Psychosocial Support and Guidance and Counselling

A Facilitator's Guide for Master Trainers

January 2015

Session One: Appropriate Safety on Ebola Prevention

OBJECTIVES

At the end of this session participants will be able to:
- Consider safety precautionary measures in terms of Ebola Prevention for oneself
- To gain easy access into communities
- Develop good rapport with communities

TIME ALLOCATION

Introduction	10 Minutes
Activity 1: What are some of the community approaches to take when entering any community	10 Minutes
Activity 2: Ask participants to brainstorm on the steps to consider in entering a community	15 Minutes
Activity 3: Demonstrate how one enters a community	20 Minutes
Conclusion	10 Minutes
TOTAL	**60 Minutes**

MATERIALS REQUIRED

Flip chart, A4 paper, markers, pens, tape for sticking papers to the walls.

INTRODUCTION [05 MINUTES]

In implementing Community Sensitization on Ebola prevention, the following steps are to be considered:

PERSONAL SAFETY

- Personal safety is of utmost importance and requires extra attention in this outbreak. The points to remember are:
- **AVOID TOUCHING** ANYTHING **AND DO NOT SHAKE HANDS.** When in the community wash your hands before and after every social gathering, as well as engaging in your own personal business.
- Whenever in a community, always stay alert-and strive to communicate effectively with the people you are engaging.
- If anyone is sick or talks about being to a funeral recently, or having a sick person in their homes, stop the engagement. Be observant and provide the basic Ebola messages and encourage them to call the Ebola line if sick with Ebola like symptoms.

- Call the Ebola line immediately in the event where you see the need for health care or surveillance response to handle a potential Ebola case,

WHEN IN THE COMMUNITY, THE FOLLOWING MUST BE ADHERED TO

Ask leading questions and allow participants to answer before facilitation.

1. **AVOID** a large gathering, but focus on the community members present
2. **GREET** all community members by slightly bowing .Some may choose to use the "fist" or "elbow" handshake. However, the highest level of safety is :"**don't touch"**., and make sure community leaders are acknowledged for their efforts:
3. **INFORM c**ommunity members why you are in their community.
4. **TEACH c**ommunity members the major facts about Ebola and how to promote behaviour
5. **ASK** questions and allow plenty of time for community members to respond, observe and make suggestions.
6. **LISTEN** attentively to community members and make sure they feel comfortable asking any questions.
7. **TREAT** all questions with respect

Session Two: Psychosocial Counselling

OBJECTIVES

At the end of this session participants will be able to:
- define psychosocial and counselling
- identify and discuss the types of psychosocial counselling

TIME ALLOCATION	
Introduction	10 Minutes
Activity 1: Ask participants to define psychosocial counselling and trauma	10 Minutes
Activity 2: Identify and discuss the types of psychosocial counselling	15 Minutes
Activity 3: Role play 2 signs and symptoms of trauma	20 Minutes
Conclusion	10 Minutes
TOTAL	**60 Minutes**

MATERIALS REQUIRED

Flip chart, A4 paper, markers, pens, tape for sticking papers to the walls.

INTRODUCTION: [05 MINUTES]

The term psychosocial means the dynamic relationship between the psychological and social effects, of events on individuals. Psychosocial Counselling is important because helping the client to identify his/her problem and make choices will build his or her self-esteem, empower him or her and ultimately develop resilience.

Psychosocial counselling is important because it helps the client to identify his/her problems and makes choices/find solutions in building his/her self-esteem, empower him/herself and ultimately develop resilience. Successful psychosocial counselling will turn victims to survivors.

Trauma is a complex and difficult word to define. It should be noted that the word shock brought by trauma might cause a long-term change in an individual. Trauma tears apart the complex system of self-protection of an individual that normally functions in an integrated fashion. Trauma arrests the normal course of development by the repetitive intrusion into the survivor's life.

ACTIVITY 1: [10 MINUTES]

Divide participants in groups to brainstorm the definitions of psychosocial and counselling and its psychological, social, and economic effects on pupils/students.

RATIONALE:

Psychosocial counselling is important because:
- it helps the client or child/survivor to identify their problems and make choices to build their esteem
- it also empowers a survivor and ultimately develop resilience
- it helps the survivor identifies his/her problems, makes choices/solutions
- it will ultimately turn victims to survivors.

Absence of psychosocial counseling will lead the victims to become traumatized

Psychological Effects - are those, which affect:

* Emotions	Outward expressions of inner feelings — laugh, smile, cry etc.
* Behaviour	Conduct — e.g. grumbler, glutton, and drunkard, recluse.
* Thoughts	Thinking, "the world is coming to an end"; I am a failure", I am defiled"
* Memory	Difficult to remember, to recall events.
* Learning ability	Short attention span, cannot concentrate, lack of motivation
* Perceptions	How you perceive and understand things - calling a snake a lizard, a dog a cat,

DEFINITION:

The term psychosocial simply underlines the dynamic relationship between the psychological and social effects, each continually influencing the other.

IMPORTANCE OF PSYCHOSOCIAL SUPPORT

Some psychosocial needs in the present situation

Psychological effects:
These are the ones that affect emotions, behaviour, thoughts, memory, learning ability, perception and understanding.

