



SAFE & LOVED



Rädda Barnen

Facilitator Guide – How to Get
Started with Discussion Groups



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CONTENT

About the Guide	3
Aims	4
The Role of the Discussion Facilitator	4
Active Listening	5
Find Participants	6
Preparing a Meeting	7
Risk Assessment	8
Mood Cards	9
Topic 1. The United Nations Convention on the Rights of the Child	12
Topic 2. Parental Responsibilities	14
Topic 3. Play, Rest and Leisure	16
Topic 4. Conflicts and Their Resolution	18
Topic 5. Adolescence	20
Appendix 1. Risk Assessment for Safe, Secure Groups	22
Appendix 2. Certificate	23
Appendix 3. Exercise – The Hot Air Balloon	24
Appendix 4. Invitations	26

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About the Guide

This guide is aimed at those who want extra support on how to lead groups based on the *Safe & Loved* Discussion Material. We recommend that two discussion facilitators work jointly and prepare for the meetings together using the Facilitator Guide.

Before you start planning your meetings, it is important that you both:

- Carefully read through the *Safe & Loved* Discussion Material to get a good understanding of the subject and contents.
- Prepare for each session by focusing on one chapter/topic at a time in the Facilitator Guide.



In the Save the Children Sweden Library, you can find explanations of terms you need to know more about, as well as other useful tips and information that can help you along the way.

You can find the library here: <https://www.raddabarnen.se/dhk-bibliotek-utbildningar>

Aims

The intention behind *Safe & Loved* is to use the United Nations Convention on the Rights of the Child (UNCRC) as a basis for discussions about being a parent, legal guardian, caregiver or significant adult in a child's life. Each topic starts from rights defined in the Convention – rights which we know can be particularly limited for children living under honour norms. The aim is also to problematise, discuss, inform, support each other, and have fun along the way.

In chapter 3 of this material, we recommend that you complete Save the Children Sweden's online training course Honour-Related Violence & Oppression. However, if you wish to take it now, you will find it among the organisation's online training courses.

The Role of the Discussion Facilitator

Remember that *Safe & Loved* is a discussion-based programme. It is not a parent training course, so as facilitators, it is important that we provide space for discussion. We are there to moderate and facilitate the discussions. We can problematise issues to show different perspectives, but we do not bring our own values or views to the discussions. If a situation arises where someone expresses themselves in a way that makes you, as a facilitator, uncomfortable, you can always refer to the Convention on the Rights of the Child – i.e. not what you personally think is right or wrong, but what the various articles of the Convention say, stand for and mean. You can use the UNCRC as a foundation for reminding people of children's rights and trying to see things from a children's rights perspective, a children's perspective, and an individual child's perspective. In chapter 1, we recommend that you complete Save the Children Sweden's online training course on the UNCRC. If you wish to take it now, you will find it among the organisation's online training courses.

Derogatory comments should never be followed by silence or stand unchallenged – but avoid moralising or suggesting 'right answers'. Ask follow-up questions to encourage different perspectives. Examples of follow-up questions can be found in the *Safe & Loved* Discussion Material.

In order to facilitate groups effectively, it is important to understand how culture influences people's thoughts, feelings and behaviours, including your own. By customising your approach, you can create an inclusive environment where everyone feels respected and included.

At the beginning of the *Safe & Loved* material, we talk about how you as a discussion facilitator should create a safe space and atmosphere (also known as a 'safe container').

- Discuss together how you can create a safe container. What does it mean to create a safe container, and how do you go about it?

Discussion Approach

It is good if you, as a discussion facilitator, are familiar with the topics covered dur-

ing the meetings, and have basic knowledge about children's rights perspectives, about the kind of limiting norms, discrimination and violations affecting children, and about honour-related norms. It is also important that you have an understanding of the norms you yourself live by, so that you are aware of the norms you are conveying to the group.

In chapter 2, we recommend that you complete Save the Children Sweden's online training course on Norms & Discrimination. However, if you wish to take it now, you will find it among the organisation's online training courses.

- Discuss together what a norm means to you?
- How do we notice norms?
- How can we be aware of norms?

Save the Children Sweden's online training courses

<https://www.raddabarnen.se/medlem-och-volontar/grundutbildningen-det-handlar-om-karlek/>



Active Listening

To develop as a discussion facilitator, it is a good idea to practise active listening.

There are three levels of listening:

- Listen to respond.
- Listen to understand the content.
- Listen to understand the whole person.

For a more detailed explanation of the three levels, go to: <https://lacinai.se/tips/3-nivaer-av-lyssnande/>

As a facilitator, you mainly stick to the last two levels. For example, by:

- Asking open questions, ones that cannot simply be answered with a yes or no.
- Taking time to listen to the participants' questions and answers. Sometimes we are keen to provide answers or resolve a situation, but then we sometimes forget to listen.
- Talking less yourself; train yourself to listen. If you talk too much, the other person may switch off and stop listening. Have the courage to be quiet and listen.
- Not giving advice and telling people what you would have done in their place.
- Asking follow-up questions, "What do you think about this?"



