



MINISTRY OF FOREIGN AFFAIRS  
OF DENMARK  
*Danida*



Save the  
Children  
إنقاذ الطفل



Awareness guide  
to eliminate child dropout  
related to child marriage  
before 18s

My Education, My Future  
Program

2024

# Preface

This awareness program was developed as part of the project "Protection and Response to (Prevention of) Marriage Under the Age of 18- My Education is My Future", which aims to empower both male and female students, protect them and ensure their right to complete their education. The program was prepared by Save the Children- Jordan, in partnership with the Ministry of Education- Guidance and Counseling Department and the Supreme Judge Department.

This awareness program is directed toward the program facilitators, specifically counselors- both males and females- working in the Ministry of Education. It targets students of various age groups and their families. At its core, the program seeks to enhance self-awareness among male and female students, unlock their potential, and inspire them to pursue their aspirations for the future. It emphasizes the right to education and its completion through the end of secondary school. In addition, it raises awareness about the concept of marriage and establishing family, and the consequences associated with such decisions- particularly those related to duties and responsibilities.

The program was developed through a participatory approach that included consultations with key stakeholders: students currently in school, counselors, and Supreme Judge Department. These consultations aimed to identify essential concepts that need reinforcement, as well as misconceptions that students may have regarding marriage and family establishment. The Ministry of Education was also consulted throughout all stages of preparation and review. The program was piloted with a number of counselors and a core team of trainers was trained to implement it- including heads of counseling divisions and a team from the Ministry. Most of the manual's sessions and their various activities were piloted with samples from the target groups, including both male and female students and parents. The pilot was conducted in a range of primary and secondary public schools across various locations in Irbid Governorate and Ramtha District. All relevant feedback and observations were taken into consideration and incorporated into the final version of the manual.

## ACKNOWLEDGEMENT

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*This guide was developed based on in-depth discussion sessions with the Ministry's staff in general, as well as with a group of school counselors, whose contributions ensured that the guide reflects the actual priority issues related to guaranteeing that students complete their education through the end of secondary school. It also addresses the future options available to them based on awareness, understanding, and full recognition of the consequences of such decisions.*

## Fund

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## Project Background

Save the Child-Jordan is implementing the Protection and Response to Marriage Under the Age of 18 project, which primarily aims to emphasize the right of children to education as an inherent, non-negotiable right. It also highlights the importance of this right in empowering children and providing them with numerous, high-quality opportunities. This, in turn, ensures a safe future and a supportive environment for children at all levels. The project adopts a participatory approach in designing and implementing all its interventions by engaging all stakeholders and relevant entities, including the Ministry of Education—specifically counselors—the Supreme Judge Department, local community organizations that directly provide relevant protection services, as well as activists and community leaders. The project focuses primarily on ensuring a family-centered intervention approach, which reflects our belief in the shared responsibility of all parties in reducing child marriage and ensuring that all children enjoy the right to education and can complete it without any barriers.

The project includes developing an awareness program and related educational materials for Ministry of Education counselors, holding awareness sessions for adolescents of both genders, teachers, and parents. With the participation of community actors, the next step is designing initiatives that enhance the leadership skills of adolescent girls. It also involves building the capacity of service providers and contributes to improving the quality of relevant services at the local level. In addition, the project will implement a series of roundtables and specialized dialogues sessions on mechanisms for activating available alternatives to guarantee the continuation of education for married and school-dropout girls. It will, further, develop a proposed draft outlining mechanisms to organize and coordinate the relationship between relevant authorities and stakeholders for the purpose of contributing to early intervention and reducing cases of school dropout and marriage under the age of 18.

# Introduction

This awareness program was developed as part of the project “Protection and Response to Marriage of Persons Under the Age of 18 – Education for the Future”, which aims to empower and protect students, both boys and girls, and to ensure their right to complete their education. The program was prepared by Save the Children Jordan in partnership with the Ministry of Education – Department of Educational Counseling, and the Supreme Judge Department.

The awareness program is directed to program facilitators from the Ministry’s educational counselors and targets students across different age groups, as well as families. Its core objective is to enhance the self-awareness of boys and girls, unleash their potential, and motivate them to pursue their future ambitions, while emphasizing the right to education and completion of secondary school. It also seeks to raise awareness on marriage and family formation, highlighting the responsibilities and consequences associated with such decisions.

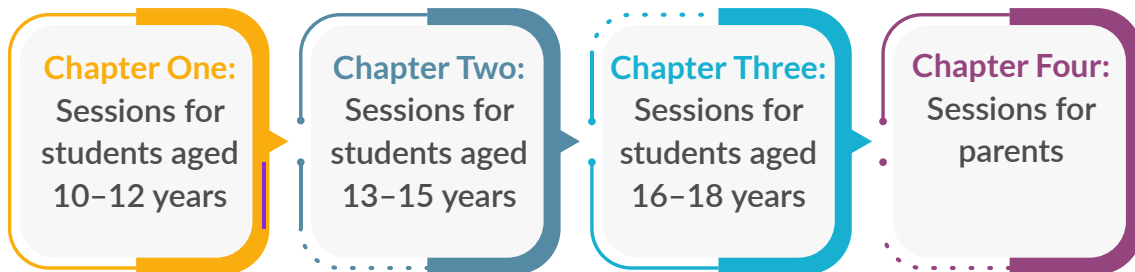
The program was developed through a participatory approach that involved consultations with key stakeholders, including students, educational counselors, and Sharia judges, to identify needs, key concepts to be strengthened, and common misconceptions about marriage and family. The Ministry was consulted throughout all stages of preparation and validation. The program was piloted with a number of educational counselors, and a core team of trainers was prepared from the heads of the Educational Counseling Department and Ministry staff for implementation. Most of the guide’s sessions and activities were tested with samples of the target groups—students (boys and girls) and parents—in a number of basic and secondary public schools in Irbid Governorate and Ramtha District. Feedback and observations were carefully incorporated into the program to produce its final version.



# Orientation for the Awareness Program

This awareness program is designed for facilitators (male and female counselors) of the My Education is My future program, which aims to raise awareness among caregivers (parents) and students of both genders within the following age groups: (10–12 years), (13–15 years), and (16–18 years).

The program consists of an introduction about the program and its Objectives, a summary of facilitation skills, and four main chapters targeting different groups as follows:



Each chapter includes a set of awareness sessions that incorporate activities tailored to the child-development characteristics of the different age groups and target audiences. The program consists of interconnected sessions that build upon each other to reinforce knowledge, concepts, and key perceptions related to self-awareness, ambitions, and the importance of education in a child's life. The sessions begin by enhancing the student's self-awareness in the emotional aspect. S/he then gets to explore the circles of influence in their life so they become aware of themselves, the world around them, and their ability to influence others. After that, they move on to strengthening their belief in the importance of education, and their ability to distinguish realistic ideas from unrealistic fantasies related to marriage and starting a family. At the same time, the sessions raise their awareness of the consequences of marriage under the age of 18. Facilitators may select certain activities depending on the time allotted for the group, though it is preferable to follow the full sequence of the program to achieve its goals. It is also recommended to conduct the parents' awareness sessions in parallel with the students' sessions to ensure that the awareness messages reach both parents and children at the same time.

Chapter One contains three sessions, while Chapters Two and Three each contain four sessions, with three activities per session. The last chapter includes three sessions: one for mothers, one for fathers, and one for both parents together. The manual includes key messages for the counselor at the beginning of each session, representing the main ideas that the counselor will convey to the audience in their own style, helping them understand the purpose behind each activity. It also includes a Session Summary for students and families participating in the awareness program, which the counselor can write on the board, conclude verbally, or print on small handouts for participants. Additionally, the sessions include the direct Objectives of each activity, the estimated time for implementation, the required tools and materials, and any necessary preparations. The manual emphasizes using simple materials available in schools to ensure ease of implementation, relying mainly on the counselor's experience and professional competencies in dealing with students in the target age group. The manual also presents details of certain related topics.

# Theory of Change

This program adopts a Theory of Change based on the ecological approach, in which the child lives within circles of systems that both influence children and are influenced by them. It begins with the microsystem (first level), which consists of those closest to the child—such as parents, siblings, teachers, and peers at school. Due to its closeness to the child, interactions within this social circle are direct, influential, and essential. The next circle is the mesosystem (second level), which includes interconnections between the different individuals in the child’s microsystem—such as interactions between the parents and teachers, between peers and the child’s parents, or between siblings and teachers. Following is the exosystem, which influences the child indirectly and includes

broader structures such as public policies, legislation, and media. The outermost circle is the macrosystem, which is linked to developmental policies and national plans. This program focuses primarily on the first and second systems (the microsystem and mesosystem) and revolves around the child, their family, and their school- as they are considered the most significant systems. It aims to raise awareness among students, empowering them as change ambassadors who influence their peers and parents who are key influencers and caregivers. The ultimate goal is to help protect adolescent girls by emphasizing their inherent right to education, ensuring they complete their secondary schooling.

## This program believes

# 1

**parents have the greatest influence on their children’s lives** and the greatest impact on the well-being of their family members. Their role goes beyond providing shelter, food, and medicine—they are the ones who give love, guidance, and support, and provide a nurturing environment to help children achieve their ambitions and hopes.

# 2

**Empowering women and girls as an essential part of decision-making and as agents of change at all levels**, to achieve long-term results. Studies have shown that programs focusing on girls help expand their ability to make successful, strategic life choices, in addition to equipping them with information, skills, and social support that positively impact their self-awareness, self-efficacy, and aspirations. Such programs also enhance their ability to influence the main decision-makers in their lives, such as parents, spouses, and community leaders.

# 3

**Engaging men and boys provides stronger support structures for girls.** Men and boys who are aware of the consequences of girl marriage before the age of eighteen support girls’ life and future choices, and contribute positively and effectively to reducing marriage under eighteen.

# 4

**Education provides alternative pathways and increasing quality opportunities for girls at risk of dropping out of school or marrying before the age of eighteen**, along with opportunities for active participation in their communities and involvement in decisions that affect their lives. Education also helps raise girls’ living standards, enabling them to break the cycle of poverty and opening up future opportunities to secure suitable economic prospects.

# Program Outcomes



## Outcomes related to parents

1. Increasing awareness of the importance of education in their children's lives.
2. Understanding the consequences of marriage under the age of eighteen.



## Outcomes related to students

1. Enhancing self-awareness and self-esteem.
2. Increasing awareness of the importance of education and future planning.
3. Raising awareness of concepts related to marriage under the age of eighteen and its consequences.



The aim is to contribute to strengthening protection guarantees related to ensuring that all children enjoy the right to education, including completing secondary school education.

# Theoretical Background

## 1 Children's Rights

Childhood is one of the most important stages in a person's life. Under the Convention on the Rights of the Child and Jordan's Child Rights Law, a "child" is defined as anyone who has not yet reached eighteen years of age". It is the first life stage in which a child comes to know the surrounding world, and in which emotions, behaviors, and cognitive abilities surface. Investing in this age group is not merely an investment in children; it is an investment in the future of society as a whole and one of the most important tools for achieving the nation's sustainable development- today's children are tomorrow's future. Given the importance of this life stage and the particular vulnerability of children- who are among the groups needing protection and care- the United Nations drafted the Convention on the Rights of the Child to set out an integrated vision across a set of rights centered on the child as a whole person, to ensure the child's development and enable the realization of his or her potential. Countries then started to issue related national legislation; in 2022, Jordan enacted its first law devoted to children's rights.

Jordan's Child Rights Law affirms numerous rights in the areas of health, education, culture, public freedoms, protection, care, participation, as well as the rights of children with disabilities. It affirms education as a fundamental right, stipulating that every child has the right to education and that basic education shall be compulsory and free in accordance with the Constitution. A child's parents- or the person entrusted with the child's

care- are obligated to enroll the child in compulsory education, prevent dropout and/or discontinuation, and ensure the quality of education. The Law also requires the provision of awareness programs related to the child's growth, health, and physical and psychological development; guarantees that children are educated and provided with health education at all educational stages in ways appropriate to their age and understanding; and requires that this be consistent with religious and social values and with community culture.

Link to the Jordanian Child Rights Law: National Council for Family Affairs- Child Rights Law ([ncfa.org.jo](http://ncfa.org.jo)) [قانون حقوق الطفل - المجلس الوطني لشؤون الأسرة](#)

## 2 Stages and Requirements of Development

The family is the cornerstone of society and plays the most important role in socialization. It is the primary educational institution through which individuals acquire morals and self-discipline, appropriate behaviors, standards, and attitudes that enable them to adjust to and integrate into their society. Through family, the child acquires his/her social character. Many parties contribute to the socialization process- such e.g. family, school, mosque, peers, and others- but the most important is undoubtedly the family, as it is the first human community in which a child lives. The family decisively shapes and builds the child's personality for many years.

