the different ways to save
- Understanding the risks of borrowing money
- Making small steps to reach family saving goal

Savings are important for families. They help them achieve financial goals and to withstand some of the short-term shocks that families may encounter. These emergencies may include job loss, disability, illness or loss of property due to break in's or other disasters.

Savings help meet the family needs in the case of emergencies too. Savings also allow us to plan ahead preparing for important future events such as our children's education.

We can also save a little bit at a time in order to be able to make bigger things possible. It is important that each and every family is able to identify ways of saving that works for them.

In Session Eleven, we are also going to talk again about some of the referral services that are available to assist families to increase household income and provide support on managing family income.

## SESSION ELEVEN PREPARATIONS |

Training Materials & Resources	<ul style="list-style-type: none"><li>• Flip chart, paper, pens, markers, bostik</li><li>• Attendance register and name tags</li><li>• Food</li><li>• Illustration: <i>Gogo Nontlantla &amp; the loan shark</i></li><li>• Beans</li><li>• Family saving plan sheet</li></ul>
Preparations	<ul style="list-style-type: none"><li>• Make sure the workshop venue is clean</li><li>• Set up chairs in a circle</li><li>• Prepare any materials that you will use</li><li>• Prepare food</li><li>• Make sure you are familiar with the songs, games and role-plays that you will use</li></ul>

## SESSION ELEVEN OUTLINE |

ACTIVITY	TIME	Session Breakdown
1. Food & Attendance	30 mins	1.1 Facilitators take attendance while everybody eats
2. Overview	40 mins	2.1 Welcome participants & circle share 2.2 Thank everyone for coming & praise for timekeeping 2.3 Home practice discussion (30 minutes) 2.4 Framing the day
3. Song & Physical Exercise	10 mins	3.1 Song: Masibonisane 3.2 Physical exercise
4. Core Lesson	60 mins	4.1 Activity: Which saving choice is best? 4.2 Negative Role-play: Taking money from a loan shark 4.3 Discussion about negative role play 4.4 Story of Gogo Nontlantla 4.5 Discussion about the story of Gogo Nontlantla
5. Energiser	5 mins	5.1 Energiser: Facilitator can choose
6. Home Practice	25 mins	6.1 Preparing for home practice 6.2 Home practice 6.3 Visit your Sinovuyo buddy at least once during the week 6.4 Complete a physical warm-up once a day
7. Closing	15 mins	7.1 Review topics covered 7.2 Remind participants about next session and home practice 7.3 Thank and praise participants
Wrapping Up		8.1 Make sure you leave the room in order 8.2 Share your observations in facilitator report

# 1 | FOOD & ATTENDANCE (30 minutes)



## 1.1 FACILITATORS TAKE ATTENDANCE WHILE EVERYBODY EATS

As participants arrive, invite them to eat together. Remember to take attendance as each person arrives

# 2 | OVERVIEW (30 minutes)



## 2.1 WELCOME PARTICIPANTS & CIRCLE SHARE

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



## 2.2 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

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



## 2.3 HOME PRACTICE DISCUSSION (30 minutes)

Guide a discussion about the previous week's home practice. As a reminder, last week participants were asked to practice problem-solving at home.

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

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

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

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

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



## 2.4 FRAMING THE DAY

Remember the session when we talked about rules, routines, and consequences?

We learned that rules and routines can help us be responsible, know what we can expect from each other, and reduce the stress in our family.

Rules will also be important for what we talk about today: When we talk about plans and goals for our family, rules can sometimes make it easier for us to stick to these plans.

A few weeks ago, we talked about the goals that we all have in our life. These goals help us to remember why we want to save money even when it's difficult.

Remember the story of Gogo Nontlantla who was saving for her grandchildren's future?

In our visual budgeting exercise, we used the samp kernels and beans to think about how we spend our money every month.

Can some of you remember what things you actually spend your money on each month and what you said you would like to spend less money on?

Participants brainstorm ideas.

Today we want to build on the discussion we had about saving and think about how we can save money every day.

We focus on three main points:

1. Every family is in a different situation and has different needs. Luckily there are many different ways to save! Today, we will introduce a list of saving tips that will hopefully give you ideas about different ways that you can save your money. Each family can use this list to think about how saving might work best for them.
2. We will talk together about the risks of borrowing and owing money, and loan sharks (matshonisa).
3. We will work together on making a specific savings plan for your families. This is a big thing! Like Gogo Nontlantla, we will each choose the goal that we want to reach and then think about all the small steps that we are going to take in order to reach that goal.

## 3 | SONG & EXERCISE (10 minutes)



### 3.1 SONG: MASIBONISANE

Masibonisane  
Ngalemali yegrant  
Sizothengu kutya  
Kwabantwana bam

Yiloligrant iyeza (x2)  
Sizothengu kutya  
Kwabantwana bam



### 3.2 PHYSICAL EXERCISE

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

Did anybody try this exercise at home?

## 4 | CORE LESSON (60 minutes)



### 4.1 ACTIVITY: WHICH SAVING CHOICE IS BEST?

This activity is designed to help us find out more about saving money.

We will talk about what we all know about savings, share the information that we have and find out what is true and what is not.



#### TIPS FOR FACILITATING Which saving choice is best?

*Facilitator stick one paper on each side of the room: on one side a paper showing a happy smiley face and on the other side a paper showing a sad smiley face.*

1. We will need the whole room for this exercise. Everybody stand up and gather in the middle of the room.
2. We will talk about different ways of saving money.
3. Facilitators suggest examples of how to save money from the three choices listed below. For example: "Save money by hiding coins somewhere in your house."
4. Participants think about each example carefully. For example: Is hiding money in your house a good idea or bad idea? Is it safe or is it dangerous? Is it for free or does it cost something?

5. If participants think an example of how to save money is a good idea, they walk to the right of the room (towards the smiley face!). If they think an example of how to save money might cause problems, they walk to the left of the room (towards the sad face!).
6. Remind the participants that there is no right or wrong answer. Like we said before, every family is different and what might be good for one family might not be good for another family.
7. For some families hiding money in the house in order to save might be a great idea, but for another family it might cause a lot of problems!
8. Facilitators ask the group why they are standing where they are. Remember to let the participants be the experts!
9. Once participants have moved to the sides of the room facilitator asks them to share their experiences (whether positive or negative) with each saving strategy with the others.
10. Discuss!

### **Choice 1: Saving at home**

*Once everybody has moved to one side of the room, discussion points could be:*

“Good things” about saving this way could be:

- Doesn’t cost anything
- Easy to keep track of how much money we spend/save

“Problems” about saving this way could be:

- Dangerous as house can get robbed
- Could lose money in a fire or flood
- More difficult not to spend the money

Participants brainstorm ideas about where they could put their money at home.

The list could include:

- Hiding your money in a book or in your socks?
- Hiding money in more than one place in the house?
- Buying a lock box with a padlock (e.g. at PEP for R100–R300), and nailing it to the floor.
- Investing in livestock.

We don’t think of this as savings, but it’s actually very similar! If we have enough money to buy a goat, it can help us hold on to that money. The goat we buy can grow and give birth to more goats. And if we need the money sooner, we can always sell the goat. Risk: but of course the goat could get run over, or get sick and die....

## **Choice 2: Saving at the bank**

*Once everybody has moved to one side of the room, discussion points could be:*

You can choose from different banks: Capitec, Standard Bank, Nedbank, ABSA, First National Bank & South African Post Office Bank

Once the bank account is open, you do not have to go in person to move your money – you can also use your phone. This is called mobile banking.

Some banks will let you open a group account, or “joint” account.

With these accounts, you cannot decide on your own that you want to make a payment or that you want to withdraw some money.

Everybody who is sharing the account with you needs to agree before you can do these things.

A joint account will also allow you to split the bank fees with the other people in your group account.

Do any participants use bank accounts?

Encourage participants to share their experiences (whether positive or negative) with the others.

## **Choice 3: Saving in a savings group/stokvel**

*Once everybody has moved to one side of the room, discussion points could be:*

Can participants who are part of a savings group explain how it works?

Encourage participants to share their experiences (whether positive or negative) with the others.