- Summarising what you hear. For example: “So you’re saying that [summary of what the participant said],” followed by, “Did I understand you correctly?”

Here are some tips on an exercise you can do together to practise active listening:
<https://www.metodbanken.se/post/lyssna-aktivt-och-v%C3%A5ga-tala-fritt>

Find Participants

Many people have a hard time finding participants for a group. Here are some tips on how you might go about it.

- **Find a key person:** Start by identifying someone in your network who is well connected and trusted by parents in the area. This could be a person involved in community activities, school or another local organisation.
- **Cooperate with other organisations:** Contact similar associations, parent networks, or other organisations with similar interests or aims. By working together, you can capitalise on each other’s networks and reach more people.
- **Plan a themed breakfast:** Get together with the key person and plan the first themed breakfast. Discuss what topics might appeal to parents and other caregivers.
- **Activity:** In conjunction with the breakfast, you could organise an activity that links to the theme and makes people want to take part. It could be a short workshop, a lecture, or some other kind of interactive activity.
- **Work on a neighbourhood basis:** A neighbourhood-based approach is a good way to reach out to more parents. Neighbourhood-based means that your work starts from a specific district or residential area. This approach also gives you a good opportunity to develop your work with discussion groups using your local network. Try to meet and talk to people who are active in helping children and parents in your area in some way.
- **Find group participants:** Use your key person’s network to find interested parents to join the group. Also make use of other parents you know to spread the word and attract more participants. People who have worked in the area for a long time generally know what kinds of programmes have been successful or not. They can often give good advice on the best times and places to offer a first session. One tip is to use social media, noticeboards and other local platforms to spread information. You can also use our informational video about *Safe & Loved* groups to spread the word about what these groups are, and why it is fun and rewarding to join.
- **Info session:** Invite interested parents to an information session to explain the group, its purpose, activities and benefits. It is also an opportunity for participants to ask questions and express their expectations.
- **Group size:** You might think a group has to be large to have good discussions. But in this case, it’s the other way round! We recommend groups of 4–8 participants, with a maximum of 10. This is to ensure that everyone has an opportunity to participate in the discussions and feel included in the group.
- **If you have an interpreter present,** it’s a good idea not to have too big a group, as each step takes longer with an interpreter. Also, ideally only have one

interpreter for one language. This means not having several interpreters in a group interpreting in different languages. This will make it difficult to keep the discussion going and ensure it is rewarding for everyone.

Preparing a Meeting

Keep in mind that clear planning, structure and framework are important to ensure the meetings are as productive as possible. At the same time, you also need to be flexible so you can adapt to the needs of the group. Sometimes you might get stuck on an exercise so it takes a little longer than expected, while at other times it might go quickly and you have time to spare.

Below are some important steps in preparing for the meeting.

- **Clear planning:** Define the objective of the meeting and the exercises you want to do. Create a structure for the meeting with a rough timetable for each stage. Use the *Safe & Loved Discussion Material*, which has a suggested meeting structure on page 6.
- **Knowing the group:** If you already know the group, you can map the participants and think about suitable exercises before the discussion meetings. For new groups, one or two introductory meetings may be necessary before you adapt the approach and exercises.
- **Number of meetings:** There are five chapters/topics in the *Safe & Loved Discussion Material*. You may choose to have one meeting per topic, or two meetings per topic depending on your circumstances. But: Topic 1, The United Nations Convention on the Rights of the Child, will only take up one session. For topic 5, Adolescence, we recommended splitting the topic into two sessions, whatever you decide to do with the others. There is a lot of information under this topic, and it can be hard to fit in all the interesting discussions that arise.
- **Participants:** Reflect on whether you want a mixed group, or divided by gender. There are pros and cons with both approaches, and you have to decide which is best for your participants.
- **Flexibility:** Be prepared to be flexible so you can adapt to the needs of the group. If an exercise takes longer than expected, consider shortening or skipping a planned exercise and save it for the next meeting if possible. If one takes less time than expected, it is worth having some backup activities or discussion questions to fill in the time.
- **Sensitive subjects:** Some subjects, such as sexuality, can be hard to discuss regardless of preparation and experience. Therefore, it is important to create a safe discussion environment for all your meetings, where trust exists between the facilitator(s) and the participants. It may also be an advantage to have facilitators with knowledge and experience of talking about these issues. Also, don't be afraid to ask questions that people may feel are sensitive. If trust has been built between the facilitator(s) and participants, these questions can sometimes lead to the most productive discussions.
- **Ending the meeting:** At the end of the meeting, you may wish to distrib-

ute a summary of key points from the meeting, links to useful resources, difficult words used during the meeting, and contact details of organisations or people who can help the group. Some topics include tips on materials that can be printed out and distributed to participants.