By its structure and functions, the family encompasses a system of relationships among its members. The parental relationship reflects what is called the family's "emotional climate," which greatly affects children's mental and cognitive development. Children identify with their parents, modeling their behavior- consciously or unconsciously- as an educational example. The family lays the foundation for the intellectual, social, and behavioral directions that a person takes within the social framework.

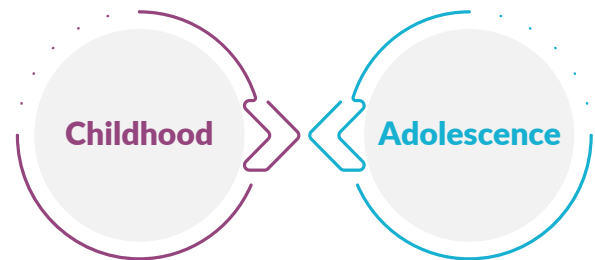
The family is the first incubator in which the child develops abilities and satisfies needs. It is the basis for forming the child's affective attitudes and feelings toward self and others. In the family, the child learns the principles of dealing with others and develops a set of eating and drinking habits, and other behaviors. The child also acquires various attitudes- love, hate, jealousy, altruism, cooperation, competition, domineering and submissive behaviors, and other feelings. Hence, the family is so important especially the early attitudes form the ground on which the child interprets new experiences. Those attitudes lie within the unconscious mind.

Parents' understanding of developmental stages and their requirements and needs- including physical, cognitive, emotional, and social changes and children's psychological and social needs at each stage- is essential to raising healthy children. Each stage has its own characteristics and requirements, different from other stages. Meeting the child's needs plays an effective role in personality development and in physical and mental health, making the child better adjusted to the surrounding environment. If these needs are neglected, the child experiences imbalance that can lead to many problems. Children's development involves core

domains: the physical-motor; the psychosocial-emotional; and the sensory-cognitive domain.

Developmental requirements are behavioral tasks and needs that an individual must meet at each stage; learning them at the appropriate time positively affects adjustment to self and others and success in subsequent tasks. Failing to learn them leads to frustration, lack of self-confidence and lack of confidence in the surrounding world. It hinders learning the developmental tasks of later stages as well .

Although it is difficult to strictly delimit stages of development by age-because development is continuous, integrated, and connected- the pre-adulthood period can be divided into two main stages:



### First: Childhood:

This is the most important stage in a child's life. Numerous scientific studies in developmental psychology, education, sociology, and medicine point to the major impact of this stage on the formation of mental abilities, personality, and social behavior.

### Second: Adolescence.

This stage comprises:

Early adolescence	Ages 12-14
Middle adolescence	Ages 15-19
Late adolescence	Ages 18-21

Over the past years, many theories have examined the developmental requirements of individuals at different ages, including emotional and psychological, motor, and cognitive aspects. The key developmental requirements of adolescence can be summarized as follows :

- Helping the adolescent form a positive body image and accept bodily changes resulting from physiological growth, adjust to them, provide them with accurate and realistic information about them, and respect privacy.
- Making the most of adolescents' physical energies and capacities through participation in sports; establishing healthy habits of diet, sleep, and preventive health; maintaining good general appearance; helping adolescents use their free time well; and encouraging them to do sports and activities.
- Supporting adolescents' cognitive development and maximizing their mental potential by encouraging critical thinking through dialog and discussion sessions; analyzing situations surrounding the adolescent (e.g., school and community issues); acquiring as much knowledge and general culture as possible; and developing creative thinking skills through games of assembling and disassembling, recognizing relationships, and encouraging hobbies such as arts (e.g., drawing) and technology-related skills.
- Training and encouraging adolescents to make decisions and helping them make appropriate choices regarding their studies or future careers, without coercing them into decisions without due consideration.
- Developing positive opinions and attitudes toward important local and global issues that surround them- such as environmental, social, and economic issues- and building self-confidence; helping adolescents control their emotions and meet needs for love, understanding, security, and esteem; and understanding their behavior.
- Helping adolescents accept their own feelings and those of others; helping them overcome oversensitivity; strengthening self-confidence by encouraging achievement and contribution; and helping them regulate emotions given the fact that they go through psychological and mental changes at this age.
- Helping adolescents acquire the skills and concepts needed for civil participation; accepting differing opinions; knowing socially acceptable behavior and practicing it; and fostering and encouraging the spirit of initiative.
- Supporting and assisting adolescents in forming new, healthy, mature relationships with peers; accepting social responsibility; extending interests beyond the self through participation in school and community volunteer work; and supporting and encouraging them to choose a suitable profession and prepare them for it (physically, emotionally, mentally, and socially).

# Marriage of Persons Under Eighteen from a Legal Perspective

Marriage under the age of eighteen is an exception, not the rule. Paragraph (b) of Article 10 of the Jordanian Personal Status Law No. (17) of 2019 states: "The judge, with the approval of the Supreme Judge Department, may, in special cases, authorize the marriage of one who has completed fifteen solar years of age in accordance with instructions issued for this purpose, if there is a necessity for the marriage dictated by interest. Whoever marries under this authorization acquires full capacity in everything related to marriage and separation and their effects." This exception is stipulated for special cases dictated by necessity and subject to specific conditions set by the Supreme Judge Department. Thus, both spouses under eighteen enjoy full capacity with respect to marriage, separation, and their effects, while they do not have capacity to exercise their civil, political, and economic rights as set out in Article (43) of the Civil Code, which defines the age of adulthood as eighteen full solar years.

Such rights include bringing civil lawsuits, obtaining financing, the right to own property, obtaining a driver's license, a passport, or a civil status identity card, and obtaining a family book. All these rights cannot be exercised or obtained except with the approval of their guardian. The spouses also may not work in public-sector or private-sector jobs except under special conditions.

To regulate marriage for those under eighteen, Instructions No. (1) of 2017 were issued on granting permission to get married to one who has completed fifteen solar years of age but has not completed eighteen. Article (3) of the Instructions provides: "The

judge may authorize the marriage of one who has completed fifteen years of age and has not completed eighteen if there is a necessity for the marriage."

Article (4) of the Instructions sets out the conditions that the court must take into account when granting permission for this type of marriage:

- a. The fiance must be well-suited with the fiancée, pursuant to Article 21 of the Law.
- b. The judge must ascertain consent and free choice.
- c. The court must ascertain that the necessity of marriage serves the interest of both spouses and their families. This entails that the marriage achieves benefit or wards off harm, and is appropriate as the court sees fit.
- d. The age difference between the parties must not exceed 15 years.
- e. The fiance must not have been married before.
- f. The marriage must not cause the girl to drop out of school.
- g. Proof of the fiance's ability to pay for the living, pay the dowry, and has a furnished house for them.

The court also requires the spouses to attend a premarital course organized by the Supreme Judge Department, as stipulated in Article (8/a). These marriages are currently monitored through a specialized automation system at Supreme Judge Department to control the use of this exception and verify the necessity for such marriages.

## Underlying Causes of Marriage Under Eighteen

A national study issued by UNICEF in 2019 , based on a nationally representative sample, indicated that the principal reasons for marriage under eighteen are customs and traditions- reinforced by beliefs and inherited practices- as well as “shame culture” reflecting societal norms, and certain tribal cultures that prefer ‘relatives’ marriage. In second place comes poverty, where families resort to marriage to reduce the financial burden or to benefit from the dowry. Other causes included family disintegration, ignorance, and protecting the girl’s reputation.

The study also identified several main risk factors at the individual level: the child’s educational attainment; ethnicity; belonging to marginalized groups or minorities; and individual beliefs of children or their families regarding attitudes toward education and social beliefs, such as cousin marriage and protecting a girl’s reputation.



# Consequences of Marriage Under Eighteen



## Health Consequences

Marrying under eighteen deprives girls of their childhood and threatens their lives and health. Girls who marry before age 18 are more likely to be exposed to domestic violence and have worse health outcomes than their unmarried peers. Young brides may become pregnant while still adolescents, increasing the risk of complications during pregnancy and childbirth- for them and for their infants . Globally, there are an estimated 21 million pregnancies annually among girls under 18 in developing and middle-income countries; 50% of these are unplanned, and 55% of unplanned pregnancies end in abortion. Complications from pregnancy and childbirth are the leading cause of death among girls aged 15-19 .

## Social and Psychological Consequences

Marriage under eighteen isolates girls from family and friends and, in many cases, deprives them of the opportunity to complete their education. As a result, they may be unable later to develop an independent personality- whether psychologically or economically- and are excluded from participation in their communities, which significantly affects their physical and psychological well-being. If the girl gives birth- without the knowledge or experience needed- she may be unable to carry out child-rearing tasks, monitor and enhance her children's developmental progress, and care for them and their health. This all leads to suffering and psychological crises for young mothers.

## Educational Consequences

Marriage under eighteen often deprives girls of the chance to complete their education. They lose the opportunity to develop the skills needed to enter the labor market later or contribute to economic development. They also miss out on the educational processes that build self-confidence and self-esteem, develop capacities and skills for evaluating matters, making judgments, making life decisions, forming friendships, and developing the social skills needed to participate in public life.

## Economic Consequences

The economic impact is directly linked to the loss of educational opportunities. This results in a waste of human resources within development processes and the national economy and leads to higher dependency ratios. It also exposes girls to poverty and need because they lack the basic skills, mostly academic and scientific, required to enter the labor market.

# Facilitator Guidelines

## Concept of Facilitation

Facilitation is the creation of a learning environment that motivates participating caregivers to engage meaningfully in training activities. It helps them discover the relevance of the training to themselves and their work, and encourages them to make the most of opportunities to achieve their goals as well as the goals of the training topics.

In other words, when facilitating training sessions, you make it easier for participants to get to know one another, contribute ideas, exchange experiences, increase their knowledge and understanding. Moreover, these sessions help participants change attitudes that might affect a student's continuation in education or could lead to marriage under eighteen.

## Preparations Required to Implement the Awareness Manual

Your role as a facilitator is divided into three main tasks aligned to the timeframe of the training sessions: before the training, during the training, and after the training. The following explains what you must do during each period:



## Before the Training:

### The Importance of Preparation and How to Use the Awareness Manual

Mental preparation before training is very important to help you deliver the Manual's content confidently and smoothly. Mental preparation includes ensuring the session content is clear in your mind; scheduling training sessions in accordance

with the counselor's annual plan; and organizing what you need to do to ensure successful sessions. It also includes committing to your tasks within a timeline that helps you complete preparations with minimal challenges. You do not want to be overtaken by time in a way that may affect your grasp of the technical content or administrative preparations, or hinder any arrangements accompanying the sessions.

**Key points in these preparations include:**

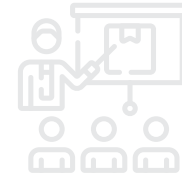


## Technical preparations



Preparing the content

Skill readiness



## Administrative Preparations and Arrangements



Preparation of Training Activities

Preparation of the Training Venue

Administrative Preparations

### 1 Technical preparations

#### 1. Preparing the content

- Review the Awareness Manual's components related to the supporting/reference material and the training sessions. This review should be conscious and in-depth to allow the facilitator to build knowledge on the training topic.
- Review the flow of activities in the training session in all its details, and understand the sequencing of the topic to achieve the Objectives. This includes reading the messages related to the topic, the Objectives, Activity Steps and attachments, the summary, and any constraints related to the target group.
- If more than one facilitator will deliver the session, divide the session content between you and the other facilitator, and make sure you share a common understanding of the division of the session, how it will be run, and the roles of both of you.

#### 2. Skill readiness

- Rehearse delivering and explaining the training session and using training methods and tools.

- Pilot the session in front of fellow facilitators and benefit from the feedback you receive.
- You may choose to video-record yourself while piloting the session, then watch the video to learn and correct any shortcomings (if any).
- Gain benefit from viewing any educational videos that focus on facilitation skills.

### 2 Administrative Preparations and Arrangements

#### 1. Preparation of Training Activities

- Make sure all training materials are prepared, using the checklist of required materials for each training session, and prepare the training tools accordingly (e.g., flip chart, paper, pens, markers, etc.).
- Make sure all required attachments are prepared and printed out in advance, verifying the number of copies and who will use them (participants, facilitator, or both). Refer to the materials checklist for each training session.