Social effects:

These refer to altered relationships due to death, separation, estrangement, other losses, family and community breakdown, damage to social values and customary practices, the destruction of social facilities and services.

Social effects also include the economic dimension as many individual and family become destitute through the material and economic devastation, thus losing their social status and place in their familiar social networks.

Economic Effects:
Relate above effects to its impact on the economy- No schooling, no 'Luma', no Night clubs, no Cinemas, etc. burglary, no games.

Spiritual Effects:
- Lack of trust in God and believe in his existence
- Isolation from prayers
- Poor listening

Psychosocial needs of children affected by Ebola and stigmatization
- Restoring moral values
- Love, and care
- Tolerance
- Empathy
- Spiritual Guidance
- Building self-steam

Psychosocial support for Parents and Community

PSYCHOSOCIAL COUNSELLING:

Psychosocial counselling is one of the strategies employed for the rehabilitation of the mind of victims for their successful integration and resettlement into their various homes and communities. Its approach to healing is holistic, that is the physical, psychological and social well-being of individuals.

It is important because it helps the clients to identify his/her problem and make choices that will build his/her self-esteem, empower him/her and ultimately develop resilience.
Successful psychosocial counselling will turn victims to survivors

Session Three: Stress

OBJECTIVES

At the end of this session participants will be able to:
- define stress and stressor
- identify and categorize the signs and symptoms/characteristics
- discuss types of stress
- discuss coping mechanisms

TIME ALLOCATION

Introduction	10 Minutes
Activity 1: Tuning the attention of participants on Clips/Pictures on Natural Disasters or Man-Made Disaster	20 Minutes
Activity 2: Ask participants to define stress and trauma	10 Minutes
Activity 3: Role play 2 signs and symptoms of trauma	20 Minutes
Activity 4: Discussions/observations/suggestions	5 Minutes
Conclusion	5 Minutes
TOTAL	**70 Minutes**

MATERIALS REQUIRED

Clips/Pictures, Flip chart, A4 paper, hard cards, markers, pens, tape for sticking papers to the walls.

INTRODUCTION: [05 MINUTES]

We talk of stress because many people are under constant and destructive (refer to the above examples above) stress which provides little time to restore to normal or relax.

STRESS

Many people are under constant and destructive stress which provides little time to restore to normalcy or relaxation.

What is Stress?

It has more than one definition:

1. When a person begins to fill tensed and uncomfortable.
2. Stress is what one experiences when a person feels unable to cope with the demands and with specific reference to Ebola
3. It is when an individual faces a situation that threatens to harm him/her physically or psychologically.
4. It is the pressure, force or system of forces applied to the body to which the body tries to adjust.
5. It is a mental or emotional strain or tension resulting from difficult or demanding circumstances

Examples of stress are:

- Fear of Ebola infection
- Children not in school
- Loss of jobs

What is Stressor?

It is a situation that causes stress which leads to psychological torture, teasing /provocation, shelling, gunshot, death, sickness, disappointment, loss of property, failure, disaster, frustration, tension, torment etc.

SIGNS AND SYMPTOMS OF STRESS (CHARACTERISTICS)

Pounding heart, aggression, excessive use of alcohol, tobacco or drug abuse, anger, fears again, negative self-talk, avoidance, shallow breathing, escape, poor judgment, indecision, temporary lack of interest in grooming, repeated danger talk, neglecting personal safety and physical needs, sleep difficulties, feeling of inadequacy, etc.

- Constant and destructive stress provides little time to restore to normalcy or relaxation
- Frightens and confuses thus leading to despair
- Consequently this will lead to so many things including death.

These characteristics can be summed up into Four Sources namely:

A. The Sources of Stress include:

1. Workplace Stress
2. Stress at home
3. Personality factors refers to as different thresholds
4. Stress in time crisis e.g. Ebola Virus Disease

Sources of stress can be used as our sources of strength
Caution that talking when stressed to someone you trust is one coping mechanism.

B. Types of Stress

There are generally three types of stress:

1. **Positive/Healthy Stress:** this is the kind of stress that:
   - Beneficial to people as it brings out the best in people.
   - Necessary for normal life
   - It is this type of stress that people learn to adapt/adjust to the environment
   - **Examples:** performers, athletes, students, executive or professionals. This is the normal

2. **Distress:** The kind of stress that:
   - makes it difficult for people especially children to adjust
   - Victims behave badly in society and are criminal in nature
   - They cannot adjust properly to their environment

3. **Traumatic Stress:** This happens
   - Suddenly
   - It is unpredictable
   - It has high intensity reactions which may be visible or repressed
   - It can diminish human capacity rather than enhance it.

C. Stress Management

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Generally, stress can affect the physical, spiritual, emotional, social and even the behaviour and consequently affecting the mind, emotions, body and behaviour, it has both the positive and negative sides or the good and the bad sides. For example,

D. The good sides of stress are:

1. Allows a person to pay attention on the situation at hand by either
2. Galvanize /gather your energy to go into action by defending yourself or you **fight/flight/freeze**
3. Spiritual aspect: increases the faith of a person/ reliance on God
4. Seeking Guidance and Counselling services

E. The negative effects

1. Giving up totally as the stress overwhelms the person/breaks the person down
2. Feeling of hopelessness, loses his/her balance
3. Absent of your own expectations and others as well.