- **Support paths:** Be sure to inform participants about the different support paths available to them if they need extra help or support. This could be support from organisations, government agencies or counsellors who can help them in different life situations.
- **Interpreting:** If there are participants who have language challenges, make sure to have an interpreter available to facilitate communication and ensure that everyone can fully participate in the meeting. Remember to have a conversation with the interpreter before each meeting to clarify their role in the group. The interpreter should only translate what is being said, and should not participate in the discussions or share their own experiences. One tip is also to share the planning for the meeting with the interpreter, to make their job easier and also to understand the context. Also, ideally only have one interpreter for one language. This means not having several interpreters in a group interpreting in different languages. If possible, try to recruit groups where an interpreter is needed for one language only. Otherwise, it will be difficult to keep the discussion going and ensure it is rewarding for everyone. Phone-based interpreting is not recommended, as this makes it hard to keep a discussion going. Also consider whether the gender of the interpreter is important, and whether you want the same interpreter at all meetings, or a different one each time.
- **Certificate:** You will find a certificate template in the appendices to this guide. Print out, complete, and laminate. Hand the certificates out to participants at the final meeting. It is always much appreciated!

Risk Assessment

Before starting a group, it's a good idea to discuss the potential risks of running a group. It is up to you to decide whether you need a written risk assessment outlining risks, consequences, probability and actions, or whether you prefer to discuss different scenarios verbally. Whatever you decide, it is important that you agree on the potential scenarios that may arise, and how to respond to them. A risk assessment template can be found among the appendices to the Facilitator Guide, which you can use if you decide to carry out a written risk assessment.

Examples of questions to discuss:

- What do we do if a facilitator is off sick?
- How do we respond if someone gets upset during a discussion, and expresses themselves in a way that makes the group feel unsafe?
- What do we do if several people don't turn up to the meeting?
- Do we have the ability to offer child care if someone turns up with their child?

- How do we respond if a participant expresses themselves in a way where we feel that someone close to them, or they themselves, could have their rights violated?
- How do we respond if someone expresses themselves in an offensive manner?
- What can and should we do if a participant tells us that a child is unwell or being mistreated?

Mood Cards

What are they?

The purpose of mood cards is to enable you and the group to talk about, visualise and verbalise different emotions in an educational way. They are designed to serve as a complement and a tool for you as a facilitator, when talking about feelings or doing certain exercises with the participants. You can also print the cards out and give them to participants, in case they want to take them home and use them when talking with their children.

Using mood cards can make it easier to put feelings into words, show how you feel in the moment, or how you felt in another situation. It can also be a way to show that we all have feelings, all kinds of feelings, and that it's not always easy to define or talk about them. Understanding your own feelings makes it easier to deal with and talk about how you feel.

We have chosen not to write which emotion is represented on the cards, so that each person can decide for themselves which emotion they think the picture is showing. It is also a way of showing how we can perceive and interpret different emotions on the same card.

Talking about feelings with children is an important protective factor for good mental health. If you would like to read more about protective factors and advise your group, you can do so here (in Swedish): <https://www.raddabarnen.se/rad-och-kunskap/arbetar-med-barn/blandade-kanslor/>



Print the cards, laminate and cut out!

Purpose

The purpose is to enable you and the group to talk about, visualise and verbalise different emotions in an educational way. It is up to you whether you use the mood cards or not.

How do I use them?

There are no hard and fast rules on how to use the mood cards; find a way that works for you. Here are some suggestions to get you started:

- **Start each session** by asking participants, for example during the introductions, to choose one or more cards that they think show what/how they are

feeling in this moment. At the end of the meeting, during closing shares, you can ask them to choose one or more cards again. Maybe they feel the same as when you started, or maybe they feel different.

- **When talking about different situations** that have arisen with their child, for example when there's nagging or conflict, ask them to choose a card that shows how they felt at the time, and how they think their child felt. Are they the same feelings? Do they differ? Why? How can I see the situation from the child's perspective?
- You can use the cards to talk about different situations from the **participants' childhoods**. What did it feel like, or how did they feel? How do they feel now when they think back? Why did they choose those particular cards?
- Have each participant **choose a card** and verbalise the emotion they see on the card. How does that feeling feel in the body, when do they usually feel it, what can they do when they feel it?
- You can also use the cards when you **finish an exercise**. What feelings did this exercise bring up? To talk about the feelings, use open questions. For example: What was it about this exercise that made you feel this way?