- Ensure you have already prepared all the information contained in the body of the activities, and that any method you choose to present the information is ready and available at the training venue. If you choose to design presentation slides, make sure the electricity supply will not be interrupted at the training site.
- Keep at least one extra copy of each worksheet as a backup in case of shortages or extra participants in the session. This extra copy can also serve as a reference if needed.

## 2. Preparation of the Training Venue

- Ensure the training venue where sessions will be held is suitable in terms of ventilation and lighting, and that it is located away from any noise that could distract the facilitation process as much as possible.
- Arrange participant seating so that everyone is visible to one another and can maintain eye contact, and you are visible to everyone and can see all participants. Seating arrangements should allow easy movement for both you and participants, especially during group work and role plays.
- Make sure the venue is clean and complies with health safety measures, especially in case of outbreaks of seasonal viruses or illnesses (while taking into account the number of participants specified in the session's introduction).
- All venue-related preparations require you to inspect the training location in advance and confirm the availability of all requirements

directly. This will help you make any needed adjustments and/or arrange available alternatives before the training, hence avoiding confusion on the training day.

## 3. Administrative Preparations

- Arrive at the training venue well ahead of time. Arriving early serves several purposes: it allows you to personally welcome each participant as they arrive- making you the first person they meet in the training room with a warm, welcoming smile. It also gives you the chance to verify that the venue is ready for training, arranging materials, and organizing participants' seating.
- Prepare the participant registration sheet in advance and protect it in a plastic cover to prevent damage.
- Prepare any arrangements for refreshments/breaks, if applicable.
- Ensure hand sanitizers and tissues are available on each table/ in the training room.
- Set up a side table for your own use to place stationery, printed attachments, and any personal materials.
- Prepare all necessary electrical connections and test them. Test the projector, computer, and audio system if you plan to use them.

## During the Training:

### Key Considerations

Your role as facilitator during the training centers on delivering the session content effectively according to the sequence outlined in the session structure. This means implementing activities in the procedural order given, using the training methods and tools specified, and within the allotted time. The ultimate goal is to achieve the session's Objectives through the core messages. While facilitating, you should keep the following points in mind:

- Maintain the sequence of training activities exactly as stated in the session plan.
- Keep the procedural flow of each activity, ensuring smooth transitions between them.
- You are not expected to memorize the entire session word by word. You may keep your manual with you in a way that does not hinder your movement or interaction with participants. Some facilitators summarize key steps and messages on cards for easy carrying—the important thing is to find the method that works best for you to maintain sequence and avoid missing important information during the activities.
- Pay attention to the timing for each activity. This means making suitable adjustments, including:
  1. Distributing time appropriately according to the activity's steps.
  2. Allowing participant input as outlined for each activity, while keeping the number of contributions manageable so as not to affect the time balance.
  3. If participants bring up unrelated topics that could take you off track from the training subject and Objectives, you can politely steer them back to the training context, noting any needs that arise so you can identify the target groups' needs for future programs.
- Distribute worksheets, attachments, and any handouts as indicated in the training session plan.
- Remember that encouraging participants to attend future sessions will motivate them to keep coming.



## After the Training:

### Documentation and Evaluation

Your role continues after the training ends, and you need to know what is expected of you at this stage. Key roles include:

#### 1 Documentation

- Keep the participant registration sheets and any other relevant data.
- Keep any evaluation results and feedback in accordance with established procedures.

#### 2 Self-Evaluation

- Review your delivery of the activities privately to identify what you did well and the areas you need to address and strengthen. Self-evaluation is an important opportunity to develop your skills, knowledge, and attitudes as it supports your continuous growth and effectiveness.
- If you had a co-facilitator, you can also sit down together and exchange constructive feedback that helps you both improve the training for next time.



# Dos and Don'ts

## 1. Dos and Don'ts List for All Participants in the Manual's Sessions

The Awareness Manual on Marriage Under the Age of Eighteen is designed so that participants, of all ages and target groups, can interact and be engaged in the Manual's activities through various methods. To ensure interaction during the implementation of activities, there are numerous helpful tips for facilitators and trainers, summarized in the following table:

Do	Don't / Avoid
Welcome all participants.	Focusing on specific people – e.g., those who grasp concepts quickly.
Create a comfortable atmosphere for participants by learning and mentioning their names, welcoming them when they arrive, and saying goodbye when they leave the session.	Using or allowing the use of inappropriate or annoying phrases, e.g., the facilitator telling a participant “Your opinion is wrong” or “That’s enough, you’ve shared too much.”
Show that you value their contributions and participation in the training.	Discouraging participants’ ideas and devaluing them, e.g., belittling a participant’s idea or example, or allowing others to laugh at or mock any idea presented by any participant.
Speak clearly and simplify different terms. Make sure everyone understands.	Allowing some participants to dominate the session.
Ensure that everyone is able to participate in the activities (including persons with disabilities and/or those who have difficulty writing).	Being “directive”: Allow participants to share ideas and opinions with each other, even if some of those ideas need adjustment.
Explain the steps and prepare participants for transitions (from one activity to another) and clarify the purpose and Duration of the activity.	Excessive or continuous talking without leaving space for participants’ input (remember that training sessions are interactive, not lectures).
Maintain constructive and positive discussion.	
Try to keep the discussion focused and guided – if participants go off track, bring them back to the main topic.	

## 2. Dos and Don'ts List for Communicating with Students Participating in the Manual's Sessions

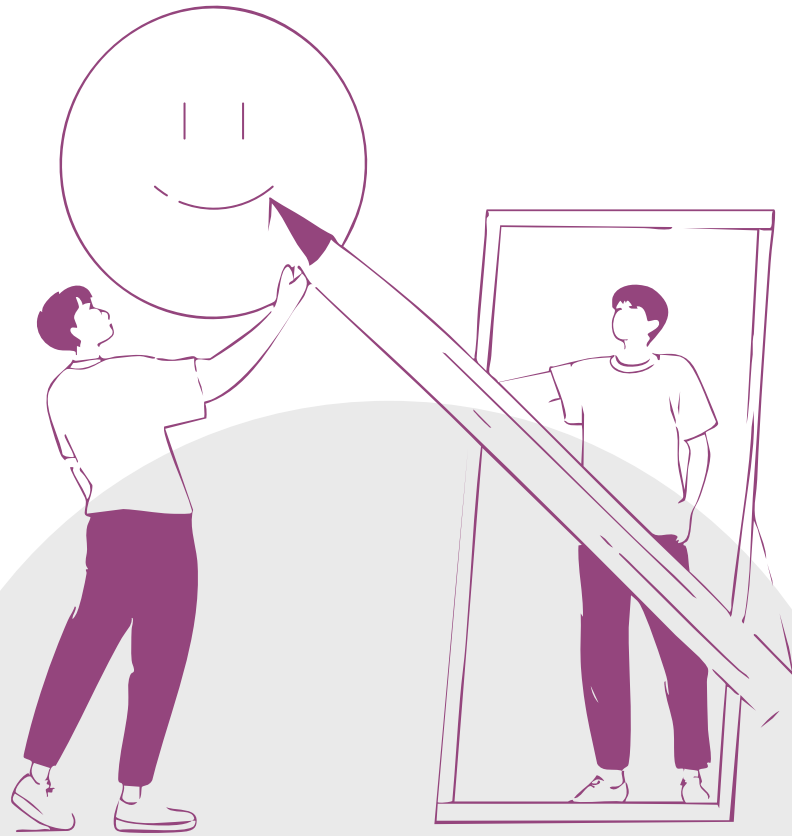
The following points are useful for the facilitator and/or trainer conducting interactive activities with students. They help create a safe, interactive environment for students and give them equal opportunities to participate and express themselves. Remember that as a counselor, you are responsible for observing any indicators that may signal the need to give special attention and follow-up to a student. Such attention may extend beyond the awareness sessions of the Manual.

This list is as follows:

Do	Don't / Avoid
Conduct sessions in a calm place that allows activities to take place in an interactive and comfortable atmosphere.	Interrupting or allowing interruptions.
Be kind and caring, and smile when appropriate.	Punishing any student in the group.
When talking about parents, communities, and culture, show respect even if you have a different opinion.	Laughing at a student or allowing them to be mocked (whether for an idea, way of speaking, or personal traits).
Use facial expressions and gestures to encourage the group to say more or to let them know you understand what they are saying.	Creating a situation where a student feels they must please you by saying something specific.
Make eye contact as needed and in ways that are culturally and socially appropriate.	Pressuring students to give answers (remember that your role is to encourage participation and respect those who choose not to).
Allow each student in the group to finish their talk/ input.	Making personal judgments (e.g., using generalizations like: "You, guys, surely don't want to continue education" or "All participants from a certain nationality want to marry off their children under 18").
Provide appropriate feedback- reassurance, suggestions, and encouraging responses.	Giving direct advice or orders.
Summarize periodically.	Talking too much about yourself or your own experience.
Use student-friendly language.	Making false promises, e.g., "Whoever participates will get extra grades" (if this is not true).
Give the group your full attention.	
Ensure that all students in the group are equal and have fair opportunities for appropriate communication.	
Be empathetic and friendly.	
Be tolerant and accept the group without judgment.	

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# **Chapter One: Activities for Students Aged (10–12 Years)**

## Session One: Who Am I?

### Main Messages of the Session

- A child's self-concept is the image or background the child forms about themselves, and the resulting sense of satisfaction and acceptance- or lack of acceptance and satisfaction- that comes from this image.
- The image a child forms about themselves and uses to describe themselves is not solely the result of how they see themselves, but rather of how they believe others see them, and it generally reflects their self-confidence.
- Encourage children to express themselves, their feelings, and their dreams; promote a culture of diversity; and encourage other important and healthy behaviors, habits, and values, and express acceptance, understanding, and empathy.
- Children differ in how they express themselves.



### Activity One: My Box / My Personal Folder

# 1



#### Objectives

1. To introduce the awareness sessions.
2. To identify each student's personal identity.



20 Minutes



#### Preparation

Students may be asked in advance to bring any extra supplies they have at home that can be used for the tools and materials needed.



#### Tools and Materials

- Shoe boxes or A4-sized boxes (one for each student). These can be replaced with paper or plastic folders, depending on availability.
- Plastic scissors, or alternatively a ruler and hands (even if not precise).
- Coloring pens.
- Glue.
- Adhesive tape.
- Magazines/newspapers.
- Arabic alphabet letters (to design the student's name on their box).
- Pieces of fabric.

### Activity Steps

1. Give each participant an empty box (can be A4-sized, a shoe box, or replaced with cardboard or plastic folders depending on availability) without any decorations (free of drawings or pictures).
2. Explain that each person in this group has their own personal box/folder. It is something special for them, where they can keep anything they wish to save for themselves. For example, they can keep any worksheets or products from these sessions, store them in their room (wardrobe), and bring them to each session.
3. Encourage students to ask their questions.
4. Next, explain that you are providing various materials and stationery, and each person can decorate their own box/folder. Make it clear that they have the right to use any materials they wish for decorating, and that each person is responsible for decorating their own box/folder.
5. Describe the types of materials and tools available (magazines, colors, colored paper, glue, crayons, scissors, pieces of fabric, letters, and any other materials that may be useful for decoration).

6. Encourage students to start decorating their boxes, motivating them to work as independently as possible with minimal help.
7. Move around among the students and encourage them to enjoy what they are doing.
8. Make sure to give positive feedback to each student and avoid criticizing any box/folder in any way.
9. Once everyone is finished, invite any student who wishes to volunteer to present their box and describe what they used for decoration.
10. Praise the volunteers, thank everyone, and remind them that each student is responsible for bringing their box/folder to every session and keeping it safe in their lockers and/or in any special place they choose.



## Activity Two: Introduce myself

# 2



### Objectives

1. To reach the understanding that each student has unique traits that distinguish them and form their personal identity.
2. To encourage students to talk about what makes them unique.



25 Minutes



### Preparation

If possible, prepare individual photos of the students before this activity. (If photos cannot be provided, the counselor can ask students to replace the photos by drawing their hand and fingers.)



### Tools and Materials

- Colored cardboard cards (or cardboard cut into A5 size, i.e., half of an A4 sheet).
- Crayons
- Plastic scissors, or alternatively a ruler and hands (even if not precise).