F. The impact of Ebola as a stressor

- Parents, if stressed become weak and sick so children will lack supervision and care;
- Parents lack interest in everything around them, so they ignore their duties and responsibilities to provide for children;
- Parents become aggressive, so children especially adolescent girls doubt their love for them and they become attention-seekers;
- Girls feel abandoned and become victims of circumstances;
- Girls are stressed and become mischievous and maladjusted;
- When boys are stressed, they become mischievous and desperate for outlets 'to release tension'.

G. Coping Mechanisms

Talking to someone you trust is one coping mechanism to resist stress

- **EXERCISE**: Participants to state their own coping mechanisms
- **Ask participants to tell us what their coping mechanisms are**

Session Four: Life Skills

OBJECTIVES:

At the end of this session participants will be able to:
- define Life Skills
- list the types of Life Skills
- discuss the importance of Life Skills
- discuss the psychological competence in Life Skills

TIME ALLOCATION

Introduction	10 Minutes
Activity 1: Divide participants into groups to brainstorm why Life Skills important for children	20 Minutes
Activity 2: Ask participants define Life Skills	10 Minutes
Activity 3: Allow participants to give instances of exhibiting Life Skills in their homes	20 Minutes
Activity 4: Encourage participants to discuss/observe/ make suggestions	5 Minutes
Conclusion: Discussions, Observations, Suggestions	5 Minutes
TOTAL	**70 Minutes**

MATERIALS REQUIRED

Flip chart, A4 paper, hard cards, markers, pens, tape for sticking papers to the walls.

INTRODUCTION (5 MINUTES)

A. Definition of Life Skills:

The concept is not easy to define. Life Skills are terms that do not have one definition. However, some writers have defined Life Skills as:

1. "The skills needed by an individual to operate effectively in society in an active and constructive way"
2. "Life Skills are personal and social skills required for young people to function confidently and competently with themselves, other people, and the wider community".
3. "Life Skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands of everyday life".

B. Goals of Life Skills to:

- Know their strengths and limitations
- Help individuals for Creative and critical thinking
- Become empathetic and coexist amicably with others
- Are assertive and can communicate their thoughts and ideas effectively
- Can identify, cope and find solutions to difficult or challenging situations

C. Importance of Life Skills:

Life Skills can help young people to:
- To make positive healthy choices and avoid risky behaviour
- Make informed choices
- Resist peer pressure
- Form and develop mutual beneficial relationship

D. Benefits Associated With Life Skills Education include:

- Acquisition of knowledge
- Positive changes in behavior and attitude
- Enhancement of STIs including HIV prevention and other related reproductive health issues
- Enhancement of Ebola prevention

E. Types of Life Skills

- Decision-making
- problem solving
- Assertiveness
- Empathy (concern for others)
- Creative thinking
- Resisting peer pressure
- Effective communication
- Negotiating friendship
- Interpersonal relationship
- Goal setting
- Coping with stress and emotions

F. Methods in teaching Life Skills are:

- Brainstorming
- Demonstration and guided practice
- Group work and discussions
- Role play
- Debate
- Story-telling
- Educational games and stimulation
- Practicing Life Skills with specific reference to a particular context with others
- Case studies
- Audio and visual activities such as arts, music, theatre and dance.

G. What other Skills are Confused with Life Skills

The following are the other skills confused with life skills:

- Livelihood skills and vocational skills

H. Livelihood Skills

These are skills which prepare young people to obtain and keep satisfying job opportunities which include:

1. Developing Curriculum Vitae skills
2. Job-searching skills
3. Interviewing skills
4. Effective communication skills
5. Entrepreneurial skills
6. Marketable skills to enhance functionalism

I. LIFE SKILLS FOR PSYCHOSOCIAL COMPETENCE

PROMOTING PSYCHOSOCIAL COMPETENCE

Psychosocial competence is a person's ability to deal effectively with the demands and challenges of everyday life. It is the person's ability to maintain a state of mental wellbeing and to demonstrate this in adaptive and positive behaviour while interacting with others, his/her culture and environment.

Psychosocial competence has an important role to play in the promotion of health in its broadest sense; in terms of physical, mental and social well-being. In particular, where health problems are related to behaviour, and where the behaviour is related to an inability to deal effectively with stresses and pressures in life, the enhancement of psychosocial competence could make an important contribution. This is especially important for health promotion at a time when behaviour is more and more implicated as the source of health problems.

The most direct interventions for the promotion of psychosocial competence are those which enhance the person's coping resources, and personal and social competencies. In school-based programmes for children and adolescents, this can be done by the teaching of life skills in a supportive learning environment.

How life skills are related to Ebola or HIV prevention

Life skills for Ebola prevention are the knowledge and skills that are transmitted to people that need to avoid ebola infection and adhere to information giving to them by medical practitioners. If this information is put into practice, there is the likely of reducing infection leading to the eradication of the ebola virus.

Also, Life skills for prevention are the knowledge and skills needed to avoid HIV infection and maintain healthy life style. Life skills reduce the likelihood of HIV infection, thus promoting people's self-worth and identity.