Defining emotions

Emotions can be described in many ways. You could be angry, but also grouchy, sullen or furious. You could be cheerful, but also positive, bouncy or happy. Here are more words for emotions that you can use with the mood cards.

SURPRISED, AMAZED, STUNNED

These feelings want you to be prepared when something unexpected happens.

AFRAID, THREATENED, SCARED, WORRIED, INTIMIDATED

These emotions serve to protect you from danger.

ANGRY, GROUCHY, SULLEN, FURIOUS, IRATE, ANNOYED, GRUMPY

When something is unfair, and someone has said or done something without checking it's okay with you.

CURIOUS, INTERESTED, INQUISITIVE

Feelings that make you want to know more and try new things.

SAD, HURT, DEPRESSED, DISAPPOINTED, DOWN, DESPONDENT

A feeling of missing something or losing something valuable. A need for care and nurturing.

SHAME, WRONG, EMBARRASSED, USELESS, EMBARRASSING

A feeling of doing wrong or being wrong, feeling like a bad person. Not fitting in. Want-

ing to stop what you're doing. Hiding. Wanting to follow norms to avoid the feeling.

GUILT, REMORSE, REGRET, BAD CONSCIENCE

Regretting something that went wrong or was bad for others.

STRESSED, ON THE GO, FIDGETY, RESTLESS

A feeling that provides extra energy but is not always a good thing. Hard to get rid of an anxious feeling in the body.

CHEERFUL, AMUSING, FUNNY, POSITIVE, BOUNCY, CURIOUS, LIVELY, HAPPY, EAGER

Discovering and wanting to do more of what feels fun. Open and accessible.

CALM, SOFT, CHILLED, RELAXED, COSY, PEACEFUL

These feelings want to keep you doing what's relaxing and safe.

DISGUSTED, YUCK, EWW, REPUGNANCE

These feelings want to protect you from eating something disgusting and dangerous. Spitting out, vomiting.

DISGUST, CONTEMPT, DISDAIN

Get away from it and withdraw. Protect from anything unpleasant.

EMPTY, MEANINGLESS, HOPELESS

Everything is so hard that you switch off your emotions. Indifferent, can't be bothered.

BRAVE, TOUGH

Feelings that come from doing something challenging, having courage.

PROUD, HONOURED, CONFIDENT, SATISFIED, CAPABLE, VALUABLE

A feeling of having done something that's good and right for you or others.

It is now time to prepare and plan your first meeting on the UN Convention on the Rights of the Child. Remember that you don't need to go through each chapter now, but can prepare for each meeting one topic at a time. Plan to spend around 1-2 hours preparing for each topic.

Good luck!

Topic 1. The United Nations Convention on the Rights of the Child

This topic focuses on the UNCRC as a whole, to familiarise participants with its content how it affects them and their children. Understanding the UNCRC and children's rights is absolutely fundamental. It is important to include in future discussions and in ensuring that children have their rights respected.

Facilitator preparation for the first meeting:



Read through the articles of the UNCRC. You can find them all here:

<https://www.raddabarnen.se/rad-och-kunskap/skolmaterial/barnkonventionen/hela-barnkonventionen/>

- Read through the United Nations Convention on the Rights of the Child topic in the *Safe & Loved* Discussion Material. Select the exercises you feel are of interest, and reflect together on the questions asked.
- Make a list of any difficult terms that might come up during the meeting, to hand out to participants.



Before starting the topic with the participants, make sure you have completed Save the Children Sweden's online training course on the UNCRC, so that you have a basic knowledge of the Convention. You can find the online course here: <https://www.raddabarnen.se/medlem-och-volontar/grundutbildningen-det-handlar-om-karlek/>

Once you have completed the course, discuss:

- What do these concepts mean: child's perspective, children's perspective, children's rights perspective?
- Have you experienced a situation where the best interests of the child were not respected; what happened?
- How can you ascertain or find out what is in the best interests of the child?
- Is there anything you feel you need to know more about? If so, how can you do this?

Exercise – The hot air balloon

Now it's time to get to know the UNCRC a bit better. One exercise to do this is the hot air balloon. It's not only a good exercise for talking about rights, it's also a great ice-breaker for a new group! Details about the 'boxes' (actually pieces of paper) and a picture of the hot air balloon can be found on pages 24–25.

Topic 2. Parental Responsibilities

Parents, legal guardians and other caregivers are important in children's lives. Children need adults who are available, supportive and trustworthy, and who can see, listen to and understand what the child needs. But in everyday life, it can sometimes be hard to find time and build a good connection. Under this topic, participants will gain an insight into how they view themselves as parents/significant adults, how they want to be, and how they can be supported in their role and in taking responsibility for their children's lives in a constructive way.