## 4.2 ROLE-PLAY: TAKING MONEY FROM A LOAN SHARK (NEGATIVE)

*Gogo Nontlantla only has R100 left of her grant money this month and there are still two weeks left before grant day.*

*She still needs to buy food for her two kids so she decides to borrow money from a man in town.*

*She borrows R1000 from Amandla. On grant day she realizes that this means that she has a huge debt to pay back to Amandla.*

*Amandla (yelling at Gogo Nontlantla): What do you mean you can't pay me my R2000?! You have to give it to me now!*

*Gogo Nontlantla (shaking): But I only borrowed R1000, and my grant is only R1500 a month. How can I pay you that much money?*

*Amandla: That's too bad, it's what you owe me after interest. I'm going to have to take something of value from your home.*

*Gogo Nontlantla (crying): But...but... What will happen to my grandchildren?*

*Amandla takes Gogo Nontlantla's goes inside the house to search for something to take away.*



## 4.3 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Think about the role-play you just saw:

- Why does Gogo Nontlantla feel the need to borrow money?
- Is there a risk of borrowing money from Amandla?
- How could Gogo Nontlantla reduce the risks of borrowing money?
- Do you think it would be better to borrow from family members or friends than from a loan shark?
- Does Gogo Nontlantla have more money now that she has borrowed money from Amandla? Or does she have less money?

If the loan shark/matshonisa does not have a licence, then they are acting against the law and you can ask ward counsellors for help.

## **Debt**

Before we continue, let's make sure we all understand what we're talking about when we say "debt."

We are in debt when we have borrowed money from someone and now must give that money back. Like Gogo Nontlantla is now in debt to Amandla.

The problem with debts is that the person who lends the money wants to earn something by doing this – like Amandla!

What the loan shark charges on top of the amount that they lend out is what we call "interest".

### **So what is "interest", or "interest rate"?**

If we borrow money from a loan shark the interest rate is often very high. This means that the money that we owe becomes more and more than the amount we borrowed.

If Gogo Nontlantla borrows R1000 from the loan shark Amandla, she will have to pay back more than R2000 after only two months.

### **That is already twice as much money than she originally borrowed!**

The longer Gogo Nontlantla waits to pay back what she borrowed, the more money she will have to give to Amandla. If she can't pay Amandla for a full year she will owe him many, many thousand Rands.

Facilitators use beans in this part of the discussion to show how much debt Gogo Nontlantla has after one year:

### **Let's look at this with our beans from a few weeks ago.**

Let's say that Gogo Nontlantla has borrowed two beans from Amandla. How many beans would she have to pay back to Amandla after one year?

Facilitator show illustrations from the sessions. Much more money!



#### 4.4 STORY: GOGO NONTLANTLA

Remember Gogo Nontlantla and her two grandchildren Asive and Lonwabo?

Remember that Asive and Lonwabo's parents died of AIDS and Gogo Nontlantla was left to support and care for her grandchildren?

Do you remember what Gogo Nontlantla's goals for her grandchildren were?

**Participants contribute ideas.**

Gogo Nontlantla had to save for many months!

She had to be patient in order to achieve her goals. Sometimes she struggled a lot, which is why one day she borrowed money from the loan shark.

But after her difficult experience with Amandla, she started to put aside R150 every month from her pension grant and save money that way instead.

She put the R150 directly in the lockbox that she had nailed into the floor and hidden in her closet.

She made sure that she never opened the lockbox to take out money to buy something she didn't absolutely need.

This became her saving plan, her rule.



#### 4.5 DISCUSSION ABOUT THE STORY OF GOGO NONTLANTLA: INTRODUCING "STEPPING STONES" TO SAVE

Remember a few weeks ago when we talked about our saving goals?

All of you had to think about one thing that you as a family really want to have or achieve.

Does anybody remember the saving goals for their family?

**Participants share saving goals.**

Today we want to come up with a strong plan for how we can reach our goals. These goals sometimes feel far away and hard to reach.

This is why we need "stepping stones." Stepping stones are little steps we can take each day, each week, and each month that will help us get closer to our goal.

Remember when we talked about rules and routines? These little stepping stones are small rules or routines that we make so we can take steps to save money at home.

Think about a ladder. We need to climb one step after the other until we reach the top of the ladder – our goal. Let's think about these climbing steps together:

*Facilitator to draw a ladder on a paper. Invite one or two teens to draw or write their family saving goals on top of the ladder.*

Does anyone have an idea for a good stepping stone or saving step? Facilitators point to goal that has been drawn or written.

What were Gogo Nontlantla's stepping stones? Would any of these help us to get to the top of our ladder? Encourage participants to praise each other for every suggestion.

*Facilitators collect ideas. All stepping stones are written next to the ladder.*

Need help?

- You could for example decide to put aside R10 into a lock box every week.
- You could decide to put another R50 into your lock box on every grant day.
- You could decide to spend only R15 on airtime each week.
- You could open a bank account the next time you are in town and put R200 into your account every time you go in town.

Let's now think about each the stepping stones you are willing to take as a family. What are the saving steps your family can try to take every day, every week, and every month?

*Participants discuss family saving steps in pairs. Remind participants that this is not an easy task. Facilitator to walk around and check for understanding.*

## **5 | ENERGISER (5 minutes)**



### **5.1 ENERGISER: Facilitator can choose**

Facilitators select an energiser from the Appendix to do with the group when they feel everybody needs some energy!

Remember to use energisers when participants need a break or when teens need to stretch their legs!

## 6 | HOME PRACTICE (25 minutes)



### 6.1 PREPARING FOR HOME PRACTICE: Making a savings plan



#### TIPS FOR FACILITATING Making a savings plan

1. Facilitators distribute family saving plan sheets.
2. Remind participants of the list of the different saving choices discussed in the session: Saving at Home, Saving in a Bank, Saving in a Savings Group.
  - Can we think together what saving method each of these pictures represents?
  - Can one of the teenagers here tell us what the first picture is?
  - Does one of the parents want to tell us what we have discussed about this way of saving money?
  - What is good about it and what might be a problem?
3. In pairs, teenagers and their parents think about which saving strategy could work best for their family.
4. Each pair writes or draws a saving plan for their family. Think about the small saving steps that we have discussed today. How much money can you save each week? How much money can you save each month?
5. Facilitator walks around to check for understanding and review saving plans for safety.



### 6.2 HOME PRACTICE

Have a conversation with your whole family about different saving choices. Present your saving plan sheet to your other family members.

Think and discuss together which saving plan will work best for your family. Then try and implement your saving plan as a family.

Try to remind each other of the saving steps and praise each other for following the saving plan!



### 6.3 VISIT YOUR SINOVUYO BUDDY AT LEAST ONCE A WEEK

Discuss how your saving steps are going at home with your Sinovuyo Buddy.



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

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

## **7 | CLOSING (10 minutes)**



### **7.1 REVIEW TOPICS COVERED**

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

- Saving is essential
- We can save a little bit at a time to make bigger things possible
- Find a way of saving that works for your family

Use the illustrations and saving menu from this session to review the topics covered with participants.

This is a good way for them to be involved in remembering what we covered in this session.



### **7.2 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME PRACTICE**

In the next session, we talk about keeping safe in our communities.

But before then, please remember to do your home practice!

Facilitators remind participants about time and location of next session.



### **7.3 THANK AND PRAISE PARTICIPANTS**

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

# ILLUSTRATION FOR SESSION ELEVEN

## GOGO NONTLANTLA AND THE LOAN SHARK...



THE LOAN SHARK'S OFFER



MAMA NONTLANTLA'S DEBT AFTER 6 MONTHS



MAMA NONTLANTLA'S DEBT AFTER 1 YEAR



## SINOVUYO TEEN: HOME CATCH-UP

Guardian name: \_\_\_\_\_

Teenager name: \_\_\_\_\_ Caregiver  Teen

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator name: \_\_\_\_\_

### **Session Eleven:** Ways to save money & making a family saving plan

**Goal:** Learn about different ways to save money. Make a specific plan on how to save together as a family.

**Overview:** In today's session we focus again on how we can reduce stress about money. We build on last week's discussion about rules and routines. The goal is that we make saving a routine for our family.

- We discuss different ways to save money and the problems/ advantages of each of these ways.
- We will learn about debts and interest rates and we will discover how borrowing money can increase our money stress.
- We will think about the small saving steps that we can take every week or every month as a family. These steps will become the rules and routines that will help us reach our saving goals.

Before we start, let's discuss home practice. How did it go this week?

**Illustration:** Gogo Nontlantla and Loan Shark; Family savings plan

**Core Lesson:** Learning how to save our money and making a saving plan:

What are ways of saving money? What is good about saving at home / saving in a bank/saving in a stokvel? Which of these ways do you think is best?

What is a loan and what is an interest rate? How can we avoid borrowing from loan sharks? What is debt?

How can you save step by step every month? What are your little saving steps? Fill out the family saving plan

**Home practice:** Make a family saving plan.

First choose how you want to save your money. Then write down your saving steps.

Think about what things you could spend less money on.



## FAMILY SAVING PLAN

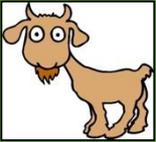
Which saving choice is best for my family?