## Activity Steps

1. Explain that each student has their own unique face, features, and name, etc.
2. Tell them that each student will prepare their own identity card (drawing their hand).
3. Then ask the students: What do you suggest your identity cards should include? (Encourage them to come up with ideas such as: favorite colors, age, things they like, food, sports, positive qualities they have, etc.)
4. Give the students colored cardboard cards, crayons, scissors, and their photos.
5. Ask them to create their personal identity (by drawing their hand, decorating their cards, sticking on their photo, and writing their name).
6. Then ask them to write or draw the identity information they prefer.
7. Stay nearby to provide help and support.
8. When they finish, encourage them to talk about themselves in front of the rest of the group.
9. Ask everyone to respect the presenters, offer praise, and avoid any criticism from anyone.
10. Thank them all and ask each student to keep their photo in their personal “box/folder.”

## Session Summary

- We are different and unique in our appearances, feelings, and ways of expressing ourselves. Accepting differences is natural. Each of us has different kinds of intelligences that are unique compared to those around us.
- We are unique through our features, hobbies, the things we desire, and the ways we express ourselves.

## Session Two: Who Supports Me

### Main Messages of the Session

- In late childhood, children develop socially to a great extent. Strong and conscious bonds with parents begin to form, but relationships with peers gradually become more important. Play dominates this stage, and children take pride in being members of and participating in a peer group.
- At the age of ten, children begin to build a self-image and understand their personal value. They are able to realistically recognize their strengths. Their daily experiences and interactions have a significant impact, and criticism greatly affects their self-esteem.
- Children incorporate the evaluations of others into their self-concept, including those of parents, teachers, peers, culture, and the media. Understanding others' evaluations and making social comparisons influence their self-esteem.
- Children need more support and encouragement to strengthen their self-awareness, sense of belonging to their family, and ability to identify the people closest to them.



### Activity One: The Dining Table

# 1



#### Objectives

1. To identify the important people in the student's life.
2. To determine the characteristics of those who are close to the student.



20 Minutes



#### Preparation

Photocopy the worksheet attached at the end of the activity for the number of students in the group (or give students a blank sheet/cardboard and have them draw their own dining table).



#### Tools and Materials

- Crayons
- Cardboard or paper about the size of half a hand.

### Activity Steps

1. Make sure students understand the meaning of the word "important".
2. Tell the students that they will now think about the question: "Who are the important people in my life?" Each student should think about those around them to answer this question. Explain that each student will identify who the important people in their life are.
3. Allow some student responses to ensure the concept of "important people in a student's life" is clear.
4. Distribute a sheet with a drawing of a dining table to each student (or give them a blank sheet/cardboard and have them draw their own dining table).
5. Explain that each student will "invite" the important people in their life to sit with them at this dining table. These people could be male or female adults or children from school or from home.
6. Point out that the seat at the head of the table will be for the student himself/ herself, and they should write their name on it.

7. Distribute the small cardboard/paper pieces (about half a hand in size) so that the student can use them as “invitation cards” for the dining table.
8. Then, looking at the rest of the chairs around the table, each student should assign a name (or a description, e.g., “my father,” “my friend Ahmed,” “my sister Rana”) to each seat, placing people in positions according to how close they are to the student’s own seat.
9. Once they are finished, ask the students: “How do you think people can determine who is closest to them? What things do they think about?”
10. Allow students to respond, encouraging participation without commenting on or directing their answers.
11. Encourage students to share their dining table drawing and the people they invited to sit there, if they wish.
12. Ask students: “How do these people help you in your life?”
13. Allow students to respond and try to get them to give examples of this help.
14. Thank them for their effort and participation, and ask them to place the drawing of their dining table in their personal box/folder.

**worksheet**



## Activity Two: My Strengths

# 2



### Objectives

1. To help students identify their strengths and the support from those around them.



25 Minutes



### Tools and Materials

- A3 paper.
- Paper tape.
- Crayons

### Activity Steps

1. Explain that Allah Almighty created each of us with a body made of parts (head, arms, legs, heart ...). Some of these parts are external, like the legs, and some are internal, like the heart.
2. In this activity, first explain that each student will draw their body in actual size (if large flip chart paper is available, or by taping A3 sheets together vertically).
  - Give each student a sheet from the flip chart along with crayons or flip chart markers.
3. Explain that each student will lie down on the flip chart paper while another participant helps trace the outline of their body (only the outer lines, in black marker). Alternatively, the facilitator can have each student draw the outline of a body figure and write their name at the top of the paper.
4. Move around the students to ensure they are drawing, and provide an example before starting if needed.
5. Once all students have drawn their body outlines, ask them to write their names alongside their drawing, and explain that each will think about the following questions you will ask- questions that make them feel like a hero and/or strong.
6. Then, ask the following questions (after each question, give students time to think and express their answers through writing/drawing, and mark the relevant body part):
  - Focus on the upper part of the body: What do you believe is inside your head/mind that gives you this feeling of strength? (Ideas, words, anything you think of.) Encourage students to identify these things through writing and/or drawing (do not judge handwriting, spelling mistakes, or drawing style).
  - Then, invite any volunteer to share what's on their mind.
  - Focus on the arms and legs: What can you do with your arms and legs? What skills do you have? What abilities do you possess? Give them time to think and encourage them to add any secondary skills they have (drawing, puzzle games, quick movements, making a toy, making tea, preparing a salad or dish, imitating animal sounds, dancing...).
  - Then, invite any volunteer to share what they can do and the skills they have.
  - Move to the heart: Ask them to focus on the center of the body and think:
    1. Who do you feel you love?
    2. Who would you want to keep in your heart because they increase your feeling of strength?
    3. Encourage participants to name and/or describe or draw these people, and then invite them to share who they love.

7. Thank everyone for participating, then ask: Based on what you discovered and identified about yourself, if you were to summarize one sentence about your mind, yourself, and your heart that gives you this feeling of strength—what would you tell us?
8. Invite students warmly to share, praise them, and encourage everyone to present themselves- but avoid forcing anyone. (You can use creative methods, such as pretending we are on a radio station and the host/reporter wants to interview you: What would you tell them about your strengths?)

### Session Summary

- Each of us has unique personal strengths and abilities, and that is what makes us special.
- Focus on your strengths, invest in them, and stay away from negative thoughts that are based on others' criticism.
- Each of us has strengths that distinguish us and our personalities; strengths give feelings of capability, intelligence, talent, and distinction.
- Find your own intelligence- children differ in their intelligences and excel in different abilities.
- Many people around you support your growth, success, and help you through life and any difficult situations.

## Session Three: The 'River' of My Life and My Future in Education

### Main Messages of the Session

- Goals and ambitions in general give value and meaning to a person's life. They shape and define the present in terms of tasks and responsibilities, and they anticipate the features of the future in terms of results and purposes. Every child has a purpose or ambition, which represents their main goal in life, and on this basis they determine their actions, duties, behaviors, and perhaps even their social relationships.
- Ambitions and goals vary from one person to another and are influenced by many factors, such as career, academic, scientific, and artistic ambitions, which are often shaped by the student's cultural environment, their parents' economic and intellectual status, their gender, the things available to them or denied to them, and the talents and abilities they possess.
- A student who lacks a life goal or ambition to directs their aims, desires, and behaviors is more psychologically vulnerable, less able to face life's conditions and difficulties, and at the same time more prone to adopting deviant or socially unacceptable behaviors.
- Education provides a safe environment for students, giving them the opportunity to develop their abilities and skills, build knowledge and essential competencies, and has become a necessity for facilitating daily life.
- Education contributes to building a student's personality, developing communication skills, understanding rights and duties, and making life decisions after evaluating and studying them. It is the path to building individuals who contribute to their communities.
- Education helps improve the economic situation of families and break the cycle of poverty- it is the hope for a better future.



### Activity One: My Path

# 1



#### Objectives

1. To enable students to think about their life path—past, present, and future.



30 Minutes



#### Tools and Materials

- A4 paper
- Paper tape
- Crayons

### Activity Steps

1. Take three A4 sheets and tape them together vertically so that each student can use one sheet for the past, one for the present, and one for the future.
2. Ask students to sit in a circle if possible, and distribute the paper and markers.
3. Have students write the word "Past" on the first sheet, "Present" on the second, and "Future" on the third.
4. Ask each student to draw a river flowing across the sheets- from the past to the present to the future- representing their life.
5. Now, ask each student to show along the river the things they feel are important in their life, writing or drawing them in each section (past, present, and future), one section at a time.

6. Start with the past. The important things in their lives can be events, people, places, or accomplishments the student feels proud of. Encourage them to think of positive experiences and what they are most proud of.
7. Invite students who wish to share some of their drawings or writings about the past before moving to the next section.
8. Move to the present. Ask students to draw or write about important things in their life now- people, places, things they value, things they love, and how they feel supported at this stage.
9. Invite students to share some of their drawings or writings about the present before moving on.
10. Move to the future. Ask students to draw or write important things for their future, including hopes and dreams.
11. After they finish, invite students to share some of their future drawings or writings if they wish.
12. Once drawing and discussion are complete, give students extra time in case they want to add more to their timeline after the group discussion.
13. To further explore the “river of life” (while staying within the allotted activity time), you can ask:
  - Accomplishments: What have been the most positive things in your life so far? What are you most proud of?
  - Learning from past experiences: What are the most important things you have learned in your life so far? What would you like to do differently in the future?
  - Future goals: What steps can you take to achieve your goals for the next year? What steps can you take for the next five years?



## Activity Two: My Priority in Education

# 2



### Objectives

1. To understand the importance of education in the student's life.



15 Minutes



### Tools and Materials

- A4 paper
- Paper tape
- Crayons

## Activity Steps

1. Explain that now we will do an activity about our education—Why do we learn?
2. Ask students: Why is learning important? What do we want to achieve or accomplish?
3. Allow for several student contributions, then give them the attached worksheet. Explain that each student has a set of stars on their worksheet, and they must write at least one goal in each star.
4. When students are done, encourage them to share one of their goals from their worksheet.
5. Give positive feedback to their contributions and goals, and ask them to keep the sheet in their personal box/folder.
6. Explain that now we will imagine giving advice to other students to convince them of the importance of learning. Let's pretend we are preparing a small talk for the school radio program- this talk will be about why learning is important.
7. Divide students into groups of 6–7, and ask each group to either write messages about the importance of learning, conduct a mock interview, compose a song, or create a drawing that expresses the importance of education.
8. Give groups time to present their work, and praise their efforts.
9. Thank everyone for their participation and engagement.

## Session Summary

- Each of us has experiences, skills, and unique abilities in our life- these help us determine our ambitions and future goals.
- Education is a fundamental right of children, guaranteed by the Jordanian Constitution and laws.
- Education gives the opportunity to develop your abilities, knowledge, and essential skills, and has become a necessity for managing daily life.
- Education is the tool that enables us to be productive individuals- it is the hope for a better future.

**worksheet****Towards the Future**



## **Chapter Two: Activities for Students Aged (13–15 Years)**

## Session One: I Grow and Mature

### Main Messages of the Session

- Children grow across the main developmental domains- physical, cognitive, language, emotional, and social. The speed of growth differs from one child to another and depends mainly on genetic factors and the child's surrounding environment.
- The changes that occur in the various developmental domains are natural and happen to all children in this age group.
- Many significant physical changes occur, especially during puberty. The body begins to resemble that of an adult, though it tends to be less proportionate at this stage. This stage has considerable psychological effects on students' lives. Some experience psychological disturbances and fluctuating emotions, some feel shy and withdrawn, and others may escape reality into daydreams.



### Activity One: My Changes Are Positive, and I Know How to Maintain Them

# 1



#### Objectives

1. To help students understand that the changes they are experiencing are natural and connected to their maturation.
2. To enable students to learn how to deal with the changes they are going through.



45 Minutes



#### Preparation

Print the attached worksheet, preferably as the number of participants (or alternatively, draw a simple illustration of the growth stages of an orange tree on the board, and distribute A4 white paper and crayons to each student).



#### Tools and Materials

- Crayons
- White A4 paper.