Read through Article 5 of the UNCRC. (The child's parents or other legal guardians are responsible for the child's upbringing and development.) Also read Article 18. (On the joint responsibility of parents/legal guardians for the upbringing and development of the child, and the obligation of the State to provide support for parents.) All articles of the UNCRC can be found here: <https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child>

Facilitator preparation for the meeting:

- Read through the Parental Responsibilities topic in the *Safe & Loved Discussion Material*. Select the exercises you feel are of interest, and reflect together on the questions asked.
- Make a list of any difficult terms that might come up during the meeting, to hand out to participants.



Before starting this topic with the group, make sure that you have completed Save the Children Sweden's online training course on Norms & Discrimination, so that you can reflect on your role as a facilitator and how you can maintain a norm-critical approach. You can find the online course here: <https://www.raddabarnen.se/medlem-och-volontar/grundutbildningen-det-handlar-om-karlek/>

Once the facilitators have completed the online training course, discuss:

- What are my perceptions?
- What norms do I adhere to?
- How should I formulate myself to be inclusive in talking with the group?
- How should I express myself so as not to stigmatise or make someone feel singled out or offended?
- From a norm-critical approach, what is it important to think about in our discussions with the group?
- The online training included a section on 'your inner image'; what were your experiences with that? What thoughts and ideas did the exercise raise?
- Is there anything you feel you need to know more about? If so, how can you do this?

Read Save the Children Sweden's document *Secure Parenthood*. It is useful for a facilitator to read it, and you can also hand it out to participants at the end of the meeting. *Secure Parenthood* contains our best advice on how to avoid arguments



as a parent, and how to handle a conflict as well as possible. It can be found in several languages here:

<https://www.raddabarnen.se/rad-och-kunskap/foralder/tryggt-foraldraskap/>

Preparation for the meeting:

- Take a look at the suggested meeting structure on page 6 of the *Safe & Loved Discussion Material* and make a plan for your meeting. Bear in mind that you don't have to use all the exercises in the material, you can choose the ones you want. Be sure to keep the structure you use in the first meeting for all the other meetings as well. Maintaining the same structure and approach creates a sense of security and predictability.
- Buy and prepare tea/coffee/refreshments.
- Print out the *Secure Parenthood* document.
- Print out the articles of the UNCRC.
- Print out the list of difficult terms to be used during the meeting.

Topic 3. Play, Rest and Leisure.

This topic focuses on the child's leisure time, and how parents and significant adults can provide children with meaningful leisure time which includes activities that children themselves want to do, as well as time for important recovery. Play, rest and leisure are fundamental to a child's positive development. Through play, a child learns to understand the world and how life works. Play and leisure activities teach a child to develop socially, and to understand their own and other people's emotions.



Read Article 31 (right to play, rest and leisure), Article 16 (right to privacy) and Article 12 (children have the right to express their views) of the UNCRC. All articles can be found here: <https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child>

Facilitator preparation for the meeting:

- Read through the Play, Rest and Leisure topic in the *Safe & Loved Discussion Material*. Select the exercises you feel are of interest, and reflect together on the questions asked.
- Make a list of any difficult terms that might come up during the meeting, to hand out to participants.



Before starting this topic with the group, make sure you have completed Save the Children Sweden's online training course Honour-Related Violence & Oppression, so that you as facilitators can understand how children's freedom can be limited by not being able to access some of their rights. You can find the online course here: <https://www.raddabarnen.se/medlem-och-volontar/grundutbildningen-det-handlar-om-karlek/>

Once the facilitators have completed the online training course, discuss:

- What is honour?
- What are honour norms and how might they be expressed?
- Who decides what norms we should adhere to?
- How can honour norms contribute to children not having their rights respected?
- Is there anything you feel you need to know more about? If so, how can you do this?



This chapter recommends Save the Children Sweden's Safe Place app. There are simple exercises that can help you to calm down and feel better. The app also provides information on stress and difficult emotions. Safe Place is free, anonymous and developed by psychologists at Save the Children Sweden. You can read more about it here (in Swedish):

<https://www.raddabarnen.se/rad-och-kunskap/barn-och-unga/safe-place/>

Preparation for the meeting:

- Take a look at the suggested meeting structure on page 6 of the *Safe & Loved Discussion Material* and make a plan for your meeting. Bear in mind that you don't have to use all the exercises in the material, you can choose the ones you want. Be sure to keep the structure you use in the first meeting for all the other meetings as well. Maintaining the same structure and approach creates a sense of security and predictability.
- Buy and prepare tea/coffee/refreshments.
- Print out the articles of the UNCRC.
- Print out the list of difficult terms to be used during the meeting.

Topic 4. Conflicts and Their Resolution



This topic focuses on the right of the child not to be subjected to violence and abuse, and on how conflicts can be resolved in a constructive manner. The exercises in this part of the *Safe & Loved* Discussion Material deal both with conflicts between an adult and a child, and conflicts between adults in the family.