In addition, Life skills provide the education to internet with others and strengthen their problem solving skills in adhering to health messages in relation ebola disease such:

a) Ebola is contagious/ transmits through touch
b) Ebola easily kills
c) causes quarantine and stigmatization

Furthermore, we are frightened and confused because we despair as Ebola has no cure; restricts our movements; destroys appetite.

Session Five: Details of some Types of Life Skills

1. Decision Making

TIME ALLOCATION	
Introduction	10 Minutes
Activity 1: Facilitator asks participants to discuss the concept of decision-making	10 Minutes
Activity 2: Ask participants to give the importance of making good decision	10 Minutes
Activity 3: Allow participants to give instances they had made good decisions to the benefit of households or communities.	20 Minutes
Activity 4: Encourage participants to give instances when they had experienced **Agony of decision- making** during Adolescent/ or young Adult stage	5 Minutes

Conclusion: Contributions, Observations	5 Minutes
TOTAL	**60 Minutes**

MATERIALS REQUIRED

Flip chart, A4 paper, hard cards, markers, pens, tape for sticking papers to the walls.

INTRODUCTION (5 MINUTES)

DEFINITION:

Decision-making: is defined as:
   a) deciding about something especially for example, among a group of people, more so, the group of young people
   b) Selection of a course of action from among two or more possible alternatives in order to arrive at a solution for a problem

WHY DECISION-MAKING IS DIFFICULT:

There are good reasons why it is difficult to make decision especially with for adolescents to make up their mind. Adolescence are children between the ages of 10- 19. With adolescence, there is **agony of decision-making** because:

1. There are conflicting relationship between making choices and preserving freedom as one cannot do the first (make decision) without reducing the second (preserving freedom),
2. When you choose one course of action, a host of alternative courses become closed up.
3. For a young person of an age when more freedom to grow is more important, the human reality is very hard to accept
4. All decisions reduce more freedom than they create.

To relate this to adolescent:

They feel freedom is still there for taking. For example, the current Ebola scourge even though government and health workers have said **"Avoid Body Contact"** teenage pregnancy is on the increase, because of the freedom they have.

GOOD DECISION-MAKING:

Good decision is one of the most powerful skills that children need to learn as they progress through childhood into adulthood. But it is not a skill that is developed really on its own as children grow up.

Parents and caregivers should teach children why popular culture and technology (social media) can cause them to make poor decision and guide them in learning how to make good decision.

2. Assertiveness

OBJECTIVES:

At the end of this session participants will be able to:
- strongly stand up for their interests, thoughts and feelings
- list the ways of being Assertive
- list down the benefits of assertiveness
- the differences between assertiveness, passiveness and aggressiveness

TIME ALLOCATION

Introduction	10 Minutes
Activity 1: Define Assertiveness	20 Minutes
Activity 2: Participants brainstorm on the importance of assertiveness	10 Minutes
Activity 3:ask participants to give instances of exhibiting assertiveness in their homes, at work and in their communities	20 Minutes
Activity 4: Encourage to role-play Assertiveness, Passiveness and Aggressiveness.	5 Minutes
Conclusion: Contributions and observations	5 Minutes
TOTAL	**70 Minutes**

MATERIALS REQUIRED

Flip chart, A4 paper, hard cards, markers, pens, tape for sticking papers to the walls.

INTRODUCTION (5 MINUTES)

DEFINITION:

- Is the effective expression of oneself and at the same time standing up for your view point whilst you also respect the rights and beliefs of others
- It is a way of behaving forcefully without ignoring or trampling on the rights of other people
- It is a means that you can confidently but peacefully demonstrate your right or point of view
- The opposite of assertiveness is passiveness

HOW DOES ONE BECOME ASSERTIVE?

One is assertive for the following key points:

A. Assertive as an individual:

1. He/she possesses self-confident
2. Builds confidence and stands for his/her opinion/decision

B. Assertive in a group:

1. You put your points across to the others in a confident and non-aggressive manner
2. You recognize other people's point of view
3. Respecting the other group's ideas and opinions
4. Being tolerance of the differences between your group and the other group
5. Putting your points across convincingly

C. Assertive on a one-to-one relationship

1. Being firm but polite
2. You acknowledge and are confident in what you stand

Benefits of Assertiveness

- It helps to boost one's self-esteem (explain the meaning of self-esteem
- You earn respect for others
- It helps to control stress and anger and improve coping skills especially with too many responsibilities because you have a hard time saying no
- It is a core communication skills
- It gives the best chance of successfully delivering your message
- You stand up for your right
- You respect yourself and others
- You are confident but not pushy

Outcomes of Assertiveness:

1. It is self-fulfilling
2. It makes you escape from trouble
3. It prevents teenage and unwanted pregnancies
4. Its prevents infections Ebola disease

DIFFERENCES BETWEEN ASSERTIVENESS, PASSIVENESS AND AGGRESSIVENESS

1. Assertive Person:

1. States his/her opinions, while still being respectful to others
2. Speaks openly
3. Uses the conversational tone
4. Makes good eye contact
5. Shows expressions that match the message
6. Relaxes and adopts an open posture and expressions
7. Participates in groups
8. Speaks to the point
9. Values self-equal to others
10. Tries to hurt no one including him/herself
11. Usually reaches goals without alienating others
12. I'm okay, you are okay