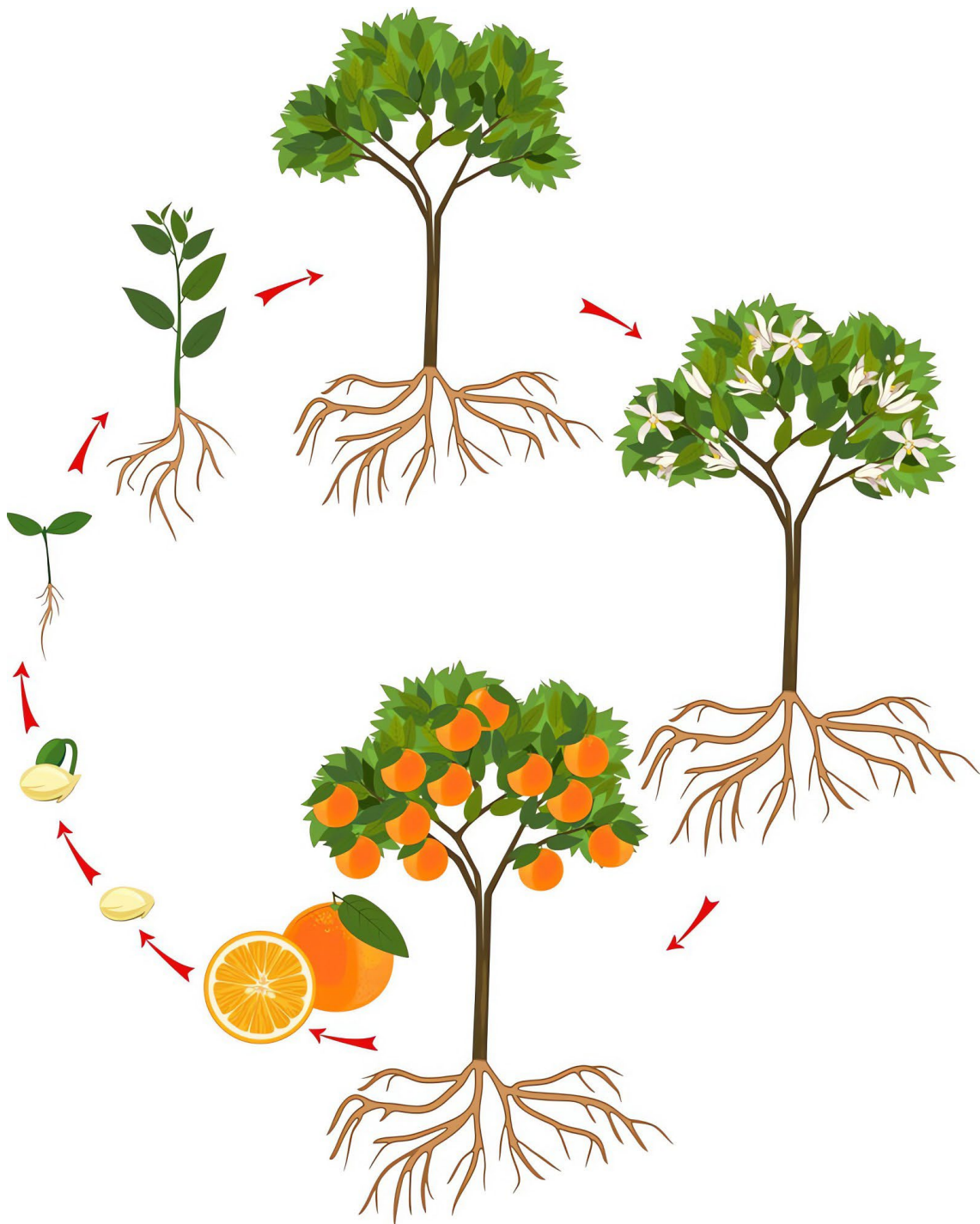
### Activity Steps

1. Explain that the age stage the students are going through is important, showing that they are growing, and that their maturation process involves many natural changes experienced by people their age all over the world.
2. Ask students: Who has noticed changes in yourself and your body since you were in first or second grade until now?
3. Allow time for student contributions, encourage and praise participation
4. Distribute (or draw) the attached stages of an orange tree growth, and ask students to share their comments and observations about the tree's growth and its stages.
5. Ask if any students have observed an animal, insect, tree, or plant growing.
6. Explain that Allah Almighty has created stages of growth for everything- plants, trees, animals, and humans. Emphasize that this process is one of the universal laws of creation and a natural part of life.

7. Now, after learning about the growth process, link it back to the stages of human growth and maturation, which Allah has distinguished humans with. Here, we will identify the most prominent of these changes and our role protecting ourselves.
8. For this purpose, draw a circle on the board and divide it into three sections : write “Physical Changes” in the first, “Psychological and Social Changes” in the second, and “Cognitive Changes” in the third. (Alternatively, you can ask each student to draw a circle on A4 paper and write down what they think or have noticed in each category.)
9. Ask students to write down some physical changes they have noticed. Encourage participation while avoiding embarrassment or shyness- if needed, have students write these changes privately without sharing them aloud, while you walk around to check their notes. (If the students are already aware of these changes, focus on how to maintain them; if they are younger, focus on identifying the changes and viewing them positively.)
10. Then ask students about the psychological and social changes they have noticed, and do the same for cognitive changes.
11. If students struggle to provide examples of psychological/social or cognitive changes, you may share some examples with them .
12. Now, within the context of these natural changes in growth and maturation, and having learned about the main areas of growth and their changes, ask the students- referring back to the three categories- what their role is in maintaining healthy and comfortable growth in each: physical changes, psychological, social, and cognitive changes.
13. Ask about each category separately, allow for student input, encourage sharing of ideas, and add your own suggestions.
14. Thank students for their participation and engagement in the session.

### Session Summary

- The bodily changes that occur during this stage are natural- do not be afraid if your body seems out of proportion, and do not compare yourself to your friends, as each body has its own growth pattern that differs from others.
- Communicate with your family about the changes you are going through and express your feelings and thoughts openly. Ask for help if you need.
- The role of the counselor and the school is to help you understand the changes you are experiencing and to answer your questions. Do not hesitate to reach out to the counselor and/or a teacher you trust to talk to.

**worksheet****Orange Tree Growth**

## Session Two: My Relationships (Within My Circle)

### Main Messages of the Session

- The family relationship is one of the most important relationships in a child's life. It plays a fundamental role in the healthy development of their mind, self-esteem, ability to succeed, and even in building healthy relationships in the future.
- Friendships are the second most important factor in shaping a child's personality after their family relationships. Peers have a significant influence on a child's emotional stability and social learning—particularly during adolescence.



### Activity One: The Dining Table

# 1



#### Objectives

1. To identify the important people in the student's life.
2. To determine the qualities of those closest to the student.



25 Minutes



#### Preparation

Photocopy the attached worksheet at the end of the activity for the number of students (or give students a blank sheet/cardboard and have them draw their own dining table).



#### Tools and Materials

- Crayons
- White A4 paper.

### Activity Steps

1. Tell the students that now they will think about the question: "Who are the important people in my life?" Each student should think about those around them to answer this question. Explain that each student will identify who the important people in their life are.
2. Give each student a sheet with a drawing of a dining table (or a blank sheet/cardboard so they can draw their own dining table).
3. Explain that each student will "invite" the important people in their life to sit with them at this dining table. These could be male or female adults or children from school or home.
4. Point out that the seat at the head of the table will be for the student, and they should write their name on it.
5. Then, looking at the other chairs around the table, each student should assign a name (or a description, e.g., "my father," "my friend Ahmed," "my sister Rana") to each seat, placing people in positions according to how close they are to the student's own seat.
6. Once they finish, ask the students: "How do you think people can identify those closest to them? What things do they think about?"
7. Allow for student input, encouraging participation without commenting on or directing their answers.
8. Encourage students to share their dining table drawings and the people they invited to sit there, if they wish.
9. Ask the students: "How do these people help you in your life?"
10. 10. Allow for responses and try to get them to give examples of this help.
11. Thank them for their effort and active participation.

**worksheet**



## Activity Two: My Strengths

# 2



### Objectives

1. To help students identify their strengths and the support from those around them.



20 Minutes



### Tools and Materials

- A3 paper.
- Paper tape
- Crayons

### Activity Steps

1. Explain that Allah Almighty created each of us with a body made of parts (head, arms, legs, heart ...). Some of these parts are external, like the legs, and some are internal, like the heart.
2. In this activity, first explain that each student will draw their body in actual size (if large flip chart paper is available, or by taping A3 sheets together vertically).
3. Give each student a sheet from the flip chart along with a crayon or flip chart marker.
4. Explain that each student will lie down on the flip chart paper while another participant helps trace the outline of their body (only the outer lines, in black marker). Alternatively, the facilitator can have each student draw the outline of a body figure and write their name at the top of the paper.
5. Move around the students to ensure they are drawing, and provide an example before starting if needed.
6. Once all students have drawn their body outlines, ask them to write their names alongside their drawing, and explain that each will think about the following questions you will ask- questions that make them feel like a hero and/or strong.
7. Then, ask the following questions (after each question, give students time to think and express their answers through writing/drawing, and mark the relevant body part):
8. Focus on the upper part of the body: What do you believe is inside your head/mind that gives you this feeling of strength? (Ideas, words, anything you think of.) Encourage students to identify these things through writing and/or drawing (do not judge handwriting, spelling mistakes, or drawing style).
9. Then, invite any volunteer to share what's on their mind.
10. Focus on the arms and legs:
  - What can you do with your arms and legs?
  - What skills do you have?
  - What abilities do you possess?
  - Give them time to think and encourage them to add any secondary skills they have (drawing, puzzle games, quick movements, making a toy, making tea, preparing a salad or dish, imitating animal sounds, dancing...).
11. Then, invite any volunteer to share what they can do and the skills they have.

12. Move to the heart: Ask them to focus on the center of the body and think:
  - Who do you feel you love?
  - Who would you want to keep in your heart because they increase your feeling of strength?
  - Encourage participants to name and/or describe or draw these people, and then invite them to share who they love.
13. Thank everyone for participating, then ask: Based on what you discovered and identified about yourself, if you were to summarize one sentence about your mind, yourself, and your heart that gives you this feeling of strength—what would you tell us?
14. Invite students warmly to share, praise them, and encourage everyone to present themselves- but avoid forcing anyone. (You can use creative methods, such as pretending we are on a radio station and the host/reporter wants to interview you: What would you tell them about your strengths?)

### Session Summary

- Every child has strengths and unique personal abilities that allow them to express their personality, and this is what makes us special.
- My family and friends are important in my life and have an impact on me.
- I express my feelings and talk to my family about my friendships; my family has the experience to help me form real friendships. I may also seek advice from the counselor.

## Session Three: I Can Set My Priorities

### Main Messages of the Session

- The child's right to education is a fundamental right.
- The student has many misconceptions in their minds about marriage and starting a family- they may believe marriage is an escape from parental authority or from life challenges.
- It is important to clarify the consequences of marrying before completing all stages of school education, as outlined in the theoretical section.
- Education provides a safe environment for the child, giving them the opportunity to develop abilities, skills, knowledge, and essential competencies, and has become a necessity for daily life.
- Education contributes to building the child's personality, developing communication skills, understanding rights and responsibilities, and making informed life decisions after careful evaluation. It is the path to building individuals who contribute to their communities.
- Education improves the economic situation of families and helps break the cycle of poverty- it is the hope for a better future.



### Activity One: My Right to Education

# 1



#### Objectives

1. To understand the importance of education in the student's life.
2. To affirm the student's right to education.



15 Minutes



#### Preparation

Photocopy the attached worksheet at the end of the activity for the number of students where possible, or draw the stars on the board and give each student an A4 sheet to draw stars on.



#### Tools and Materials

- Pens and markers.
- White A4 paper.

### Activity Steps

1. Explain that now we will do an activity about our education—Why do we learn?
2. Ask students: Why is learning important? What do we want to achieve or accomplish?
3. Allow for several student contributions, then give them the attached worksheet. Explain that each student has a set of stars on their worksheet, and they must write at least one goal in each star.
4. When students are done, encourage them to share one of their goals from their worksheet.
5. Give positive feedback to their contributions and goals, and ask them to keep the sheet in their personal box/folder.
6. Explain that now we will imagine giving advice to other students to convince them of the importance of learning. Let's pretend we are preparing a small talk for the school radio program- this talk will be about why learning is important.
7. Divide students into groups of 6–7, and ask each group to either write messages about the importance of learning, conduct a mock interview, compose a song, or create a drawing that expresses the importance of education.
8. Give groups time to present their work, and praise their efforts.
9. Thank everyone for their participation and engagement.

**worksheet****My Right to Education**



## Activity Two: In My Imagination

# 2



### Objectives

1. To identify the difference between reality and dreams regarding marriage under the age of eighteen.
2. To emphasize the consequences and outcomes of marriage under the age of eighteen.
3. To connect the priority of education to students' future.



30 Minutes



### Preparation

Photocopy the attached worksheet at the end of the activity (only one copy needed).



### Tools and Materials

- Pens and markers.
- White A4 paper.