Read Article 19 (right to freedom from violence) of the UNCRC. All articles of the UNCRC can be found here: <https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child>

Facilitator preparation for the meeting:

- Read through the Conflicts and Their Resolution topic in the *Safe & Loved* Discussion Material. Select the exercises you feel are of interest, and reflect together on the questions asked.
- Make a list of any difficult terms that might come up during the meeting, to hand out to participants.
- Read Save the Children Sweden's document *Secure Parenthood*. It is useful for a facilitator to read it, and you can also hand it out to participants at the end of the meeting. *Secure Parenthood* contains our best advice on how to avoid arguments, and how to handle a conflict as well as possible. You can find the material in several languages here: <https://www.raddabarnen.se/rad-och-kunskap/foralder/tryggt-foraldraskap/>



This topic highlights different types of violence. If you choose to talk about and define different types of violence, bear in mind that it could stir up emotions among the participants for different reasons. Therefore, it is worth warning the group that you'll be talking about a topic that can trigger a lot of emotions. It is important to be aware of this, to recognise if someone is upset, sad etc., and be sure to talk about the support that's available if you or someone you know is a victim of one or more types of violence. The material contains tips on where to go, but also let participants mention what they know about.

Preparation for the meeting:

- Take a look at the suggested meeting structure on page 6 of the *Safe & Loved* Discussion Material and make a plan for your meeting. Bear in mind that you don't have to use all the exercises in the material, you can choose the ones you want. Be sure to keep the structure you use in the first meeting for all the other meetings as well. Maintaining the same structure and approach creates a sense of security and predictability.

- Buy and prepare tea/coffee/refreshments.
- Print out the articles of the UNCRC.
- Print out the *Secure Parenthood* document.
- Print out the list of difficult terms to be used during the meeting.
- If possible, bring information leaflets on the different organisations you can turn to for help and support.



Tip! It may be a good idea to invite a social worker from social services to answer any questions the group may have. This can dispel some of the myths about social services and help build trust in the agency.

Topic 5. Adolescence

This topic focuses on aspects of a child's life that become prominent as they enter adolescence. These include puberty, emancipation, sexuality, sexual orientation, romantic relationships and more: parts of a child's development that are very important, but that can sometimes be difficult for parents to engage with and talk about with their children.

This is a topic that we recommend splitting into two meetings so you have time for all the discussions.



Read Article 6 (right to life, survival and development), Article 16 (right to private and family life) and Article 24 (children's right to health and health care, including the abolition of harmful customs). All articles of the UNCRD can be found here: <https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child>

Facilitator preparation for the meeting:

- This is a big chapter with lots to talk about and lots of information. As a facilitator, make sure you are well informed about the topics you intend to discuss at the meeting. Read carefully through the Adolescence topic in the *Safe & Loved Discussion Material*. Select the exercises you feel are of interest, and reflect together on the questions asked.
- Make a list of any difficult terms that might come up during the meeting, to hand out to participants.



Familiarise yourself with Sweden's Forced Marriage Act and child marriage offences, honour-based motives as an aggravating factor, and the Act prohibiting female genital mutilation. You can find the information at <https://www.hedersfortryck.se/hedersrelaterat-vald-och-fortryck/lagstiftning-och-manskliga-rattigheter/>



Read the document *Respect! My body! Respect! My Body!* is a guide for parents and other significant adults, with tips and advice on how to talk to children of different ages about their bodies, body boundaries and sexual abuse. The material includes a section on teenagers and sexuality. You can find the material here: <https://resourcecentre.savethechildren.net/document/respect-my-body-handbook-grown-ups-how-talk-children-about-body-boundaries-and-sexual-abuse/>



Read the *NätSMART* material on online safety. #nätSMART contains tips and advice on how to talk to children about online sexual abuse. Find out how you as an adult can help keep your children safe online. You can find the material here (in Swedish): <https://www.raddabarnen.se/rad-och-kunskap/foralder/natsmart/>

Some people emphasise the fact that sex education is compulsory in Swedish schools. Ideally go to www.umo.se, www.rfsu.se and www.skolverket.se for an insight into the kind of materials used in schools. Also feel free to inform the group about these websites.

If you choose to talk about the vaginal corona and the myth of the hymen, you can

find information in Swedish about the vaginal corona and other topics related to the body and sexuality on the website of UMO (Sweden's Youth Guidance Centre), www.umo.se.