How much money do we want to save each week?

Saving at home



Saving by buying things that we can then sell



Saving in the bank



Saving in a saving group



We as a family will try to spend less money on the following things:

# Session Twelve | KEEPING SAFE IN THE COMMUNITY

## INTRODUCING THE SESSION

Welcome to Session Twelve of the Sinovuyo Caring Families Programme for Parents and Teens!

In Session Twelve, we start on a very important topic where we talk about how as parents and teens can ensure that we are safe in the community we stay in.

This session will focus more on how parents can help create a safe environment for the teens both inside and outside the home.

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

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

In this session we discuss the steps parents and teens can take to keep teenagers **safe outside the home**.

It is important to have these conversations and it is also important to make plans together to avoid risks.

## SESSION TWELVE PREPARATIONS |

Training Materials & Resources	<ul style="list-style-type: none"><li>▪ Flip chart, paper, pens, markers, bostik</li><li>▪ Attendance register</li><li>▪ Name tags</li><li>▪ Food</li><li>▪ Illustration: Man in the car</li></ul>
Preparations	<ul style="list-style-type: none"><li>▪ Make sure the workshop venue is clean</li><li>▪ Set up chairs in a circle</li><li>▪ Prepare any materials that you will use</li><li>▪ Prepare food</li><li>▪ Make sure you are familiar with the songs, games and role-plays that you will use</li></ul>

## SESSION TWELVE OUTLINE

ACTIVITY	TIME	Session Breakdown
1. Food & Attendance	30 mins	1.1 Facilitators take attendance while everybody eats
2. Overview	40 mins	2.1 Welcome participants & circle share 2.2 Thank everyone for coming & praise for timekeeping 2.3 Home practice discussion (30 minutes) 2.4 Framing the day
3. Song & Physical Exercise	10 mins	3.1 Song: Participant can choose 3.2 Physical exercise
4. Core Lesson	60 mins	4.1 Activity: Mapping risk areas and safe spaces 4.2 Discussion about mapping activity 4.2 Open role-play: Hanging out near the Shebeen; Man in car
5. Energiser	5 mins	5.1 Energiser: Facilitator can choose
6. Home Practice	125 mins	6.1 Preparing for home practice: Discuss one safety concern 6.2 Home practice: Make a plan together to protect teens from a safety risk 6.3 Visit your Sinovuyo Buddy once a week 6.4 Complete a physical warm-up once a day
7. Closing	15 mins	7.1 Review topics covered 7.2 Remind participants about next session and home practice 7.3 Thank and praise participants
Wrapping Up		8.1 Make sure you leave the room in order 8.2 Share your observations in facilitator report

# 1 | FOOD & ATTENDANCE (30 minutes)



## 1.1 FACILITATORS TAKE ATTENDANCE WHILE EVERYBODY EATS

As participants arrive, invite them to eat together. Remember to take attendance as each person arrives

# 2 | OVERVIEW (30 minutes)



## 2.1 WELCOME PARTICIPANTS & CIRCLE SHARE

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



## 2.2 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

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



## 2.3 HOME PRACTICE DISCUSSION (30 minutes)

Guide a discussion about the previous week's home practice. As a reminder, last week participants were asked to practice problem-solving at home.

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

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

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

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

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



## 2.4 FRAMING THE DAY

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

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

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

Parents cannot but help worrying about the safety and well-being of their children.

Teenagers like exploring and sometimes find themselves in places or situations that could potentially be harmful to them. Even in the company of well-meaning friends or peers there are dangers that exist in the communities that we live in.

In this session, parents and teens try to identify the unsafe places considering also areas that enhance sexual and HIV risk amongst adolescent girls and boys.

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

Being able to know where to go when help is needed when parents or teens encounter problems or places of safety they can turn to in the case of danger is important.

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

Knowing where parents and teens can get information about certain issues is of equal importance. For example, remember the story about Khwezi whose mother identifies the local clinic as an important place to seek accurate for advice on issues pertaining to sexual health issues.

During this session, we shall talk about some places in our community where we can receive services that are available to assist you.

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

## 3 | SONG & EXERCISE (10 minutes)



### 3.1 SONG: Participant can choose

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



## 3.2 PHYSICAL EXERCISE

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

# 4 | CORE LESSON (60 minutes)



## 4.1 ACTIVITY: MAPPING RISK AREAS AND SAFE SPACES<sup>4</sup> (20 minutes)

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

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

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

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

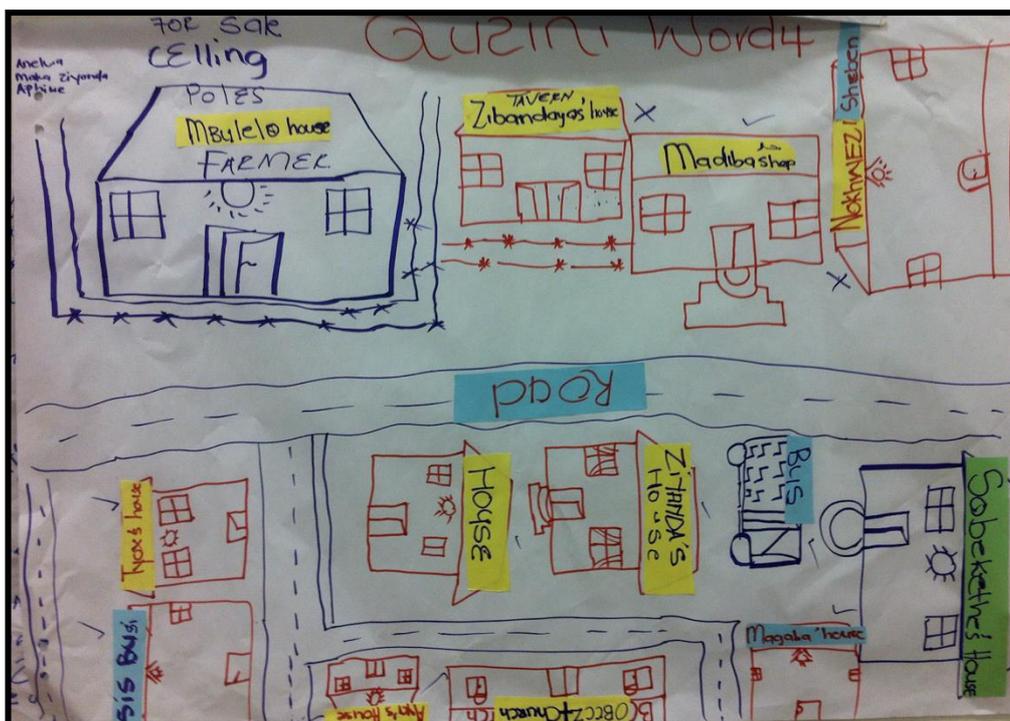


### STAGE ONE: TIPS FOR FACILITATING the mapping activity:

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

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<sup>4</sup> Adapted from *Tools Together Now!* (2006) International HIV/AIDS Alliance



An Example of a Community Map from a previous Sinovuyo session:

 **STAGE TWO: Tips for facilitating the mapping activity:**

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

 **Sexual and HIV risk areas:**

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

Sexually exploited/ sexually abused?

Exposed to drugs or alcohol abuse?

Exposed to physical violence

***Special clap: three claps, three claps, and then one clap towards the presenter***



## 4.2 DISCUSSION ABOUT MAPPING ACTIVITY

In this discussion, we use our maps to ask, why is it important to think together about safe and dangerous areas?

We also want to talk about how we can avoid risks by making a plan to keep safe using the skills we learned in other sessions.

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

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

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

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



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

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

If teenagers are used to talking to their parents, they are more likely to ask for advice.

- Remember our six problem-solving skills?
- Be calm and focus on the specific problem.
- Discuss solutions together: Ask for and listen to each other's opinions.
- When making decisions, think through the possible consequences together.

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

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



### 4.3 OPEN ROLE-PLAYS

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

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

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

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

- Information about health
- Guidance for parents and teenagers about sexual health such as places where we can get information on voluntary testing and counselling if one wants to know their HIV status
- Counselling when our problems (at the Shebeen, with dating etc.) feel too big for us to handle on our own.

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



#### TIPS FOR FACILITATING Open Role-plays:

1. Participants watch the two role-plays and have a short discussion after each role-play:

How could we make a good rule or routine to avoid the danger we just saw in the role-play?

2. Divide the larger group into two groups. Each group will work out the “correction” to one of the role-plays they just saw.

3. Participants can then present their suggestions – their “plans” – to the group. The group can discuss the corrected role-play after it has been presented.