## Activity Steps

1. Show students some pictures of children (from the attached materials) at an age appropriate to the target group for this session, and ask them the following questions:
  - How old do you think these students are? (Ages 13–15 or around that range)
  - Where might they be going? (To school, home, work, visiting friends, etc.)
  - If we asked these students in the pictures: What does marriage mean? What is their understanding of marriage under the age of eighteen, or before completing high school? (Listen to all student responses- some may be based on dreams and misconceptions, while others may be realistic)
2. Now “I will give you a sentence, and you should complete it according to what you expect regarding marriage under the age of eighteen”:
  - Marriage for me is...
  - My dream from marriage is to have...
  - If I get married before the age of eighteen, I will get...
  - Allow any additions students may wish to share (Ask: What else? What is your mental picture of marriage under the age of eighteen?)
3. Allow students to express their thoughts about marriage under the age of eighteen.
4. Then, give them the following sentences to complete:
  - If I get married before completing my education, I may give up...
  - If I get married before completing my education, it may prevent me from...
  - Allow any additions students may wish to make (Ask: What else? What will marriage under the age of eighteen affect?)
5. Allow students to express what they think about the results of marriage under the age of eighteen.

6. Present the following sentences:
  - I see my future if I complete my education as...
  - I will achieve the following if I complete my education...
7. Allow time for student responses.
8. Ask students: What is the difference between what we imagine about marriage under the age of eighteen and the reality of its effects on our future?
9. Allow students to share their opinions and participate in the discussion.
10. Thank them all for their contributions and interaction.

### Session Summary

- Education provides a safe environment for students and gives them the opportunity to develop their abilities, knowledge, and essential skills, and has become a necessity for daily life.
- Education helps build your personality, develop communication skills, understand rights and responsibilities, and make informed life decisions- it is the path to building individuals who contribute to their communities.
- Education helps improve your family's economic situation and break the cycle of poverty for poor families- it is the hope for a better future.
- Marriage and starting a family come with responsibilities and duties for both the husband and wife. Marriage under the age of eighteen places children under pressure and exposes them to risks in meeting the demands of marriage.
- Marriage under the age of eighteen has many negative economic, social, and health consequences. It exposes girls to the risks of pregnancy and childbirth at an early age, and may become a barrier to completing education, working in the future, and achieving independence.

# worksheet



## Session Four: The Decision Journey

### Main Messages of the Session

- Marriage under the age of eighteen is considered an exception in Jordanian law, permitted only under conditions specified by a legal framework.
- Marriage under eighteen can deprive girls in particular of their childhood and threaten their lives and health. Girls who marry before turning 18 are more likely to experience domestic violence and are less likely to stay in school. They may also suffer worse economic and health conditions than their unmarried peers- conditions that can carry over to their children and increase pressure on the provision of quality health and education services.
- Pregnancy of girls under eighteen increases the risk of complications during pregnancy and childbirth- for both the girls and their infants.
- Marriage under eighteen contributes to isolating girls from family and friends and, in many cases, deprives them of the opportunity to complete their education. As a result, they cannot build an independent personality- psychologically and economically- and are excluded from participating in their communities, which significantly affects their physical and psychological well-being. If the girl has a child, and lacks the knowledge or experience to care for them, she may be unable to carry out child-rearing duties, monitor and foster their development, and care for their health- hence raising a generation that may become a burden on the state.
- Even though regulations provide for the right of those under eighteen to complete their education, in many cases, marriage before eighteen denies girls this opportunity- especially in the absence of awareness about these regulations. This deprives them of the chance to develop skills needed to enter the labor market later, to contribute to economic development, and to benefit from the educational process that builds self-confidence, self-esteem, decision-making skills, and social skills to become active members of public life.
- The economic impact is directly tied to lost educational opportunities, resulting in wasted human resources within development and the national economy, and increasing dependency rates. This raises the likelihood of poverty and hardship due to the lack of basic skills required for work- affecting both males and females alike.



### Activity Three: Decisions in My Life

# 3



#### Objectives

1. To raise students' awareness about the consequences and challenges related to marriage under the age of eighteen.



45 Minutes



#### Tools and Materials

- A4 sheets.
- Paper tape to place on the floor.

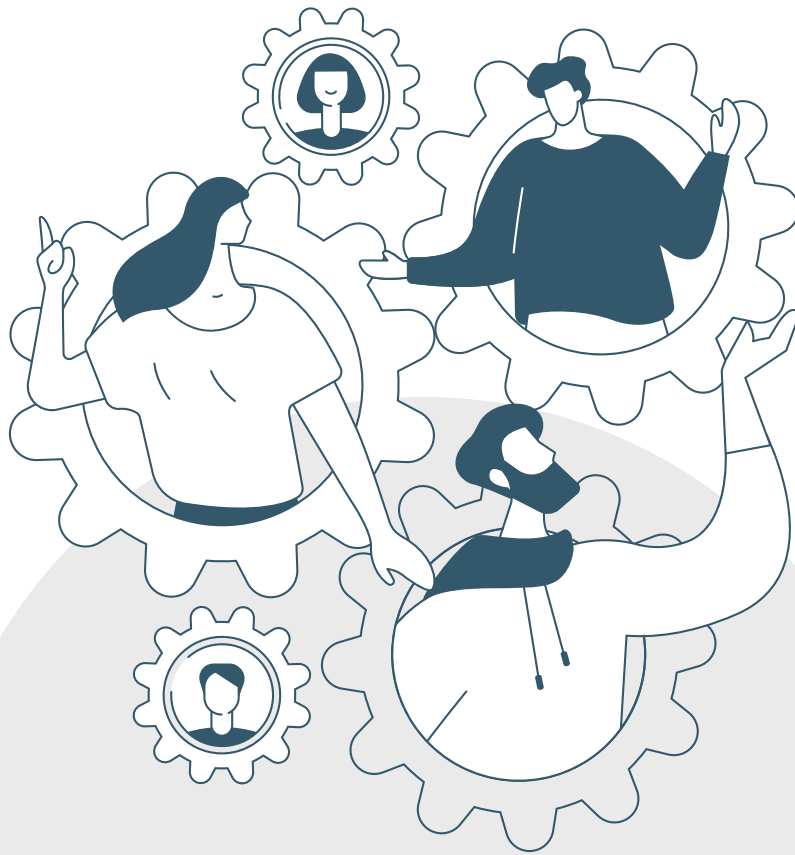
### Activity Steps

1. Using tape, draw a long line on the floor (ideally at least 10 meters) to represent the “Decision Journey.”
2. Divide students into small groups (5–6 groups).
3. Each group represents a person facing decisions about marriage under the age of eighteen in a specific context,
4. Present real scenarios such as :
  - A girl facing pressure to marry at a young age.
  - A ninth-grade boy whose father is trying to convince him to get engaged to his cousin because he is the only son in the family.
  - Family traditions that impose marriage under eighteen.
5. Allow students to come up with additional circumstances or scenarios. Examples from past sessions include:
  - A father pressuring his 15-year-old daughter to get married due to financial hardship because he cannot support all his children.
  - A 16-year-old girl being forced by her parents to get married because of the traditions in their community.
  - A dispute between a boy and a girl leading both families to insist on marrying them to each other before they turn eighteen.
6. Ask each group to choose a character from these scenarios to make decisions about their marriage.
7. Start the “Decision Journey” by encouraging each group to move along the taped line.
8. Each time a group reaches a marked point on the line (written in large letters on cards), they stop and face a decision representing a stage in their journey toward marriage. The points on the line are:
  1. My family decides for me because I’m still young.
  2. My family’s and community’s traditions.
  3. My education.
  4. The effects of marriage on me will be...
  5. My decision is...(An alternative activity instead of continuing from step 9 is as follows):
  - Write the statements from step 8 on flip-chart paper, each on a separate sheet, and hang them on separate walls or spaced apart.
  - Ask each group to move around to each statement and write their opinion about it, rotating until they’ve visited them all.
  - After all groups have added comments to all statements, move to step 12 to complete the activity.
9. Ask each group to start their “Decision Journey” and move along the line, writing down their notes and observations on their sheet.
10. Continue until all groups have finished, ensuring each group works on one of the scenarios above.

11. After finishing the journey, discuss with students the decisions they've made at each stage on the line (the facilitator may focus on one decision per student to give more participants a chance to speak).
12. Ask each group to share the challenges they faced and the decisions they made.
13. Discuss with students the possible consequences of each decision, noting that consequences may differ for males and females.
14. Ask students to think about how they can apply these lessons in daily life and how they can contribute to addressing marriage under eighteen in their school.
15. Invite students to share ideas that could become initiatives or activities they can implement at school.

### Session Summary

- Marriage under the age of eighteen is an exception in Jordanian law, allowed only under conditions specified by a legal framework.
- Marriage is an important family goal in our society, but it should be pursued in a way that does not conflict with education- even if some traditions encourage marriage under eighteen.
- Marriage under the age of eighteen:
  1. Can deprive girls of educational opportunities, skill development, future employment and economic participation.
  2. Makes them more vulnerable to domestic violence.
  3. Can deprive them of opportunities to form friendships and develop social skills to become active members of public life.
  4. Reduces self-confidence, self-esteem, and the ability to evaluate matters and make life decisions.
  5. Exposes them to poverty and hardship due to lacking basic work skills.
  6. Also exposes boys who marry under eighteen to economic burdens and responsibilities they may be unable to manage.
  7. Always remember to consult your counselor about any issues that cause you concern in this matter.



## **Chapter Three: Activities for Students Aged (16–18)**

## Session One: My Family in My Life

### Main Messages of the Session

- The family plays a fundamental and vital role in shaping a child’s personality, preserving their innate nature, shaping their behaviors, and protecting them from behavioral and moral deviations. The family also has an important educational role- it is the first unit of the social structure and is considered one of the most important social institutions in society. The family nurtures the child and fulfills its most important function: socialization, which is the process of learning, teaching, and upbringing through which a person acquires knowledge, experiences, and behaviors.
- Parents’ acceptance or rejection of the adolescent greatly affects their personality. Acceptance is essential for the development of self and personality, achieved through listening, supporting, and helping the adolescent to strengthen mutual trust.



### Activity One: My Family in My Circle

# 1



#### Objectives

1. To identify key family values and their importance.
2. To understand the importance of having the family within the students’ circle of trust.



25 Minutes



#### Preparation

Print the attached worksheet for all participants.



#### Tools and Materials

- Whiteboard markers

### Activity Steps

1. Draw a simple outline of a house on the board (or print and distribute a picture of a house to the students). Write the word "Family" in the middle of the house.
2. Ask the students to express, in one or two words, what “family” means to them.
3. Allow students to share their answers and write them around the word “Family” inside or around the house.
4. Summarize the main ideas expressed by students and point out that a house has a structure made up of walls, doors, windows, and other essential features that provide a space for the family. A house can be made of stone, located in an apartment building, be a tent, built from bricks, or even from wood- but in all cases, it is called a home with its own privacy, where a family lives.
5. Explain that just as a house has its own unique features. The family living in it establishes a set of foundations and pillars that make it special- these are called values.
6. Ask students: What do we mean by “family values” or “family morals”?

7. Let students share their thoughts on what they believe constitutes family values. Add to their responses if needed. Examples include honesty, helping others, cooperation, respect, etc.
8. Point out that now that we understand family values and morals, each student should reflect on the main values they believe make their own family unique.
9. Invite students to share and acknowledge their contributions.
10. Ask them to go back in time to when they were younger- childhood or early adolescence- and recall positive memories that, when remembered, bring them happiness, pride, or contentment.
11. Encourage students to share a situation or story from their cherished family memories (participation is optional).
12. Allow students to share these memories and experiences, and praise them for taking the initiative.
13. Distribute the worksheet containing empty circles to students. Instruct each one to first write their name in the center circle. Then, ask them to place their family members in the surrounding circles based on how close they feel those individuals are to their own circle/center. (It's not necessary for students to share what they've written with the rest of the group.)
14. Ask: How many close family members are in your circle, near your center?
15. Allow students to share their input.
16. Ask: Why is it important to have family members in your circles of trust?
17. Allow students to share their views.
18. Praise their active participation.

**worksheet****My Family in my Circle**

## 2



## Activity Two: Quality Time with My Family



### Objectives

1. Understand the importance of spending quality time with the family.
2. Identify some ways for students to spend quality time with their families.



20 Minutes



### Preparation

Print the attached worksheet for all participants.