RFSU, the Swedish Association for Sexuality Education, has produced videos about the vaginal corona, such as *RFSU informerar om slidkransen på engelska*, which is in English with Swedish subtitles. You can find that video here: <https://www.youtube.com/watch?v=6SK1kriAVY4>

Preparation for the meeting:

- Take a look at the suggested meeting structure on page 6 of the *Safe & Loved Discussion Material* and make a plan for your meeting. Bear in mind that you don't have to use all the exercises in the material, you can choose the ones you want. Be sure to keep the structure you use in the first meeting for all the other meetings as well. Maintaining the same structure and approach creates a sense of security and predictability.
- Buy and prepare tea/coffee/refreshments.
- Print out the articles of the UNCRC.
- Print out the material from the chapter that you think is relevant to hand out to the participants.
- If you wish, you can print out a list of the website addresses of the pages recommended in the material.
- Print out the list of difficult terms to be used during the meeting.
- Print, sign and laminate the certificates for participants!



Tip! For this meeting, it may be useful to invite someone from UMO (Sweden's Youth Guidance Centre) or a family centre who can talk to the group about sexuality, the body, relationships, contraception, and so on. It might be easier if the group can ask questions directly to a person who works with issues relating to children's and young people's right to sexual health.

Appendix 1. Risk Assessment for Safe, Secure Groups

Date:

Name of activity/group:

Description of the activity/group:

Target group:

Potential risk	Probability of occurrence	Consequence	Risk value	Actions	Responsible	When?
A facilitator is off sick	2	Cancelling a group on the day	2	Appoint a substitute who is familiar with the material and has access to our planning	Julia	Before start of meeting

Signature

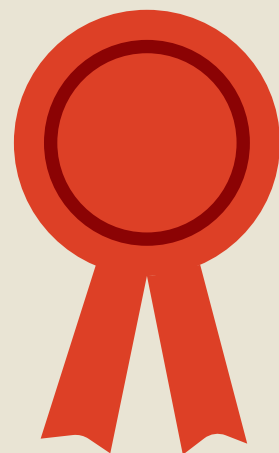
CERTIFICATE

This is to certify that

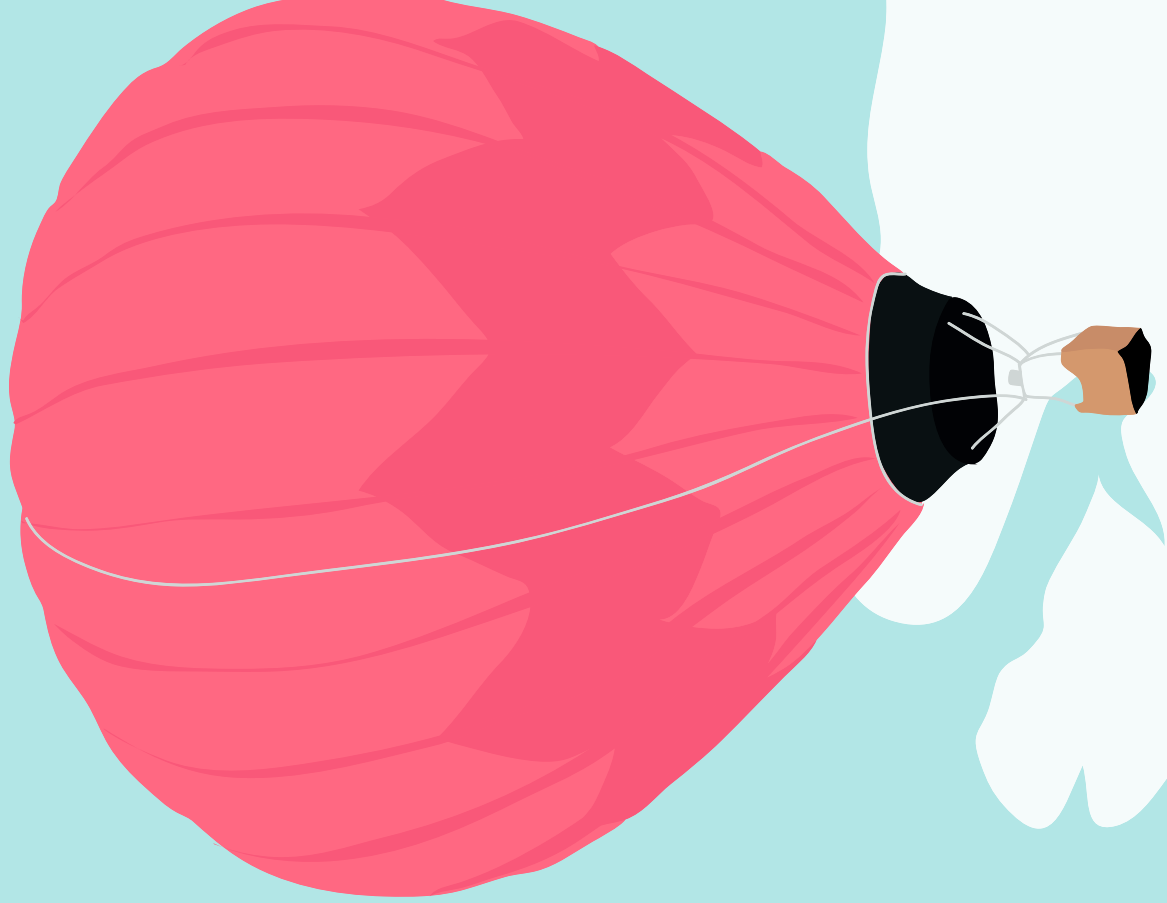
has participated in group meetings based on the Save the Children Sweden document *Safe & Loved*, in which we have discussed:

- The United Nations Convention on the Rights of the Child
- Parental Responsibilities
- Play, Rest and Leisure
- Conflicts and Their Resolution
- Adolescence, Romantic Relationships, and Sexuality

Facilitator



HOT AIR BALLOON



Appendix 3.

Exercise – The Hot Air Balloon

Now it's time to get to know the UNCRC a bit better. One exercise to do this is the hot air balloon. It's not only a good exercise for talking about rights, it's also a great ice-breaker for a new group! Details about the 'boxes' and a picture of the hot air balloon can be found among the appendices to the *Safe & Loved* Discussion Material. Print out the material as required for the exercise. You have the following 10 boxes/pieces of paper with the words:

- Toys
- A clean environment to live in
- Going to school
- Clothing and housing
- Music, comics, books and film
- Freedom to say what you think about things
- Play and leisure
- Food and water
- Freedom to belong to any religion
- Love and care from parents and friends

Imagine you are going on a hot air balloon trip. In the balloon are the ten boxes. Suddenly the balloon starts losing altitude! You must agree on four boxes to throw out of the balloon! Which four should you choose? You have to discuss the matter among yourselves and reach a consensus. All the boxes contain things that are important in children's lives in some way, so you need to discard the ones you think are least important.

When you have chosen four boxes to throw out (after about 10 minutes), you notice that the balloon is losing altitude! You have to throw out three more boxes. This essentially means you have to choose which three boxes to keep. Discuss which ones you should discard and which ones you should keep, and motivate your choices.

Think about:

- What do you think is the purpose of this exercise?
- The Convention on the Rights of the Child has four general principles. What are they?
- Go through the general principles on page 20 of the Discussion Material and discuss the related questions with each other.

Preparation for the meeting:

- Take a look at the suggested meeting structure on page 6 of the *Safe & Loved* Discussion Material and make a plan for your meeting. Bear in mind that you don't have to use all the exercises in the material, you can choose the ones you want. Be sure to keep the structure you use in the first meeting for all the other meetings as well. Maintaining the same structure and approach creates a sense of security and predictability.
- Buy and prepare tea/coffee/refreshments.
- Print out the hot air balloon picture.
- Print out the articles of the UNCRC.

INBJUDAN TILL SAMTALSGRUPP

För dig som är viktig vuxen

Vi pratar om barns rättigheter och kring hur föräldrar och närstående vuxna kan möta barnen i deras liv.

Vi kommer att prata kring fem teman:

- **Barnkonventionen** - barnets rättigheter, vad innebär det för dig och ditt barn?
- **Föräldrars ansvar** - hur vill du vara som förälder/ vårdnadshavare/ närstående vuxen och vad behöver du för att bli det?
- **Lek, vila och fritid** - hur ger du som vuxen ett barn bästa möjligheterna till en meningsfull och utvecklande fritid samt tid för vila och återhämtning?
- **Konflikter och hur de kan lösas** - vad orsakar konflikter i mötet mellan dig och barnet? Vilka konsekvenser får konflikterna och hur kan de lösas på ett konstruktivt sätt?
- **Tonåren** - hur kan du möta ett barn i tonåren?

Vi träffas under ____ tillfällen med start:

Tid:

Plats:

Vill du vara med?

Anmäl dig till:

För mer information kontakta:

Välkommen!

Varma hälsningar,

INVITATION TO A DISCUSSION GROUP

For you as an important adult

We talk about children's rights and how parents and caring adults can meet the children in their lives.

We will talk about five themes:

- **The Convention on the Rights of the Child** - what does it mean for you and your child?
- **Parental responsibilities** - how do you want to be as a parent/guardian/related adult and what do you need to be?
- **Play, rest and leisure** - how do you, as an adult, give a child the best opportunities for
- **Conflicts and their resolution** - what causes conflicts between you and your child? What are the consequences of these conflicts and how can they be resolved constructively?
- **Teenage years** - how can you interact with a teenage child?

We meet during ____ occasions starting:

Time:

Place:

Do you want to participate?

Sign up:

For more information, contact:

Welcome!

Best regards,