4. If it’s easier to brainstorm one role-play as a group, then this is fine, too.



## ROLE-PLAY: HANGING OUT NEAR THE SHEBEEN (OPEN)

*Khwezi is coming home, Mother is drinking tea with a friend.*

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

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

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

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

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

**Khwezi:** “But Mom....”

**... Discuss different endings to the story.**



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



## ROLE-PLAY: MAN IN CAR (OPEN)

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

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

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

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

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

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

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

**Khwezi:** “I just don’t know...”

**... Discuss different endings to the story.**



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

## 5 | ENERGISER (5 minutes)



### 5.1 ENERGISER: Facilitator can choose

Facilitators can choose an energiser to do with the group when they feel everybody needs some energy!

Remember to use energisers when participants need a break or when teens need to stretch their legs!

## 6 | HOME PRACTICE (15 minutes)



### 6.1 PREPARING FOR HOME PRACTICE (10 minutes)

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



### 6.2 HOME PRACTICE

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



### 6.3 VISIT YOUR SINOVUYO BUDDY AT LEAST ONCE A WEEK



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

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

## 7 | CLOSING (10 minutes)



### 7.1 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

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

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



## **7.2 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME PRACTICE**

In the next session we talk about how to use anger management, problem-solving and active listening to respond to crisis.

But before then, remember to do your home practice!

Facilitators remind participants about time and location of next session.

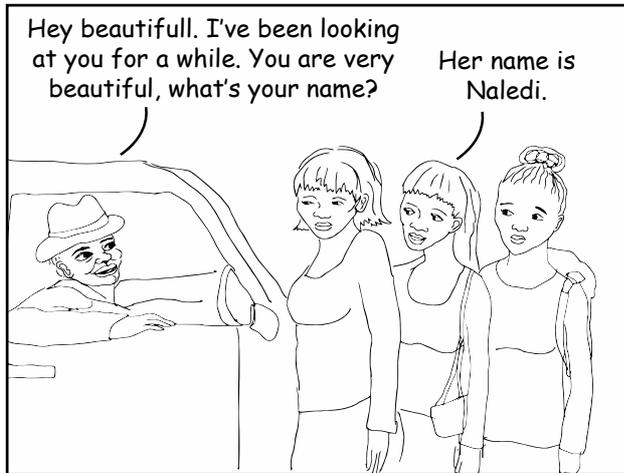


## **7.3 THANK AND PRAISE PARTICIPANTS**

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

# ILLUSTRATION FOR SESSION TWELVE

## MAN IN CAR...





## SINOVUYO TEEN: HOME CATCH-UP

Guardian name: \_\_\_\_\_

Teenager name: \_\_\_\_\_ Caregiver  Teen

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator name: \_\_\_\_\_

### Session Twelve: Keeping Safe in the Community

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

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

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

**Illustration:** Man in car

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

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

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

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

**Home practice:** Make a plan together to protect teenagers from a specific safety risk

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

---

Did any other members of the household participate in this Home catch-up? Who?

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# Session Thirteen | RESPONDING TO CRISIS: THE KRAAL OF SAFETY

## INTRODUCING THE SESSION

Welcome to Session Thirteen of the Sinovuyo Caring Families Programme for Parents and Teens!

The programme is soon coming to an end. There is only one more session after this one! It has been an enriching experience of sharing and learning from each other.

Today's session builds on Session Twelve by working to help keep teenagers safe in the community by identifying safe and unsafe places.

Today facilitators explore how parents respond to their children when something bad happens to them.

We also look at how parents can deal with bad situations when they happen in their homes and to their children.

This session will focus more on how parents can better respond and care for their teenager. In this week's session, parents and teens will learn that:

- Every family faces threats. Being prepared can help us deal with these crises
- We need to keep calm and make a kraal to keep your teen safe
- There are services available in the community that can help us keep safe
- The family can work together to create a plan for managing when something really bad happens

In Session Thirteen, we will also discuss the steps parents and teens can use some of the skills they have learned so far to better manage some of life's crisis that they face.

We focus on the fact that it is important to have these conversations and it is also important to make plans together to avoid risks.

## SESSION TWELVE PREPARATIONS |

Training Materials & Resources	<ul style="list-style-type: none"><li>▪ Flip chart, paper, pens, markers, bostik</li><li>▪ Attendance register, Name tags, Food</li><li>▪ Illustration: Khwezi's crisis (positive)</li><li>▪ Handout: Emergency information</li></ul>
Preparations	<ul style="list-style-type: none"><li>▪ Make sure the workshop venue is clean</li><li>▪ Set up chairs in a circle</li><li>▪ Prepare food and any materials that you will use</li><li>▪ Make sure you are familiar with the songs, games and role-plays that you will use</li></ul>

## SESSION THIRTEEN OUTLINE

ACTIVITY	TIME	Session Breakdown
1. Food & Attendance	30 mins	1.1 Facilitators take attendance while everybody eats
2. Overview	40 mins	2.1 Welcome participants & circle share 2.2 Thank everyone for coming & praise for timekeeping 2.3 Home practice discussion (30 minutes) 2.4 Framing the day
3. Song & Physical Exercise	10 mins	3.1 Song: Participant can choose 3.2 Physical exercise
4. Core Lesson	60 mins	4.1 Negative role-play: The shebeen fight (negative) 4.2 Discussion about negative role-play 4.3 Positive role-play: The shebeen fight (positive) 4.4 Discussion: How can we respond to crisis? 4.5 Role-play activity: Practice responding to crisis
5. Energiser	5 mins	5.1 Energiser: Facilitator can choose
6. Home Practice	125 mins	6.1 Preparing for home practice: Review handouts 6.2 Home practice: Make a plan together to protect teens from a safety risk 6.3 Visit your Sinovuyo Buddy once a week 6.4 Complete a physical warm-up once a day
7. Closing	15 mins	7.1 Review topics covered 7.2 Remind participants about next session and home practice 7.3 Thank and praise participants
Wrapping Up		8.1 Make sure you leave the room in order 8.2 Share your observations in facilitator report

# 1 | FOOD & ATTENDANCE (30 minutes)



## 1.1 FACILITATORS TAKE ATTENDANCE WHILE EVERYBODY EATS

As participants arrive, invite them to eat together. *Remember to take attendance as each person arrives.*

# 2 | OVERVIEW (40 minutes)



## 2.1 WELCOME PARTICIPANTS & CIRCLE SHARE

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



## 2.2 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

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



## 2.3 HOME PRACTICE DISCUSSION (30 minutes)

Guide a discussion about the previous week's home practice. As a reminder, last week participants were asked to make a plan with the family to keep a teen safe from one safety concern.

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

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

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

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

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



## 2.4 FRAMING THE DAY

Remember when we talked about safety outside our homes last week? This week we ask about whether we feel safe inside our homes. Who feels 100% safe inside their homes?

Use this question to make the point that we all face safety issues inside our homes.

In the last session, we made maps to talk about how to keep safe in the community. In Session Thirteen we talk about how to keep safe in our homes.

- What do we do if we haven't managed to keep safe?
- What do we do when somebody is hurt or injured or in trouble?
- We focus on what families can do when a crisis arises. Have any of you ever had to deal with a crisis?

During a crisis, it helps to have a plan. It also helps to think about the long-term effects of what we do.

When we face a crisis, the adults have to become protective walls for their teenagers – like a kraal of safety.

This session is about what happens when a “big wind” comes and “blows off the roof of the house” – remember the situation between Mother and Khwezi about the hanging out near the Shebeen?

What have we talked about in other sessions that you think might be helpful when we talk about facing a crisis?

This session draws on both problem-solving together, and routines, both of which we have looked at in earlier sessions.

We will also provide you with some hand-outs that have important information about what you can do when you face trouble.

## 3 | SONG & EXERCISE (10 minutes)



### 3.1 SONG: Participant can choose

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

This week we sing together in a different way:

We form two circles, with the parents forming a big circle on the outside and teens forming a smaller circle on the inside.

In this way we form a *kraal of safety* that shows how parents can form a protective wall around their teens.



## 3.2 PHYSICAL EXERCISE

Ask one of the participants to lead the exercise. They can either lead with the physical exercise that they have been practicing at home, or they can choose one of the exercises that we have done in an earlier session.

Participants may choose to stay in the *kraal of safety* circle for the physical exercise.

## 4 | CORE LESSON (60 minutes)

In this session we look at two sets of role-plays. These role-plays show some very difficult things happening in one family.

In order to deal with bad things, it is good to make plans about what to do in a crisis so that the problem doesn't get bigger.

In this core lesson we will look at role-plays that deal specifically about two types of crisis: arrest and rape.