### Tools and Materials

- A4 paper
- Pens

## Activity Steps

1. Ask students: What does “quality time with family” mean to you?
2. Allow students to share their responses.
3. Explain that quality time happens when family members sit together without distractions, such as mobile phones, TV, or other engagements. Quality time means focusing entirely on each other, even if it’s just for ten minutes. It does not necessarily require extra financial expenses for the family.
4. Ask students: Why do you think spending quality time is important for you and your family?
5. Allow students to share their thoughts and ideas.
6. Divide the students into work groups (four or five groups) and ask each group to suggest ways to spend quality time with the family.
7. Allow each group to present some of these suggestions.
8. Then, ask them to share these suggestions with their families and try to start or enhance the habit of spending quality time together. Later, they can develop school bulletin boards, use the school radio, and organize extracurricular activities related to ways of spending quality family time.
9. Thank students for their participation and engagement.

## Session Summary

- Your family is the source of comfort and strength; they provide the care and support you need to face life’s challenges and achieve your goals with confidence and courage.
- Your family is different from your friend’s family- each has its own structure, upbringing style, and way of providing care.
- Try to build closer, positive relationships with your family, spend quality time together, and overcome the negative feelings and thoughts in your mind.
- We know you value independence, but express your opinions and feelings to your family and involve them in planning your future. Your family has the experience to support you.
- You can consult your counselor or a trusted teacher about your relationship with your family.

## Session Two: My Mirror (Reality and Imagination)

### Main Messages of the Session

- Many students have misconceptions about marriage and starting a family, believing that marriage is an escape from parental authority or life challenges.
- It is important to clarify the effects of marriage under the age of 18, as outlined in the theoretical material.



### Activity: In My Imagination

# 1



#### Objectives

1. Identify the difference between reality and dreams regarding marriage under the age of 18.
2. Emphasize the consequences and outcomes of marriage under the age of 18.



45 Minutes



#### Tools and Materials

- A4 paper
- Crayons

### Activity Steps

1. Explain that you will now discuss the topic of marriage under the age of 18.
2. Ask students if they have heard of or known anyone in their surroundings who married before turning 18.
3. Allow some student contributions.
4. Ask: What is your understanding of marriage for those under 18, or before finishing high school? (Listen to their responses- some may have unrealistic dreams or misconceptions, others may have realistic ones).
5. Ask students to complete the following sentences with their expectations about marriage under 18:
  - Marriage to me is...
  - My dream from marriage is to have...
  - If I get married before 18, I will get...
  - Having a child before 18 will add...
  - I will have many responsibilities, such as...
  - My priorities will be...
6. Invite additional input (ask: What else? What is in your imagination about marriage under 18?).
7. Allow students to share their thoughts about marriage before 18.
8. Ask them to complete the following sentences:
  - If I marry before 18, I may give up...
  - Marrying before 18 may prevent me from...

9. Invite additional ideas (ask: What else? What will marriage under 18 affect?).
10. If the group is female, focus on the risks of early pregnancy for both mother and baby, referring to the Ministry of Education Manual My Life... My Health... My Community.
11. Allow students to share their views on the results of marriage under 18.
12. Ask: What is the difference between what we imagine about marriage under 18 and the reality and its impact on our future?
13. To answer this, divide students into groups of 5–6.
14. Ask each group to choose a way to discuss or illustrate the effects of marriage under 18 and how it could significantly impact their future.
15. Suggested interactive formats include role plays, radio interviews, articles, or drawings.
16. Give the groups time to present their ideas. (If time allows, these presentations can be included in school activities.)
17. Thank the students for their participation and engagement.

### Session Summary

- Marriage is one of the most important turning points in a person's life. It's a step that cannot be undone; even if separation occurs, neither party will return to their previous life. This highlights the need for a deeper understanding of marriage, its duties, and responsibilities before taking the step and choosing a lifelong partner.
- Marriage under the age of 18 is an exception in Jordanian law under specific legal conditions.
- Marriage under 18 can:
  1. Deprive girls of educational opportunities, skill development, and chances for work and economic participation.
  2. Increase the risk of domestic violence.
  3. Limit opportunities for building friendships and developing social skills for public participation.
  4. Lower a girl's self-confidence and self-esteem, and hinder her ability to assess matters, make judgments, and take life decisions.
  5. Lead to poverty due to a lack of basic skills for employment.
  6. Also expose boys marrying before 18 to economic burdens and responsibilities they may not be able to manage.
  7. Always consult your counselor about any concerns on this topic.

## Session Three: My Right to Education

### Main Messages of the Session

- Education provides a safe environment for students, giving them opportunities to develop abilities, skills, and essential knowledge. It is now a life necessity to face daily challenges.
- Education helps build character, develop communication skills, understand rights and duties, and make well-informed life decisions.
- Education improves families' economic situations and helps break the cycle of poverty, offering hope for a better future.



### Activity: In My Imagination

# 1



#### Objectives

1. Understand the importance of education and establish it as a right.



15 Minutes



#### Tools and Materials

- A4 paper
- Crayons

### Activity Steps

1. Explain that you will now discuss another important right: the right to education.
2. Divide students into groups of 5–6 and ask them to think of three things/skills they learned or gained from school education, and write them as short statements on A4 paper. (This can be done individually if preferred.)
3. After the groups finish, have them move around the room, meeting other groups and sharing what they wrote. They should identify similarities and differences.
4. Back in their seats, ask:
  - What skills or knowledge did most groups have in common from school?
  - What unique or surprising skills did you find?
5. Allow student contributions after each question.
6. Summarize the key points and reinforce the importance of the right to education. Thank them for their input.



## Activity Two: Overcoming My Barriers

# 2



### Objectives

1. Identify challenges that may hinder completing education.
2. Understand the role of family and friends in overcoming challenges.



30 Minutes



### Tools and Materials

- A4 paper
- Paper tape

### Activity Steps

1. Point out that despite education's importance, some students face obstacles that may prevent them from completing education.
2. Keep the same groups as before (5–6 participants), with some acting as family members and others as friends.
3. Provide each group with:
  - Three sheets of A4 paper
  - A one-meter paper tape
4. Instruct them to:
  - Build a bridge using only the given paper and tape
  - The bridge must rest on the floor and allow a student to pass under it.
  - No hanging structures
  - No extra materials
  - No replacements if materials are damaged
5. Ensure instructions are clear, then give 15 minutes for the task.
6. While they work, observe and ensure rules are followed.
7. Avoid giving construction tips; only clarify the rules.
8. After the time ends, some groups may succeed, others may not.
9. Thank all groups and acknowledge the first to succeed.
10. Ask:
  - What made building the bridge easier?
  - What challenges did you face?
  - What encouraged you to keep going despite difficulties?
  - How did the “family members” encourage you?
  - How did the “friends” encourage you?

11. Take 2–3 answers per question from different students.
12. Ask:
  - How is building this bridge similar to completing your education?
  - What helps you overcome obstacles to education?
13. Take a few responses per question.
14. Emphasize the student’s right to education and recap the key ways to overcome challenges.
15. Thank them for their active participation.

### Session Summary

- Education provides a safe environment, opportunities for development, and essential life skills.
- It builds character, communication skills, and informed decision-making.
- Education can improve your family’s economic situation and break the poverty cycle.
- Marriage under 18 imposes pressures and risks, especially for young girls.
- We all face life pressures- ask for help from family and friends.
- Counselors and teachers are there to support you in overcoming challenges.

## Session Four: Decision Journey

### Main Messages of the Session

- Marriage under 18 is an exception in Jordanian law under certain conditions.
- Early marriage deprives girls from childhood, threatens their lives and health, and increases the risk of domestic violence. It also reduces school attendance and causes economic and health problems.
- Early pregnancy increases health risks for young mothers and their babies.
- Marriage under the age of 18 may isolate girls from their families and friends, and in many cases deprive them of the opportunity to complete their education. As a result, they become incapable of building an independent psychological and economic identity, and are excluded from participation in their communities, which greatly affects their physical and mental well-being. If the girl gives birth, and given that she lacks the knowledge or experience needed to properly care for her children, she will be unable to fulfill the responsibilities of raising them, monitoring their developmental growth, enhancing it, and ensuring their health and well-being- thus raising a generation that becomes a burden on the state.
- Marriage under the age of 18 may also deprive girls, in many cases, of the chance to complete their education, especially in the absence of guarantees provided by the governing regulations. This results in losing the opportunity to develop the skills needed to enter the labor market later and contribute to economic development. It also denies them the educational and pedagogical benefits that foster self-confidence, self-esteem, and the ability to assess matters, make judgments, and take decisions in life, as well as the chance to build friendships and develop the social skills necessary for active participation in public life.
- The economic impact is directly linked to the loss of educational opportunities, which leads to a waste of human resources within development processes and the national economy, and increases dependency rates. It exposes girls to poverty and deprivation due to their lack of essential skills needed for employment. The same applies to boys who may marry before reaching the age of 18.



### Activity: Decisions in My Life

# 1



#### Objectives

1. Understand the importance of education and establish it as a right.



45 Minutes



#### Tools and Materials

- A4 paper
- Paper tape for the floor
- Large cardboard cards
- Crayons

## Activity Steps

1. Use paper tape to make a 10-meter line on the floor, representing the “Decision Journey.”
2. Divide students into small groups (5–6 each).
3. Each group represents a person facing marriage decisions under 18 in a specific scenario,
4. Some scenarios may include:
  - A girl pressured into early marriage
  - A ninth-grade boy whose father wants him to marry his cousin
  - Family traditions forcing early marriage
5. Allow groups to create their own scenarios.
6. Each group chooses a character from these scenarios.
7. Start the “Decision Journey” by having groups move along the line.
8. At certain points (marked on large cards), they face decision stages:
  1. My parents decide for me because I am too young
  2. My family and community traditions
  3. My education
  4. The effects marriage will have on me...
  5. My decision is...

**(Alternative activity instead of completing the steps from Step 9 is as follows):**

- Write the sentences from Step 8 on flip chart paper, with each step written on a separate sheet, and hang each sheet on a different wall and/or leave spaces between each sheet.
  - Ask the student groups to move to each sentence and write down their opinions about it, in a rotational manner, so that each group of students stands at one sentence, then moves on in turn to the next point.
  - Once the groups have placed their comments on all the posted sentences, proceed to Step 12 and continue with the activity.
9. Ask each group individually to begin the “decision journey” by moving along the line and recording their comments and observations on their own paper.
  10. Continue in this way until all groups have completed the process, ensuring that each group has taken a position on the points mentioned above.
  11. After completing the journey, discuss with the students the decision journey and what decisions they made at each stage they encountered along the line (the facilitator may choose to focus on one of these decisions for each student, in order to allow the largest possible number of students to participate in the discussion).
  12. Ask each group to share the challenges they faced and the decisions they made.
  13. Discuss with the students the possible consequences of each decision, taking into account the differences in consequences for males and females according to gender.
  14. Encourage the students to think about how they can apply these instructions in their daily lives and how they can contribute, through the school, to addressing child marriage (marriage under the age of 18).

### Session Summary

- Education provides you with a safe environment and gives you the opportunity to develop your abilities, expand your knowledge, and build essential skills. It has become a necessity of life that helps in managing daily matters.
- Marriage and starting a family come with responsibilities and obligations for both husband and wife. Marriage under the age of 18 places children under pressure and exposes them to risks in order to meet the demands of such a marriage.
- Child marriage (under 18) has many negative economic, social, and health consequences. It exposes girls to the risks of pregnancy and childbirth at an early age, deprives them of education, future employment, and independence. It also places boys under increasing economic burdens and responsibilities that they may not be able to manage or handle.
- You may face many challenges that hinder your education, including marriage before the age of 18. However, you have the ability to make decisions that can help reduce these challenges and possibly overcome them.
- The counselor has the ability to guide you when you seek support regarding such pressures.



# Chapter Four: Parents' Activities

## Mothers

### Session: My Children Learn (Children Grow)

#### Main Messages of the Session

- Each age stage has different developmental requirements (from the theoretical material).
- Spending sufficient time with children enhances their growth and development.
- A child's right to education is a fundamental right.
- Many students have misconceptions about marriage and starting a family, believing that marriage is an escape from parental authority and life challenges.
- It is important to clarify the effects of marriage under the age of 18 as stated in the theoretical material.
- Education provides a safe environment for the student and gives them the opportunity to develop their abilities, skills, knowledge, and essential competencies; it has become a life necessity to facilitate daily life.
- Education helps build the student's personality, develop communication skills with others, understand rights and duties, and make informed life decisions- it is the path to building individuals who contribute to their communities.
- Education contributes to improving families' economic situations and breaking the cycle of poverty- it is the hope for a better future.



#### Activity One: When We Were Young

# 1



#### Objectives

1. Recognize the importance of positive influence on children.
2. Identify the main ways/methods to positively influence children's upbringing.