2. Passive Person:

1. Doesn't state their opinions at all
2. Speaks softly
3. Avoids looking at people
4. Shows little or no expression
5. Moves and withdraws sluggishly
6. Isolates self from groups
7. Agrees with others, despite feelings
8. Values self-less than others
9. In a group but dormant
10. Hurts self to avoid hurting others
11. Does not reach goals and may not know goals
12. You're okay , I'm not

3. Aggressive Person:

1. Attacks or ignore others' opinions in favour of their own
2. Interrupts and talks over others
3. Speaks loudly
4. Glares and stares at others
5. Creates fear with expressions
6. Stands rigidly, crosses arms, invades others' personal space
7. Controls groups
8. Only considers own feelings, and/or demands of others
9. Values self-more than others
10. Hurts others to avoid being hurt
11. Reaches goals but hurts others in the process
12. I'm okay, you're not

3. Empathy

OBJECTIVES:

At the end of this session participants will be able to:
- define Empathy and Sympathy
- List the characteristics of Empathy
- distinguish between Empathy and Sympathy

TIME ALLOCATION	
Introduction	10 Minutes
Activity 1: participants brainstorm the concepts Empathy and Sympathy	10 Minutes
Activity 2: participants list down the characteristics of Empathy	10 Minutes
Activity 3: Participants give examples of Empathy and Sympathy through experience	20 Minutes
Activity 4: Role-play Empathy and Sympathy.	5 Minutes

Conclusion: Contributions and Suggestions	5 Minutes
TOTAL	**60 Minutes**

MATERIALS REQUIRED

Flip chart, A4 paper, hard cards, markers, pens, tape for sticking papers to the walls.

INTRODUCTION (5 MINUTES)

DEFINITION:

- is concern for other people
- it is the ability to see the world as another person, to share and understand another person's feelings, needs, concerns and/or state emotional
- the ability to put ourselves in someone else's position
- The ability to see the world through the eyes of those who are different from us. For example: concerns for orphans/survivors, for health workers in general, for their families who have lost loved ones through Ebola, marginalized children, out of school children, children whose parents are very poor, deprived with low self-esteem, war affected and refugee families, Ebola affected and abandoned children, etc.

CHARACTERISTICS:

- It is an innate behavioural quality that can be developed
- It can come naturally to most people
- It possesses good power of imagination to see the world from the perspective of other people
- It is a selfless act
- It enables us to learn more about people
- It is a desirable skill that is beneficial to ourselves, others and society
- Phrases or statements such as: being in your shoes and soul mates are all examples of empathy
- It is compared to spiritual or religious state of connection with other person or group of people
- It is the most advanced of all communication skills

Being empathetic has two components:

1. Effective communication (understanding is desired in any communication process
2. Strong imagination (good powers to empathize with others)

DISTINCTION BETWEEN EMPATHY AND SYMPATHY

- The different is that with sympathy, you feel pity or sorry for another person
- While with empathy, you feel with others
- When you empathize, you enjoy better relationship with others and greater being through life

4. Communication

OBJECTIVES:

At the end of this session participants will be able to:
- define Communication and Effective Communication
- build trust and respect as well as allow affection and care to prevail in their environment.
- benefits of Effective Communication
- participants will understand the fours that facilitate Effective Communication

TIME ALLOCATION

Introduction	10 Minutes
Activity 1: Define and differentiate Communication and Effective Communication Skills	10 Minutes
Activity 2: Understand Effective Communication Skills	10 Minutes
Activity 3: Divide participants into groups to discuss the four major Communication Skills	
Activity 3: Relate well with their parents, children, peers, friends	20 Minutes
Activity 4: Demonstrate Communication and Effective	5 Minutes
Conclusion: Contributions and Suggestions	5 Minutes
TOTAL	**60 Minutes**

MATERIALS REQUIRED

Flip chart, A4 paper, hard cards, markers, pens, tape for sticking papers to the walls.

INTRODUCTION (5 MINUTES)

DEFINITION OF COMMUNICATION:

- Is a two-way process of reaching mutual understanding, in which participants do not only exchange (encode-decode) information, news, ideas and feelings but also create and share meanings
- In general, communication is a means of connecting people or places
- As an information age, messages are sent, received and processed numbers of messages every day

WHAT IS EFFECTIVE COMMUNICATION

Effective Communication:

- Is more than just exchanging information; it's about understanding the emotion behind the information
- We are able to express ourselves, verbally and non-verbally, in ways that are appropriate to our cultures and our situations.

- This means being able to express opinions and desires, but also needs and fears.
- It means being able to ask for advice and help in a time of need

BENEFITS OF EFFECTIVE COMMUNICATION:

Effective Communication can:

- Improve relationships at home, work, and in social situations as it deepens your connections to others
- Improve teamwork, decision-making and problem-solving
- Enable you to communicate even negative or difficult messages without creating conflict destroying trust
- Combine a set of skills including non-verbal communication, attentive listening, the ability to manage stress in the moment, and the capacity to recognize and understand your own emotions and those of the person you are communicating with
- As it is a learned skill, it is more effective when it is spontaneous rather than formulated. For example, a speech that is read does not have the same impact as a speech that is delivered
- It takes time and effort to develop these skills and become effective communicator
- The more effort and practice you put in, the more instinctive and spontaneous your communication skills will become.