These are big crises, but they are good examples to use because they are so big: The same lessons can apply to smaller crises.

It's important to remember that bad things happen to all families. This is not your family we are showing in these role-plays but could be anybody's family.



## 4.1 ROLE-PLAY: THE SHEBEEN FIGHT (NEGATIVE)

The core lesson starts with a role-play play that we can use to talk about some of the ways that we can respond to an emergency.

*Sabelo is shaking and very upset.*

Mother: “Sabelo what is wrong? I have been watching you since yesterday. Tell me what’s going on?”

Sabelo: “On Saturday my friends and I went to the Shebeen to play pool. Some guys who were drunk started a fight with my friend.”

Mother: “Continue, I’m listening. I hope you didn’t fight?”

Sabelo (*shaking*): “I didn’t want to, but I couldn’t just stand there and let them beat up my friend, so...”

Mother (*shouting*): “So what Sabelo?”

Sabelo (*shaking even more*): “Eventually there was a huge fight, everyone was fighting, I don’t know what happened, I saw someone lying on the floor, in a pool of blood, dead. There was so much blood everywhere and on everyone.”

Sabelo (*crying*): “I am afraid that these guys will come after me and kill me Mom...”

Mother (*shouts aggressively at Sabelo*): “You crazy boy! Now we are all in danger! Get out of this house and don’t bring your tsotsi trouble here! And what about if you got some bad blood in you! Don’t bring that into our house!”



## 4.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Think about the role-play you just saw:

- What is Sabelo’s crisis?
- How did Sabelo deal with his crisis?
- How did Mother deal with Sabelo’s crisis?
- Did Mother’s response help to deal with the crisis in a good way?



### 4.3 ROLE-PLAY: THE SHEBEEN FIGHT (POSITIVE)

*Sabelo is shaking and very upset.*

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

Sabelo: "On Saturday my friends and I went to the Shebeen to play pool. Some guys who were drunk started a fight with my friend."

Mother: "Continue, I'm listening. I hope you didn't fight?"

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

Mother: "So, you did fight in order to help defend your friend?"

Sabelo (*crying*): "Yes Mom, eventually there was a huge fight, everyone was fighting. I couldn't really tell what was happening, and then suddenly I saw someone lying on the floor, in the pool of blood. There was so much blood everywhere and on everyone. (*shaking even more*) He looked... dead. And the blood made me feel worried."

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

Sabelo: "Thank you, Mom. Maybe I should also talk to someone at the clinic about HIV in case I should be worried?"

Mother: "Good thinking, son. We will get through this. Remember, we will support you as a family."

*Mother gives Sabelo a hug.*



### 4.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY: HOW CAN WE RESPOND TO A CRISIS?

Let's start by discussing what the crises are that we saw in this role-play:

- Why is Sabelo upset?
- What is he worried about?
- Is Mother upset?
- What is she worried about?

Now let's talk a little bit about how Sabelo and Mother could better respond to the crisis in the role-play we just saw.

We have already talked about how to listen and discuss bad news. Can you think of any other skills that might be useful?

**Remind participants of the importance of not blaming.**

Before we deal with a crisis, we usually have to tell other people that it has happened. It's important to remember not to blame when we are listening to someone telling us something difficult.

Sometimes that means taking a deep breath and making sure we are as calm as possible before we react to bad news (Remember "Taking a pause"?).

**Once everybody is aware of the crisis, we move on to making plans to deal with it.**

It's usually best to make plans to deal with a crisis together.

Remember that parents and teens should listen to each other and use the 6 problem-solving steps to help think of solutions.

Solutions usually involve first making immediate – or short term – plans and then making longer-term plans.

**Remember the six problem-solving steps from Session 6?**

1. Identify the problem
2. Brainstorm solutions
3. Figure out what the plusses and minuses are
4. Choose one solution
5. Try it out
6. Decide whether it worked

Thinking about the role-play you just saw, how did Sabelo and Mother use their:

... listening skills?

... non-blaming skills?

... problem-solving skills?

Other ways to respond to a crisis include making "**short-term**", or immediate, and "**long-term**" plans. Has anybody ever used this type of planning? How are they different?

Making short-term plans usually means dealing with the crisis that is in front of us right away.

Some of the hand-outs we will give out at the end of the session provide information about short-term plans, like what we can do soon after someone is raped or arrested.

Longer-term plans mean talking and planning in order to try to avoid a repeat of the crisis.

We talked about the ways that we can make long-term plans for safety in the community last week:

These were things like talking to each other and knowing about the dangerous places around our homes.

Can you think of ways to put short and long term planning into rules & routines? Thinking about the role-play you saw:

What are some of the short-term things that Mother and Sabelo could do to address the different problems that came up in this crisis?

What are some of the long-term things that they could do to address the different problems that came up in this crisis?



## **RESPONDING TO A HEALTH CRISIS IN THE FAMILY**

Discovering that you or a family member have a sickness that is life threatening can be very devastating to the family's state of wellbeing.

For example, when one is diagnosed as having cancer or TB or HIV it can trigger a crisis in the family home.

As such situations people respond negatively with experiences of fear, anger and despair.

For most parents when they find out that they are sick they become worried and depressed especially considering the future wellbeing of their children and other loved ones.

They are plagued by feelings of uncertainty about the future– and in many case it affects how the family functions.

The ability to manage the such crisis requires a lot of courage. Identifying short-term and long-term plans to manage the crisis can reduce stress that the family faces.

In the same way that we apply the six problem-solving steps from Session 6 in crisis situations at home, we can apply it when we face a life threatening crisis like a health problem.

In the same way, we can respond by making plans.

Planning can help let go of the past and think about a more positive future. Both short-term and long-term plans help us to think about the things we want for ourselves going forward.

They also help us notice whether we have worries and how to face them, and what the obstacles are that make it difficult for us to move forward in the way that we want.

We are going to consider a scenario where we can reflect together as a group how to come up with “short term” and “long term plans”.

## **SCENARIO: KHUNJULWA'S HIV STATUS**

Let me introduce you to Khunjulwa. Khunjulwa is 25 years old and has just found out she is HIV-positive.

She is thinking about telling her parents and younger sister, who is 16, that she is HIV-positive.

Can you think of ways to put short and long term planning into this scenario:

What are some of the short-term things that Khunjulwa could do to address the different problems that could come up after being diagnosed with HIV?

What are some of the long-term things that she and her family could do to address the different problems that come up in this crisis?

*Facilitators should acknowledge that these can be challenging and scary topics to discuss. Remember to Take a Break if you need to and to draw on the collective expertise and problem-solving abilities of the group.*

## **SHORT TERM PLANS: KHUNJULWA'S HEALTH**

For example, one of the short-term plans that Khunjulwa could come up with is to tell her family about her HIV status.

Telling someone you or someone you love has HIV can be difficult. Making plans about who to tell, and how, and when can help this feel more manageable.

Before we talk about how we can help her to make plans to disclose, let's brainstorm how she might be feeling about this together as a group.

How might Khunjulwa feel about sharing news that she is HIV positive?

What are the feelings you think she might be feeling about disclosing (telling) that she is HIV-positive? (Scared? Worried? Relieved?)

*One facilitator to take notes on flipchart paper, the other leads the discussion.*

What are alternatives she has to disclosing?

- Not telling?
- Getting someone else to tell?
- Telling with someone else there?
- Telling someone about 'someone else/a friend'?

What are the different ways that Khunjulwa's parents and sister might react?

- Crying?
- Hugging?
- Blaming?
- Yelling?

What could potential bad things could happen if Khunjulwa tells her family?

- Family suffering from stigma?
- Need to protect children?
- Gossip?
- Rejection?

What could potential good things could happen if Khunjulwa tells her family?

- Support from loved ones?
- Not feeling alone?
- Open conversation about precautions?
- Plan for future together?

There is no right or wrong way to disclose.

Making plans about how this happens can make it feel less stressful. Does anybody have any ideas about how someone could plan their disclosure in advance in order to make it easier?

*One facilitator to take notes on flipchart paper, the other leads the discussion. Facilitators should remind participants that there are no wrong or right answers. Some ideas might include:*

- Plan what you want to say
- Plan where you want to say it
- Plan when you want to say it
- Practice what you want to say
- Think about different reactions
- Think about how you will respond to different reactions
- Remember to breathe!
- Remember it is okay to say how you are feeling – including if you are feeling nervous.

*Does the group want to special clap everybody's effort to participate?*

### **Let's practice!**

Khunjulwa has come to you for advice about how to disclose to her parents and sister. She wants to know what you think she should say, and when, and how.

Can you help her make a plan for this?

