

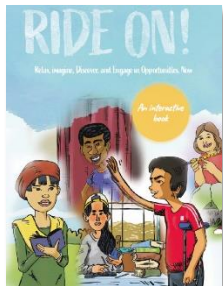
Participative methodologies for children and youths

Enhancing psychosocial resilience and empowerment

RIDE ON!

Relax, Imagine, Discover, and Engage in Opportunities, Now

This toolkit was developed in response to child protection professionals' needs expressed since the onset of the **Covid19 pandemic** to support children and adolescents facing anxiety, feeling of insecurity or disconnections with others through remote solutions. This **self-guided experience** can empower adolescents to take the lead on their well-being and involve significant others in the process. Through creating characters who reflect the lives of our audience, we propose activities that enable adolescents to cope mentally, psychosocially, and physically.



Objectives

Overall objectives: To increase capacities and resources of children and youths to alleviate the negative mental health and psychosocial effects of COVID context by doing self-guided exercise and engaging him/her and his/her peer in support action.

Specific objectives:

- (1) To empower C&Y to support their own well-being and those of their siblings/friends in times of distress, through interactive self-guided activities.
- (2) To enable front-line workers to provide and monitor a simple, interactive mental health and psychosocial support, and emotional learning experiences to C&Y.

Target group

Age: 12-18

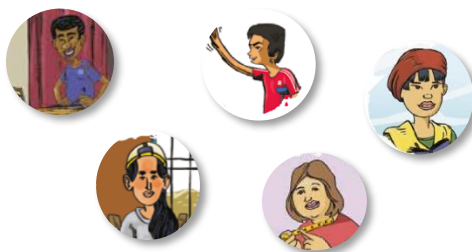
Size group: can be used by adolescents / youth alone with possibility to include a significant adult for support

Context: designed for contexts in which remote support is needed but offers also multiple modalities of accompaniment by facilitators. *For example, the methodology can be adapted to respond to risks in diverse situation, when direct support is difficult (children on the move, children in detention, etc..)*

The story

Our heroes, Salem, Yasmine, Sutopa, Olena, and Adroa, share their stories (we call them Thoughts) to express themselves. They **seek the help of the reader in finding solutions to problems that adolescents around the world are facing.**

Each of these 5 adolescents follows their goal in life using the different capacities and resources that they have. Through their thoughts, **they propose practical questions, ideas, and reflecting & engaging activities** that will help the reader to see the world through different eyes. The activities will support the reader to learn from their experiences in order to manage the challenges they're having, like physical distancing, restrictions of movement, and living in an insecure environment.



- 1** Get to know the companions guiding you through your journey by reading "The story"
- 2** Read the chapter "My Manual" to learn how to RIDE ON your journey
- 3** Complete the activity "The Beginning" to get started
- 4** Complete the activities with the order that you want
- 5** Complete the activity "My discoveries" to end your journey
- 6** Enjoy the journey!

Prerequisite

Depending on the type of access, the situation of the adolescents, and available resources, **decide on the best way to distribute and implement RIDE ON.**

- a. What are the needs of the adolescents?
- b. Modality: Face to face / remotely / what type of remote facility (phone or internet?)
- c. What frequency of contact, if any, is possible?
- d. Can you host groups or only individual sessions?
- e. Facilitation capacities / resources and skills
- f. Monitoring and evaluation; capacity to collect feedback from the adolescents

Material available

(click [HERE](#) to access these resources)

An adolescent story and activity book

(curriculum) which shares the journeys of young people and invite the reader to ride through these journeys in different ways.

A Methodology guidance for program staff, program managers, supervisors and front liners who accompany adolescents through the completion of this MHPSS curriculum. It enables facilitators to orient accompanying parents, caregivers, and significant adults who, at times, might be the only people in direct contact with the adolescents. It offers advice and pointers on contextualizing and implementing the curriculum in different contexts and programs.

Thought 1 – My safety in Me!
13/12/2019, Congo

It's all over the news, they say that a lot of people might be hurt and lose their jobs. But why? Others are saying that it's going to change the way most people live. I don't know what to believe anymore. Who can I ask to get real news? I don't want to see the TV nor the internet, I don't want to listen to the radio, and I don't want to believe false stories anymore. I'm feeling angry and sad. I'm afraid to go out, and I'm even afraid to get close to my family! What's happening to me?

Adroa



Necessary resources

Timing:

- Contextualisation and Traduction
- Design, printing, Training and Transport
- Curriculum implementation: 10 sessions with 4 activities of 30 min + 1 wrap-up session
- M&E analysis & Lessons learnt

Material:

- Printed materials to be delivered to C&Y



Terre des hommes
Helping children worldwide.

Links with Tdh MHPSS framework



Strengthening resiliency capacities and self and collective efficacy: The activities enable critical thinking, self-examination, physical movement and skill and knowledge acquisition. Adopting these techniques will support the users to manage their emotions, increase their abilities *to cope, adapt and transform their well-being status*.



5 pillars of well-being: The curriculum is based on and structured around the 5 well-being pillars and each pillar is represented by a character.



Supporting Children and youth participation and empowerment: The *adolescents choose what they want to do*, the decision is theirs as there is a variety of pathways they can choose from. Nevertheless, depending on the settings, the adolescents' abilities and the available resources, this curriculum can be administered with the support of a facilitator (accompaniment involves no influence at all in the decision process).



Community based and contextualised approach to well-being: The optimal delivery of the content relies on the *interactions of the users with their direct socio-ecological system* – the families, caregivers, friends, neighbours, teachers, counsellors, probation officers, social workers and other individuals in constant, direct contact with the adolescents.

Monitoring & Evaluation

A **"model" M&E framework** was prepared for the RIDE ON curriculum (Methodology guidance - Annex IV), which you can adapt and customize according to the context of intervention. It includes indicators that aim at measuring outputs, quality and outcomes of the interventions, including changes in self-perception and the level of engagement of the adolescents in this curriculum and journey.

To measure this set of indicators, **two data collection tools** are proposed:

- The **first one is self-guided**, embedded in the RIDE ON Journey which adolescents will go through by themselves (Session 0 & 11).
- The **second one is conducted by the facilitators**, when contact (in person or by phone) is possible (an interview guide is available).

M&E of RIDE ON outcomes might be challenging because of the remote nature of the curriculum.