EFFECTIVE COMMUNICATION SKILLS:

There are four major effective communication skills. They are:

1. Listening
2. Non-verbal communication
3. Managing stress
4. Emotional awareness

1. Listening Skill

It is the most important aspect of effective communication. To become a successful listener, it means you don't just understand the words or the information being communicated, but also understand how the speaker feels about what they are communicating.

Effective listening can:

- **Make the speaker feel heard and understood.** This can help build a stronger, deeper connection between you.
- **Create an environment where everyone feels safe** to express ideas, opinions, and feelings, or plan and problem solve in creative ways
- **Save time** by helping clarify information, avoid conflicts and misunderstanding
- **Relieve negative emotions.**

Quick stress relief for effective communication

When stress strikes, you can't always temper it by taking time out to mediate or go for a run, especially if you're in the middle of a meeting with your boss or an argument with your spouse, for example. By learning to quickly reduce stress in the moment, though, you can safely face any strong emotions you're experiencing, regulate your feelings, and behave appropriately. When you know how to maintain a relaxed,

energized state of awareness- even when something upsetting happens- you can remain emotionally available and engaged.

2. Non-verbal communication

When we communicate things that we care about, we do so mainly using nonverbal signals. Wordless communication, or body language, includes facial expressions, body movement and gestures, eye contact, posture, the tone of your voice, and even your muscle tension and breathing. The way you look, listen, move, and react to another person tells them more about how you're feeling than words alone ever can.

Developing the ability to understand and use nonverbal communication can help you connect with others, express what you really mean, navigate challenging situations, and build better relationships at home and work.

- You can enhance effective communication by using open body language arms uncrossed, standing with an open stance or sitting on the edge of your seat, and maintaining eye contact with the person you're talking to.

- You can also use body language to emphasize or enhance your verbal message- patting a friend on the back while complimenting him on his success, for example, or pounding your fists to underline your message.

3. Managing stress

In small groups, stress can help you perform under pressure. However, when stress becomes constant and overwhelming, it can hamper effective communication by disrupting your capacity to think clearly, creatively, and act appropriately. When you're stressed, you're more likely to misread other people, thus sending confusing messages. When you find yourself in that situation:

- **Be willing to compromise**. Sometimes, if you can both bend a little, you'll be able to find a happy middle ground that reduces the stress levels for everyone concerned. If you realize that the other person cares much more about something than you do, compromise may be easier for you and a good investment in the future of the relationship.

- **Agree to disagree**, if necessary, and take time away from the situation so everyone can calm down. Take a quick break and move away from the situation. Go for a stroll outside if possible, or spend a few minutes meditating. Physical movement or finding a quiet place to regain your balance can quickly reduce stress.

4. Emotional awareness

- Emotions play an important role in the way we communicate at home and work.
- It's the way you feel, more than the way you think, that motivates you to communicate or to make decisions.
- The way you react to emotions, such as nonverbal cues affects both how you understand other people and how they understand you.

If you are out of touch with your feelings, and don't understand how you feel or why you feel that way, you'll have a hard time communicating your feelings and needs to others.

Emotional awareness provides you the tools needed for understanding both yourself and other people, and the real messages they are communicating to you. Although knowing your own feelings may seem simple,

many people ignore or try to sedate strong emotions like anger, sadness, and fear. But your ability to communicate depends on being connected to these feelings. If you're afraid of strong emotions or if you insists on communicating only on a rational level, it will impair your ability to fully understand others, creatively problem solve, resolve conflicts, or build an affectionate connection with someone.

5. Interpersonal Relationship

OBJECTIVES:

At the end of this session participants will be able to:
- define Communication and Effective Communication
- build trust and respect as well as allow affection and care to prevail in their environment.
- benefits of Effective Communication
- participants will understand the fours that facilitate Effective Communication

TIME ALLOCATION

Introduction	10 Minutes
Activity 1: Define and differentiate Communication and Effective Communication Skills	10 Minutes
Activity 2: Understand Effective Communication Skills	10 Minutes
Activity 3: Divide participants into groups to discuss the four major Communication Skills	
Activity 3: Relate well with their parents, children, peers, friends	20 Minutes
Activity4: Demonstrate Communication and Effective	5 Minutes
Conclusion: Contributions and Suggestions	5 Minutes
TOTAL	**60 Minutes**

MATERIALS REQUIRED

Flip chart, A4 paper, hard cards, markers, pens, tape for sticking papers to the walls.

INTRODUCTION (5 MINUTES)

Definition of Interpersonal Relationship

Interpersonal relationships are those relationships you have with persons that have the same interests and ideals as you have. It is very important for care workers/caregivers to have these skills so that their clients do not feel like a burden

A person with good interpersonal skills is one who:

- get along with others in the work place
- is polite in talking with other people
- is pleasant
- work in a team
- a good listener and
- has a pleasant speaking intonation

INTERPERSONAL RELATIONSHIP SKILLS

- Interpersonal Skills refer to your emotional intelligence of solving problems, managing conflict with people in work place or community as well as your ability to build effective relationship

- It is anything working with other people

- Help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationship, which can be of great importance to our mental and social well-being.