1. Participants divide into groups of two.
2. Each group decides on what advice they would give Khunjulwa.
3. Facilitators reminds each group to focus on planning the following:
  - a. What Khunjulwa should say
  - b. Where she should say it, when
  - c. How she might want to think about responding to her parents' and sister's reactions.

4. Finally: Are there any things you can say or do to help Khunjulwa feel a bit braver about disclosing?

Remember to remind Khunjulwa that only she is in charge of telling, and that she can say as little or as much as she wants to.

Remind her she doesn't have to answer questions if she doesn't want to.

*If time allows: Group comes back together to share their ideas.*

*Remember structured praise? Praise participants for their input.*

## **LONG-TERM PLANS: PLANNING TO MANAGE OUR HEALTH**

We've helped Khunjulwa to make short-term plans about telling her parents and sister that she has HIV.

Now we're going to help her to make longer term plans about how to better manage her health.

*One facilitator to take notes on flipchart paper, the other leads the discussion. Facilitators should remind participants that there are no wrong or right answers.*

### **Before we start:**

What are the good things about making long-term plans for managing Khunjulwa's health?

What are the challenges that she could face about planning how to better manage her health in the long term?

### **Now let's think about how we can help Khunjulwa to plan:**

What are the options available for Khunjulwa's to better manage her health? (Going to the traditional healers, going to the clinic or hospital? Doing nothing?)

What do you think is best for her?

What are the different issues that Khunjulwa and her family need to think about when they are trying to plan how to better manage her health –both her physical and emotional health?

- Finances?
- Other family members?
- Personal wishes?

What sort of feelings do you think the different members of these families have when they think about planning for the future?

Where can Khunjulwa go for help and advice?

- Local health centre?
- AIDS support group?
- Friends?

*Does the group want to special clap everybody's effort to participate?*

What are some of the skills that we have talked about that might be helpful to Khunjulwa to make plans for managing her health?

*Skills may include talking about emotions and collaborative problem-solving and thinking about consequences.*

*Group comes back together to share options in an open-brainstorm. Group to contribute ideas.*

*Remind the group that this is a non-judgemental space and that participants can contribute as little or as much as they feel comfortable with.*

*They should feel comfortable expressing emotions and stopping at any time. This will not affect their involvement in Sinovuyo!*



#### **4.5 ROLE-PLAY ACTIVITY: PRACTICE RESPONDING TO CRISIS**

Now we practice responding to crisis by correcting another role-play that shows a crisis that happens in a lot of families all over the world, and not just here.

We're going to do this role-play slightly differently to what you're used to.

We're going to start acting the role-play out and as soon as you see something in the role-play that you don't like, or that you would like to "correct", we would like you to say "FREEZE!"

*Facilitators should use FREEZE-and-play with the role-plays below. Use the "FREEZE!" moments to have a discussion during the role-play.*

*Remind participants to think about how we can use listening skills, non-blaming skills and problem-solving skills deal with the crisis in both short-term and long-term ways.*

Facilitators should be aware of the sensitive material in these role-plays. If they are uncomfortable with this material, they can choose another role-play from the Appendix.

They should also be aware that the content of this role-play may cause people to tell them things that mean we need to get them help and should be aware of who to contact to support participants who disclose.



## ROLE PLAY: KHWEZI'S CRISIS (NEGATIVE)

Khwezi is sitting and crying. Mother comes home.

Mother: "Shame my dear what happened? Why are you crying my girl?"

Khwezi (*sobbing and shaking*): "it's my Uncle, he... he... he touched me."

Mother (*angry*): "What's wrong with you? Why would you say something like that? You are talking nonsense!"

Khwezi (*calming down a little bit*): "But it's true, he... he... Made me do it! He made me have sex with him! Please believe me. I didn't want to, I swear. He held me down and told me I would be in trouble if I told anybody, and then...."

Mother: "So why are you telling me these lies, now?"

Khwezi: "Please believe me. I didn't want it, I swear. Yesterday when you went to see Grandma he just came and that's when it happened."

*Mother interrupts Khwezi.*

Mother (*shouting*): "And what? Huh? I don't want to hear any more of this nonsense! You're spreading lies about the man who puts food on your table, man who pays for your school fees. You should be ashamed of yourself."



## DISCUSSION ABOUT NEGATIVE ROLE-PLAY

### Questions to help discuss the role play:

- What do you think about this situation?
- Could this have happened to Sabelo instead of Khwezi?
- What is the crisis that occurs in this role-play?
- Is the crisis dangerous for Khwezi? Why?
- Where could Khwezi go for help after she is raped?
- Can the police help Khwezi and her parents? How?
- Can the hospital help Khwezi and her parents? How?
- Does anybody know what is PeP is, and how it might help Khwezi?



PEP, or "Post-exposure prophylaxis", is an antiretroviral drug that you can get from a hospital after a rape. If you take it every day, it stops an HIV-infection for almost everyone.



## ROLE PLAY: KHWEZI'S CRISIS (POSITIVE)

*Khwezi is sitting and crying. Mother comes home.*

Mother (*hugging her*): "Shame my dear what happened? Why are you crying my girl?"

Khwezi (*sobbing and shaking*): "It's my Uncle, he... he... he touched me."

Mother: "Tell me what happened? And when it happened? Come and sit down next to me. It's not your fault and I'm not going to blame you."

*Father enters room, sits down next to Khwezi.*

Khwezi (*calming down a little bit*): "It's true, he... he... Made me do it! He made me have sex with him! Please believe me. I didn't want to, I swear. He held me down and told me I would be in trouble if I told anybody, and then...."

Father: "Take your time, Khwezi. I'm listening. You are not in trouble. This is not your fault."

Khwezi: "Please believe me. I didn't want it, I swear. Yesterday when you went to see Grandma he just came and that's when it happened."

Mother (*calming Khwezi*): "It's ok, I believe you my child. This is a big thing and we will find a way to get the help we need. I wonder where we can go to ask for help. Maybe the church?"

Khwezi: "Or my school?"

Father: "No, I know, let's go to the clinic. They will know what we can do to help you. Does that sound okay to you?"

Khwezi: "Yes... Ok... But will you come with me?"

Mother: "Of course we both will. And Khwezi? Remember this is not your fault. We love you. We will get through this."

*Mother and father hug Khwezi.*



## Discussion about positive role-play

### Questions to help discuss the role play:

- What do you think should have happened in the crisis you just saw?
- Facilitators ask participants if they would like to role-play a "correction".

Facilitators should encourage participants to think about ways that they can act positively to tackle abuse. Acknowledging that it happened is a good first step, taking action is a good second step!

Teens:

- What are the consequences of staying silent?
- Are there consequences to not getting help?

Parents

- What are the consequences of shouting and yelling at a child in Khwezi's situation?
- What about the opposite: Are there consequences to treating rape as a "normal" event?

If nobody answers, facilitators can ask "Why are we all silent?"

## **5 | ENERGISER (5 minutes)**



### **5.1 ENERGISER: Facilitator can choose**

Facilitators can choose an energiser from the Appendix to do with the group when they feel everybody needs some energy!

*Remember to use energizers when participants need a break or when teens need to stretch their legs!*

## **6 | HOME PRACTICE (15 minutes)**



### **6.1 PREPARING FOR HOME PRACTICE (10 minutes)**

Facilitators distribute hand-outs and explain that they provide information about what you can do if you are arrested or raped.



### **6.2 HOME PRACTICE**

Go over the hand-outs that you got during the session with other family members. Review some of the ideas you came up with about who the family could turn to in a crisis situation.



### **6.3 VISIT YOUR SINOVUYO BUDDY AT LEAST ONCE A WEEK**



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

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

## **7 | CLOSING (10 minutes)**



### **7.1 REVIEW TOPICS COVERED**

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

- Every family faces threats. Being prepared can help us deal with these crises.
- Keep calm and make a kraal to keep your teen safe.
- There are services available in the community that can help us keep safe.
- The family can work together to create a plan for managing when something really bad happens.

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



### **7.2 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME PRACTICE**

In the next session we reflect on the entire programme and talk about how we can continue to support each other after the Sinovuyo programme ends.

But before then, please remember to do your home practice!

*Facilitators remind participants about time and location of next session.*



### **7.3 THANK AND PRAISE PARTICIPANTS**

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

## **HANDOUT: EMERGENCY INFORMATION**

### **RAPE**

*What can I do?*

You need to report rape to the nearest police station. It is also important to make sure that if you have been exposed to unprotected penetration during the rape you need to seek medical attention to reduce exposure to HIV. At the hospital or clinic will administer a strong drug called PEP.

*What is PEP?*

“Post-exposure prophylaxis”, or PEP, is an antiretroviral drug that you can get from a hospital after a rape. If you take it every day, it stops an HIV-infection for almost everyone.

*Things you should know about PEP*

PEP must be started as soon as possible to work – and always within 3 days of a rape. If you think you may have been exposed to HIV very recently, see a doctor as soon as possible to find out if PEP is right for you.

Other help: (266) 932 5823 is the number for crisis counselling for women who have been raped or abused. They will also provide advice and support for people wanting to support abused women and rape survivors, including legal help.

123/124 is the emergency number that you can call from your cell phone. You won't need airtime to make a call to 123.

### **ARREST**

Calling the police

How does **INSERT LESOTHO EMERGENCY POLICE NUMBER** work? This is the national call center for police stations. This number will connect you to a police officer who will redirect you to the police for your community and send police to a crime scene.

Calling for an ambulance: **INSERT LESOTHO EMERGENCY AMBULANCE NUMBER** is the free number for the ambulance. This number will connect you to your closest ambulance center.

### **OTHER HELPFUL NUMBERS:**

**XXXXX** offers support, guidance and help for people addicted to drugs and alcohol as well as their families. This service is run by **XXXXXX**

### **REMINDERS ABOUT USING THESE NUMEBERS:**

## **EMERGENCY INFORMATION POP QUIZ**

What is the number we call for the police station? Does anyone remember what will happen when you call?

Can you think of a reason you might need an ambulance? What is the number we call for an ambulance?

Can we think of a good way to remember these numbers together?

Besides the police station and ambulance, what other services are available to us by phone? For what types of other emergencies?

Should you use a cell phone or landline to call a 0800 number?

What is the emergency number? Will our phones work with no airtime if we want to call the emergency number?

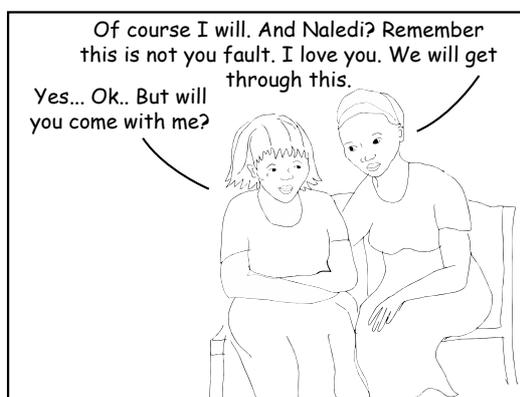
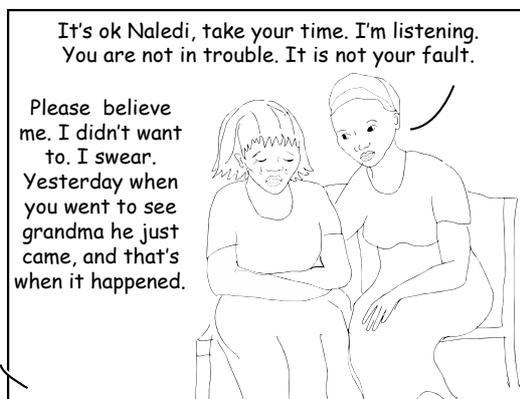
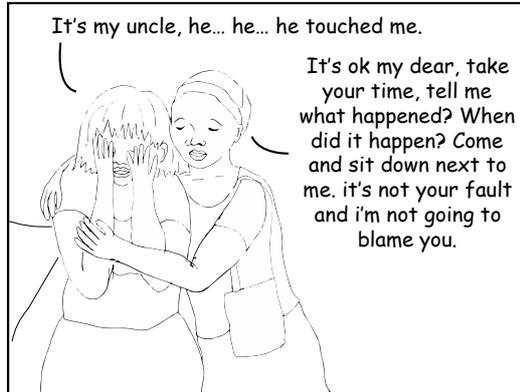
What is PEP? When should we take it?

Can you think of another PEP you might know?

What is the maximum number of days we should wait after a rape to go to the hospital and ask for PEP?

# ILLUSTRATION FOR SESSION THIRTEEN

## KHWEZI'S CRISIS (POSITIVE)...





## SINOVUYO TEEN: HOME CATCH-UP

Guardian name: \_\_\_\_\_

Teenager name: \_\_\_\_\_ Caregiver  Teen

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator name: \_\_\_\_\_

### Session Thirteen: Responding to Crisis: The Kraal of Safety

Goal: Combine active listening, anger reduction and problem-solving to help parents and teens respond to abuse and crisis.

Overview: Last week we talked about safety outside our homes. This week we ask about whether we feel safe inside our homes.

- What do we do if we haven't managed to keep safe?
- We focus on what families can do when a crisis arises.

During a crisis, it helps to have a plan. It also helps to think about the long-term effects of what we do.

Illustration: Khwezi's crisis (positive); Handout: Emergency information

Core Lesson: This illustration deals with rape. It's important to remember that rape is a crisis that could happen in any family.

How did Khwezi and her parents use their listening skills in the illustration? What about their non-blaming skills? Their problem-solving skills?

Would these skills also work in different kinds of crisis?

Can you think about any of the other skills or tools we have talked about that might be helpful to Khwezi and her parents as they respond to this crisis?

Could Khwezi's crisis happen to a boy? Could Khwezi also turn to her father for help?

Can you think of short-term plans and long-term plans that could help Khwezi and her parents deal with this crisis? Are there consequences to these plans?

Home practice: Go over the emergency information handout with your family. Think about who the family could turn to in a crisis.

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



# Session Fourteen | WIDENING CIRCLES OF SUPPORT

## INTRODUCING THE SESSION

Welcome to the last session of the Sinovuyo Parenting Programme – Session 14!

It's been 14 weeks since we started the programme.

We have had the opportunity to learn and share experiences which have been valuable in strengthening the relationship between parents and their teenagers.

Central to this programme is strengthening the skills of parents so as to protect their children from life's dangers including HIV which would negatively impact their health and wellbeing.

Parenting can be challenging but it can be a rewarding experience when parents find their efforts paying off as they see their children becoming the best person they can be.

Their children cannot do it alone – they need their parents, too!

In this session, facilitators help parents and teens recall and reflect on each session. They summarise some of the lessons learnt.

They also help participants make decisions on how we will move forward as a family and as a group.

Parents and teens will need to plan on how to move on from here and identify support structures that can help them.

This will be a special session where the parents and teens take time to recall and reflect their journey and the changes that they have experienced over the past couple of weeks.

It will be celebration and moment to assess our goals that we set in Session one – remember those!

So today we will focus on the following:

- Identifying ways and opportunities to keep the fire alive by setting up support groups for the future
- Reflecting on the programme assessing whether it was helpful
- Celebrating our successful journey

## SESSION FOURTEEN PREPARATIONS |

Training Materials & Resources	<ul style="list-style-type: none"> <li>• Flip chart, paper, pens, markers, prestik</li> <li>• Attendance register</li> <li>• Name tag materials</li> <li>• Special food to celebrate end of programme</li> <li>• Certificates</li> </ul>
Preparations	<ul style="list-style-type: none"> <li>• Make sure the workshop venue is clean</li> <li>• Set up chairs in a circle</li> <li>• Prepare any materials that you will use</li> <li>• Prepare food</li> <li>• Make sure you are familiar with the songs, games and role-plays that you will use</li> </ul>

## SESSION FOURTEEN OUTLINE |

ACTIVITY	TIME	Session Breakdown
1. Food & Attendance	30 mins	1.1 Facilitators take attendance while everybody eats
2. Overview	40 mins	2.1 Welcome participants & circle share 2.2 Thank everyone for coming & praise for timekeeping 2.3 Home practice discussion 2.4 Framing the day
3. Song & Physical Exercise	10 mins	3.1 Song: Participant can choose 3.2 Physical exercise
4. Core Lesson	110 mins	4.1 Activity: Creative movement dance 4.2 Discussion: Feedback 4.3 Planning for the future: Widening the circle of support 4.4 Your on-going home practice: Keeping the fire alive 4.5 Closing: Complete evaluation forms
5. Celebration	50 mins	5.1 Celebrate: Certificates are given out
Wrapping up	Make sure you leave the room in order  Share your observations in facilitator report	

# 1 | FOOD & ATTENDANCE (30 minutes)



## 1.1 FACILITATORS TAKE ATTENDANCE WHILE EVERYBODY EATS

As participants arrive, invite them to eat together. Remember to take attendance as each person arrives.

# 2 | OVERVIEW (30 minutes)



## 2.1 WELCOME PARTICIPANTS & CIRCLE SHARE

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

This is the final session of the Sinovuyo Teen programme!

Praise participants for having made it to the last session of the programme.