- It may also mean keeping good relations with family members which are important sources of social supports

- It may also mean being able to end relationship constructive

ARE PEOPLE BORN WITH INTERPERSONAL SKILLS?

No, since they are not born with the understanding that there are other people. However, people are born with the capacity to learn interpersonal skills through observation and emulation which they must do when they are quite young. Children growing without other people around them, cannot be born with this because they are too old.

VARIOUS TYPES OF INTERPERSONAL RELATIONSHIPS

When two individuals feel comfortable in each other's company and decide to be with each other, they enter into a relationship.

Individuals who are compatible with each other enter into an interpersonal relationship. People must get well for a strong and healthy/positive relationship (positive/healthy

1. FRIENDSHIP

Friendship is an unconditional interpersonal relationship where individuals enter into any their own sweet will and choice.

Friendship is a relationship where there are no formalities and individuals enjoy each other's presence. Friendship can be between:

- Man and a woman
- Man and man
- Woman and woman

Must have in friendship:

- Transparency is the most essential factor for a stable friendship. Do not hide things from your friends. Be honest to them.

- Guide them whenever required. Never give them any wrong suggestion or advice.

- Feelings like ego, jealousy, hatred, anger do not exist in friendship.

- The entire relationship of friendship revolves around trust and give and take. No relationship can be one sided and same with friendship. Try to do as much as you can for your friends.

2. LOVE

An interpersonal relationship characterized by passion, intimacy, trust and respect is called love.

Individuals in a romantic relationship are deeply attached to each other and share a special bond.

Must have in a Romantic Relationship:

- Two partners must trust each other in this relationship.
- A sense of respect and mutual admiration is essential

Partners must reciprocate each other's feeling for the charm to stay in the relationship for a longer period of time.

Case – 1

Marriage happens when two individuals in love decide to take their relationship to the next level.

Marriage is a kind of formalized relationship where two individuals after knowing each other well decide to enter the wedlock and stay together life- long through thick and thin.

3. PLATONIC RELATIONSHIP

A relationship between two individuals without any feelings or sexual desire for each other is called a platonic relationship.

In such a relationship might end in romantic relationship with both the partners developing mutual love and falling for each other.

4. FAMILY RELATIONSHIP

Individuals related by blood or marriage are said to form a family.

5. PROFESSIONAL RELATIONSHIP (WORK RELATIONSHIP)

Individuals working together for the same organization are said to share a professional relationship.

Individuals sharing a professional relationship are called colleagues. Colleagues may or may not like each other.

CHARACTERISTICS OF INTERPERSONAL RELATIONSHIP

There are different characteristics of interpersonal relationships. These characteristics range from brief to long lasting. They are based on love, friendship, family, kinship, wok elated, marriage, mutual agreements, neighbourhoods, places of worship and social groups.

WHAT ARE THE IMPORTANCE OF INTERPERSONAL RELATIONSHIP

Interpersonal relationship helps to maintain your ability to- successfully communicate, interact and socialize in public. If you- always lived alone, you'd get more and more...... (MORE)

- Answered
- In Relationships

ASSIGNMENT

The rest of the types of Life Skills are distributed to participants as take home assignment

- Creative thinking
- Resisting peer pressure
- Negotiating friendship
- Interpersonal relationship
- Goal setting
- Coping with stress and emotions

Session Six: Teenage Pregnancy

OBJECTIVES:

At the end of the session participants will be able to:
- define teenage pregnancy
- discuss the causes of teenage pregnancy
- discuss the effects of teenage pregnancy
- discuss how pregnancy occurs
- possible interventions to prevent it

TIME ALLOCATION	
Introduction	10 Minutes
Activity 1: Brainstorm and define teenage pregnancy	15 Minutes
Activity 2: Discuss the causes of teenage pregnancy	15 Minutes
Activity3: Brainstorm strategies to discourage teenage pregnancy	15 Minutes
Conclusion	05 Minutes
TOTAL	**60 Minutes**

MATERIALS REQUIRED

Video clips on teenage pregnancy/case study

Tell participants to identify and discuss the common elements in different cultural practices in Sierra Leone. Tell them that they have 15 minutes for this activity. At the end of this exercise, allow 10 minutes for presentations. You may add to the list using the ones provided in the training guide.

General Information

1. Teenage pregnancy is not just a health issue. It is deeply rooted in poverty, gender inequality, violence, forced marriage, power imbalances between girls and their partners, lack of education leading to illiteracy etc.

2. In Sierra Leone, the majority of adolescent girls who become pregnant are married and pressured to have a child.

3. For far too many girls, the pregnancy has little to do with choices, but is undeniably a consequence of rights violations, including child marriage and abusive, coerced and forced sex.

4. The youngest first-time pregnant mothers also bear a significantly high risk of maternal death and disabilities, including obstetric fistula. Compared to older women, many adolescent girls are moved likely to give birth without a skilled attendant.

5. Teenage pregnancy is a development issue. The price of teenage pregnancy is lost potential: foreshortened education, lack of opportunities, constrained life options and stubborn poverty for the poorest, first-time young mothers and their communities.

Facts and figures on teenage pregnancy

1. 28% of all pregnancies occur amongst teenage girls. This is more than one in every three girls.
2. To date, more than 120,000 teenage girls are currently pregnant or already had a birth.
3. Teenage mothers start child bearing at very young ages, a few as young as 9 years.
4. 40% of maternal deaths occur as a result of teenage pregnancy. Every year, 800 teenage girls are dying because of complications related to early pregnancy.
5. Teenage pregnancy of young girls is one of the most common reasons for them dropping out of school.
6. 71% of teenage mothers are reported to be illiterate.
7. 76% of teenage mothers are married.
8. 94.7% of married girls aged 15 to 19 years are not using any method of contraception
9. Only 8% of teenage mothers report that their first partner was of the same age or younger, when 35% indicate that the partner was more than 10 year older.
10. Complications from pregnancy and childbirth continue to be the leading cause of death among adolescent girls aged 15 – 19 in Sierra Leone.
11. Adolescent girls also face high levels of morbidity and death as a result of unsafe abortion
12. Stillbirths and death are 50 per cent more likely for babies born to mothers younger than 20 than for babies born to mothers aged 20 – 29.

Consequences of Teenage Pregnancy

1. All teenage pregnancies have adverse consequences for the girls, the parents and the communities.

2. Teenage pregnancy is dangerous. Pregnancy is the leading cause of death for adolescent girls and the youngest girls are particularly at risk. Adolescents, and particularly young adolescents, are more likely to have long and obstructed labours due to their smaller size and immature pelvic structure. This not only increases their risk of death, but also their risk of developing fistula.

3. Unsafe abortion kills many pregnant adolescents; one-third of teen pregnancies end in abortion.

4. Teenage pregnancy is identified as a determinant for school drop-out of girls. At the end of upper secondary, access rates are estimated at 32 percent for boys against just 14 percent for girls.

The National Strategy for the Reduction of Teenage Pregnancy

D. The National Strategy was launched on the 13th of May by H. E. The President. It is a flagship project in the Agenda for prosperity and a national priority.
E. It was developed by a multi-sectoral committee, involving 6 Ministries (Ministry of Education, Ministry of Health, Ministry of Youth, Ministry of Gender, Ministry of Finance and Ministry of Local Government) as well as the key stakeholders**.**

WHAT IS TEENAGE PREGNANCY

WHO defines a teenager or underage girl (usually between the ages of 10 - 19 years becoming pregnant? The term in everyday speech usually refers to females who have not reached the age of consent, which varies across the world, who become pregnant.

In Sierra Leone this age is 18 years.

Worldwide, rates of teenage pregnancy range from 143 per 1000 in some sub-Saharan African countries to 2.9 per 1000 in South Korea.

Causes of teenage pregnancy

Various factors responsible for teenage pregnancy include:

- Adolescent sexual behaviour
- Lack of knowledge of conventional methods of preventing pregnancy
- Age discrepancy in relationships
- Sexual exploitation and abuse
- Socioeconomic factors
- Childhood environment
- Media influence

The effects of teenage pregnancy

- Poor maternal and prenatal health and the high possibility of the incidence of premature birth, and low birth weight
- Inadequate nutrition during pregnancy
- Young mothers and their babies are also at greater risk of contracting HIV; the risk of death following pregnancy is twice as great for women between 15 and 19 years than for those between the ages of 20 and 24.
- Being a *young mother* can affect one's education and teen mothers are more likely to drop out of school.
- Early motherhood can affect the psychosocial development of the infant. The occurrence of developmental disabilities and behavioural issues is increased in children born to teenage mothers.

- Teenage pregnancy and motherhood can negatively influence younger siblings.

How Pregnancy Occurs.

Ask three (3) participants to read:

An important stage in human development is puberty. It signals the beginning of adolescence. It can happen anytime between ages nine through the teens. Puberty is a time when a girl's body starts acquiring the features of a woman's body. While many girls are not fully developed by the age of 18 years, most of them do develop at a rapid rate during this period. Some of the changes that take place are clearly visible, for example, the breasts get larger, the hips rounder, and hair starts to grow under the arms and between the legs in the genital area.

The internal organs making up the reproductive system also mature and start working: the ovaries begin to release ripen eggs and produce hormones to thickening the lining of the uterus/womb for possible pregnancy. (*a hormone is a chemical released by a cell in one part of the body, that sends out messages that affect cells in other parts of the organism*).

The released egg passes into the nearby fallopian tube and moves down the tube into the uterus. If a woman and a man have unprotected sexual intercourse, sperm that is ejaculated from the man's penis may reach the egg in the fallopian tube. If one of the sperm cells penetrates the egg, the egg is fertilized and begins developing. Once in the uterus, a fertilized egg usually attaches to (implants in) the lining of the uterus.

There are usually complications of pregnancy in the following instances:

- Too young under   21 years
- Too old above   35 years
- Too closely spaced births less than two years interval

Kadijatu is a teenager in SSS III who is asked to become an initiate by her mother. Kadiatu is, however opposed to the practice and is threatened with ostracism by her friends. Because she wants to have a sense of belonging, and also because she is faced with the choice of ostracism, rejection by her parents and her fear of getting HIV/AIDS, she accepts to be circumcised.