## 2.2 THANK EVERYONE FOR COMING AND PRAISE FOR TIMEKEEPING

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



## 2.3 HOME PRACTICE DISCUSSION (20 minutes)

Guide a discussion about the previous week's home practice. As a reminder, last week participants were asked to try to review the information hand-outs from last session and talk about other people in the family and community who might be able to help in a crisis.

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

- Brainstorm solutions with participants
- Practice applying the solution.
- Evaluate how it worked
- When challenges are being discussed, try to encourage the participants to come up with solutions and support them.

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

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



## 2.4 FRAMING THE DAY

As this is the last day of the programme, everyone is excited and tired, so we should be aware of our time but also make sure we cover everything.

It is also a good day to collect your feedback, which help to tell us how the Sinovuyo programme worked for you.

During this last session, participants do four things:

### **1. Participants think about the programme:**

Participants talk about the things that they thought were helpful during the programme. They have the opportunity to listen to what other participants thought was helpful, too.

### **2. Talk about how they can continue to support each other:**

The last session of the programme can feel difficult to many parents and teens because of the support and community that the sessions have given them every week.

The programme helped to show us that we have skills, but many of these came from the ideas and knowledge of the participants.

This means that participants have what they need to continue to support each other and their families.

You can do this by setting up meetings with each other every week or month, or get-togethers with your Sinovuyo Buddies, especially those who live near you.

Remember, too, that there are people you can contact in the community who can help you (Lifeline and the clinic, for example).

*Facilitators should remember to praise whatever suggestions the participants make.*

### **3. Celebrate achievements!**

We do this in a ceremony where each participant will receive a certificate of achievement.

We'll need your help with presenting certificates and cheering everybody on!

### **4. Feedback**

This involves answering some questions about your experience of the Sinovuyo programme.

## **3 | SONG & EXERCISE (5 minutes)**



### **3.1 SONG: Participant can choose**

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



### **3.2 PHYSICAL EXERCISE**

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

Remind parents and teens to do the physical exercise every day!

## **4 | CORE LESSON (110 minutes)**



### **4.1 ACTIVITY: CREATIVE MOVEMENT DANCE (15 minutes)**

This activity should help get everybody in a festive mood while reminding us about giving and receiving clear instructions, and working together in a group.



#### **Tips for facilitating Creative Movement Dance**

1. When the music plays, participants all dance.
2. When the music stops, everybody must FREEZE and not move.
3. When the participants are FROZEN, the facilitators will give an instruction like “when the music starts playing again, dance backwards” or “when the music starts playing again, dance with your hands in the air” or “when the music starts playing again, dance in partners”.
4. But remember that when the music stops playing, everyone must FREEZE!

Remember to praise the performances!



### **4.2 DISCUSSION: FEEDBACK (30 minutes)**

The core lesson starts with a discussion about what participants thought about the Sinovuyo programme.

Facilitators can bring back flipchart paper from Session 1 to help remind participants about their goals.

### **Some questions that might get the discussion going:**

- What were your goals at the beginning of the Sinovuyo programme?
- What have you achieved during the programme?
- What was the most important thing that you learned?
- How have you changed? How has your relationship with your parent/teen changed?
- Has safety changed inside your house and/or outside your house?

Participants should also be invited to share what they thought worked well during the programme, and how the programme has impacted their lives and homes.

*One facilitator will lead the discussion and the other will write ideas on the flip chart.*

### **Option for facilitating this discussion:**

Break the bigger group into smaller groups and allow them to report back what their group discussed.

Facilitators can also write down reminders about sessions as they mentioned throughout this session.

### **A reminder of what we covered:**

**Session 1:** We established common ground rules and goals together.

**Session 2:** We learned about building a positive relationship through spending time with each other.

**Session 3:** We discussed praise and practiced ways of praising.

**Session 4:** We learned to identify, name and discuss emotions.

**Session 5:** We learned ways to manage anger.

**Session 6:** We learned the six steps of problem-solving.

**Session 7:** We learned ways to reduce money stress through budgeting

**Session 8:** We worked on identifying problem behaviours and focusing instead on the behaviours we want to see more of in each other.

**Session 9:** We worked on ways to discipline that don't involve hitting or yelling.

**Session 10:** We made family rules and routines.

**Session 11:** We talked about ways to save money.

**Session 12:** We planned ways to keep teenagers safe in the community.

**Session 13:** We talked about short-term and long-term ways to deal with crisis.



## **4.3 PLANNING FOR THE FUTURE: WIDENING THE CIRCLE OF SUPPORT (30 MINUTES)**

In this final discussion, we focus on asking two questions:

1. What are some of the things that we have in our community to continue supporting us?
2. What can we do to continue making our lives better after the programme?

Participants may suggest staying in contact or meeting regularly.

*Facilitators can help them to set this up:*

1. Group families according to the areas they live in
2. Help groups make a plan about where and when to meet
3. Does one person in each group want to be responsible for organising these meetings?
4. Exchange phone numbers and contact details

It is important that the initiative for continuing to meet or support each other comes from the participants.

Facilitators should also remind participants that they can continue to meet their Sinovuyo Buddy.

Participants can also continue to get support from other sources in the community.

***Make sure that they have the correct numbers for the area where they live.***

*Facilitators should also remind participants of some of the skills that they used during the programme – especially those that help us to discuss and listen and problem-solve together.*



## **4.4 YOUR ON-GOING HOME PRACTICE: KEEPING THE FIRE ALIVE**

The programme may be over but your work as a parent and teen continues.

The home practice activities are the most important part of the Sinovuyo Caring Families Programme.

It is important that you and your families continue to do these activities.

If it helps, you can use a checklist to help remind you to do your home practice each week. One day, they will become so natural that we will not even think about them when we do it.

**Until then, we must practice!**

Reward yourself whenever you do a home practice activity!

## **Ongoing Home Practice Activities**

### **Special Time**

Spend Special Time with your teen.

### **Use “I feel” statements**

Say how you feel out loud.

### **Praise**

Praise your teen for positive behaviours. Praise yourself and other members of your family, too!

### **Clear Positive Instructions**

Give clear and positive instructions to your teen.

### **Household Rules**

Reinforce household rules with lots of praise for good behaviour.

### **Consequences**

Use Consequences for specific behaviours you want to see less.

### **Problem-Solving**

Problem-solving together. Try using the 6 steps.

### **Budgeting money**

Make saving goals and plans with your family.

## **4.5 CLOSING: PARTICIPANTS COMPLETE EVALUATION FORMS (30 minutes)**

Participants can use this time to complete any evaluation forms.

## **5 | CELEBRATION (30 minutes)**



### **5.1 CELEBRATE!**

Facilitators organise handing out certificates. This will be done in two big groups: First parents and then teens.

To start off, one facilitator should hold all the certificates for parents and the other should hold all the certificates for teens.

Parents collect certificates for their teens from facilitator 1. Teens collect certificates for their parents from facilitator 2.

Ask parents to present a certificate to their teen. Remember to encourage everybody to clap as certificates are being handed out.

Ask teens to present a certificate to their parent. Remember to encourage everybody to clap as certificates are being handed out.

***Allow for lots of dancing and singing!***



## SINOVUYO TEEN: HOME CATCH-UP

Guardian name: \_\_\_\_\_

Teenager name: \_\_\_\_\_ Caregiver  Teen

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Facilitator name: \_\_\_\_\_

### **Session Fourteen:** Widening Circles of Support

**Goal:** Plan how to move on and identify support structures that can help us.

**Overview:** In the last session, participants think about the programme, talk about how they can continue to support each other, celebrate their achievements and give feedback about their experience of the Sinovuyo programme.

Before we start, how did home practice go last week?

**Core Lesson:** Thinking about the Sinovuyo programme:

- What were your goals at the beginning of the Sinovuyo programme?
- What have you achieved during the programme?
- What was the most important thing that you learned?
- How have you changed? Has your relationship with your parent/teen changed?
- Has safety changed inside your house and/or outside your house?

**Now that the programme has ended:**

- What are the things that we have in our community to continue supporting us?
- What can we do to continue making our lives better after the programme?

**Certificates:** Remember to celebrate participant achievements by handing out certificates!

**Home practice:** Keep the fire alive!

Remember to keep practicing spending special time together, saying how you feel out loud, praising, giving clear instructions, reinforcing household rules, problem solving together, using consequences and thinking about ways to save and spend your money.

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

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Did any other members of the household participate in this Home catch-up? Who?

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## **EVALUATION (45 minutes)**

How was your experience in taking part of the Sinovuyo Teen Programme?

Did you have any highlights from the programme? If so, please share them with us!

What was your favourite session? And Why?

If there is anything you could change from the programme, what would it be?