30 Minutes

#### Activity Steps

1. Thank the mothers for attending the session and explain that this session will help identify the importance of positive influence during the critical and important stage of adolescence.
2. Ask mothers to think back to an age between 10–18 years old and recall/share:
  - What made you happy at that age?
  - Who helped/supported/cared for you?
  - What did you dream of achieving/becoming?
  - If you had the chance to go back and change or add something you wished to achieve, what would it be?
3. Allow responses after each question before moving on to the next.
4. After discussing their own experiences, ask: What is the connection between that and raising our sons and daughters going through this age now?
5. Allow some responses from participants.
6. Compare raising children to caring for a plant/tree you love, ask: What kind of care do you give this plant? (Encourage sharing from mothers who have plants/trees and how they care for them.)
7. Now connect it to raising children- just like plants, they grow and mature, and you notice physical, emotional, and social changes. Ask: For us to positively influence their upbringing, what do these sons and daughters need?
8. Allow mothers to share their ideas.
9. Praise contributions and summarize the main practices mothers mentioned for positively influencing children.



## Activity Two: My Time with My Children

# 2



### Objectives

1. Identify the importance of spending time with children.
2. Learn ways to spend time with children during their upbringing.



30 Minutes

### Activity Steps

1. Explain that the best foundation for children's success is building a strong relationship with them, especially from early childhood. Just like a plant or tree needs care and attention without neglecting any needs, so do children.
2. Write "Spending Time with Children" in the center of the board and ask: Why is it important to sit, talk, and spend time with your sons and daughters?
3. Allow mothers to respond and write keywords from their answers on the board.
4. Praise their input, then present two scenarios and ask if they consider them quality time:
  - Scenario 1: Um Mohammed is cooking when her 11-year-old son Mohammed hugs her from the waist. She turns, says "God bless you, sit and tell me about your day," leaves what she is doing, and sits with him.
  - Scenario 2: 13-year-old Mona walks in to find her mother watching TV. Mona is upset and tries to talk, but her mother says, "Go ahead, I'm listening" while looking at the TV with the volume high. Mona starts talking.
5. After each scenario, ask for feedback- especially for the second one, ask how they would improve it.
6. Explain that spending time with children means avoiding distractions (mobile phones, TV, other tasks) during communication. It requires eye contact, full attention, and active listening. Quality time can also include eating meals together, having tea, or engaging in family activities.
7. Ask mothers to suggest ways to spend time with children, emphasizing that it is not about long hours but about what happens during that time.
8. Allow responses and thank them.
9. Summarize the importance of education and link it to the rights of the Jordanian child.



## Activity Three: I Support My Children's Education (I Help Them Achieve Their Dreams)

# 3



### Objectives

1. Recognize the importance of educating children



30 Minutes

## Activity Steps

1. Explain that this activity focuses on education. Ask mothers:
  - What does education mean to you as a mother?
  - Why is education important for our sons and daughters?
2. Allow responses after each question.
3. Present statements as if spoken by students and ask mothers to complete them:
  - “I am a fifth-grade girl, and education will help me become...”
  - “I am a seventh-grade boy, and when I learn, my personality...”
  - “I am a tenth-grade girl. I will continue my studies in the field of...”
  - “I am a ninth-grade boy, education will allow me to...”
4. Allow 2–3 responses after each statement before moving to the next.
5. After hearing what children want to achieve, ask: What is your role in supporting and encouraging education?
6. Allow suggestions (note any challenges mothers mention for possible future discussion in separate meetings).
7. Thank mothers for their participation.

## Session Summary

- Each age stage has different developmental needs.
- Our children are a gift from God- protect, follow up, and support them.
- Understand developmental needs for proper upbringing; be patient, understand your child’s feelings, and give them love and attention.
- Recognize the importance of your role in shaping your child’s physical, mental, emotional, and spiritual character, and influencing their future.
- Dedicate daily time to listen to your children’s problems and ideas; open dialogue offers psychological support and helps them make conscious decisions.
- Focus on your child’s positive traits, however small, and avoid magnifying negatives.
- Communication with the school enhances your child’s learning experience.
- Avoid all forms of violence- it has long-term negative effects.
- Spend time together through play, open conversations, joint activities, etc.
- Education provides a safe environment, develops abilities and essential skills, and is a necessity for life.
- Education builds personality, communication skills, awareness of rights and duties, and decision-making ability- it is also a right under Jordan’s Child Law.
- Education improves family economic conditions and breaks the poverty cycle. It is the hope for a better future.

## Fathers

### Session: The Father's Role in Supporting Children's Maturity and Growth

#### Main Messages of the Session

- Each age stage has different developmental requirements (from the theoretical material).
- Spending sufficient time with children enhances their growth and development.
- A child's right to education is a fundamental right.
- Many students have misconceptions about marriage and starting a family, believing marriage is an escape from parental authority and life challenges.
- It is important to clarify the effects of marriage under the age of 18 as stated in the theoretical material.
- Education provides a safe environment for children, giving them opportunities to develop abilities, knowledge, and essential skills- it is a necessity for daily life.
- Education builds personality, develops communication skills, and helps in understanding rights and duties and making informed life decisions.
- Education improves family economic situations and breaks the poverty cycle- it is the hope for a better future.



#### Activity One: My Children Are the Apple of My Eyes

# 1



#### Objectives

1. Recognize the importance of fathers' role in supporting children's needs.



30 Minutes



#### Preparation

Print the attached "eye" drawing for all participants or draw it on the board.



#### Tools and Materials

- Pens

#### Activity Steps

1. Explain that forming a family is one of the highest human values encouraged by religion, and that families have many responsibilities, especially when children are involved.
2. Ask: If we compare the family to a ship docked before setting sail, what must the captain and crew ensure before departure?
3. Allow responses.
4. Then ask: When the ship is at sea and faces dangers like storms, how does the captain and crew protect and ensure the safety of everyone?

## Activity Steps

5. Allow responses.
6. Now relate this to the family: as fathers- the captains- you have children of various ages. What do you do daily to raise and nurture your children? Give real-life examples.
7. Allow responses.
8. Praise their input and note that even short periods spent together can be meaningful if filled with conversation, respect, and warmth.
9. Emphasize that children long to spend time and talk with their fathers, even if they don't say so directly.
10. Highlight that adolescence is a sensitive and important developmental stage- a transition from childhood to maturity that requires understanding and attention from fathers.
11. Explain that adolescence is a crucial stage in human life, characterized by:
  - Physical, mental, social, and emotional growth.
  - A search for identity and independence.
  - Challenges in managing emotional stress and building relationships.
  - Increased importance of the future, especially education and career goals.
  - A significant life transition requiring support and guidance to adapt and succeed.
12. Draw an eye or distribute the printed eye diagram, asking fathers to imagine the pupil as their children, and themselves as the surrounding circle providing support for their healthy maturity, personality building, and education.
13. Ask them to write their role and what they do as fathers to support their children.
14. Allow participants to share their notes and roles to support their children.
15. Praise their participation and contributions.
16. Summarize the main practices for positively influencing children as mentioned by the fathers.

## worksheet





## Activity Two: I Support My Children's Priorities

# 2



### Objectives

1. Identify the importance of the father's role in supporting children's priorities.
2. Learn what matters most to children.



30 Minutes



### Preparation

Prepare A4 cards, each with a large printed number (1–10). Four complete sets are needed.



### Tools and Materials

- A4 cards

## Activity Steps

1. Explain that teenagers are in a stage where they feel like adults because of how they look, but in their hearts they are still children. With hormonal changes and many other things happening in their bodies, they sometimes lose the ability to handle situations correctly. They are at a critical point in life where they need parents/teachers to care for them and give them a sense of belonging, but they will never ask for it. If teenagers feel their parents/teachers are not on their side- always criticizing, always punishing, always judging without real dialogue- they will feel alienated in their own homes/schools.
2. Add that during this stage, teenagers may lose their sense of direction about right and wrong, seeking support from others you may not know, which may not be the best choice for them. Eventually, this stage will end- either with a positive push toward adulthood or entering adulthood confused, with low self-esteem and a sense of being lost.
3. Divide participants into four groups:
  - Group 1: Has a son aged 10–12.
  - Group 2: Has a daughter aged 13–15.
  - Group 3: Has a son aged 16–18.
  - Group 4: Has a daughter aged 16–18.
4. Explain that each group will have a set of numbered cards from 1–10, with one number on each card.
5. Each group must list priorities for parents to support or assist with for their son/daughter in that age range- one item per card (e.g., one item on card 1, another on card 2, etc.). Use an example to clarify the task.
6. Allow group discussions, encouraging suggestions related to education, participation in activities, vocational training, etc.
7. Once the groups finish, invite each to present a summary of the importance of helping sons and daughters set their priorities.
8. Praise contributions and thank participants for their engagement.



## Activity Three: My Time with My Children

# 3



### Objectives

1. Identify the importance of spending time with children.
2. Learn ways to spend time with children.



30 Minutes



### Tools and Materials

- Cards

### Activity Steps

1. Explain that the best foundation for a child's success is building a strong relationship from early childhood- just as a plant or tree needs consistent care and attention, so do children.
2. Write "Spending Time with Children" in the center of the board and ask fathers: Why is it important to sit, talk, and spend time with your sons and daughters?
3. Allow responses and record keywords from their answers.
4. Praise the fathers' input, then present two scenarios and ask whether they consider this as quality time:
  - Scenario 1: Abu Mohammed is fixing a kitchen faucet when his 11-year-old son Mohammed jumps on his back and hugs him. He turns, says "God bless you, sit and tell me about your day," leaves his work, and sits with him.
  - Scenario 2: Mona, aged 13, walks in to find her father watching TV. She is upset and tries to talk. He says, "Go ahead, I'm listening" while still watching TV with the volume up. Mona begins talking but then stops.
5. After each scenario, allow fathers to comment- especially for the second scenario, ask how they would improve it.
6. Emphasize that spending time with children means avoiding distractions such as phones, TV, or other work during communication. It requires eye contact, full listening, and attention. Quality time may also include eating meals together, having tea, doing family activities, or shopping together.
7. Ask fathers to suggest ways they can spend time with their children, noting that it's not about long hours but about what happens during that time- especially given fathers' work schedules and possible limited time at home.
8. Allow responses, thank participants, and summarize the importance of education, linking it to the rights of the Jordanian child.

## Session Summary

- Each age stage has different developmental needs.
- Our children are a gift from God- protect, follow up, and support them.
- Understanding developmental needs is key to proper upbringing- be patient, understand your child's feelings, and show love and care.
- Your interaction with your children greatly influences their development; fathers who engage positively in their children's education contribute to their success and full potential.
- Dedicate daily time to listen to your children's problems and ideas- open dialogue provides psychological support and helps them make conscious life decisions.
- Focus on your child's positive traits, however small, and avoid magnifying negatives.
- Communication with the school strengthens your child's learning experience.
- Avoid all forms of violence- it has lasting negative effects.
- There are many ways to spend time with your child: play, open conversation, or shared activities.

## Parents

### Session: My Children's Rights Help Me Raise Them (Our Happy Family)

#### Main Messages of the Session

- Each age stage has different developmental needs.
- The child's right to education is a fundamental right guaranteed by Jordanian legislation, especially the Jordanian Child Rights Law.
- Many students have misconceptions about marriage and family formation, believing marriage is an escape from parental authority and life challenges.
- It is important to clarify the effects of marriage under the age of 18 as outlined in the theoretical material.
- Education provides a safe environment for the child, enabling development of abilities, skills, knowledge, and essential competencies- necessary for daily life.
- Education builds personality, communication skills, awareness of rights and duties, and informed decision-making. It is the path to building contributing members of society.
- Education improves families' economic situations and breaks the poverty cycle- it is the hope for a better future.
- School education reinforces values such as honesty, respect, commitment, and positive interaction with others.
- School education complements the family's role in raising children according to the community's established values and religious teachings.
- Ongoing parent-school communication supports students and facilitates the learning process.
- Regulations under the Personal Status Law govern marriage under 18 to provide safeguards for families who may agree to such marriages.
- These regulations ensure that even those married under 18 can continue their education.



#### Activity One: The Value of My Children's Education

# 1



#### Objectives

1. Identify the importance of educating children.
2. Recognize the complementary role of family and school in students' education.



30 Minutes

## Activity Steps

1. Ask participants: What is education?
2. Allow responses.
3. Draw a circle on the board, write the values of education in the center, and ask participants to contribute a word or two describing a value or importance of education. Record responses around the circle.
4. Summarize the main values mentioned and ask: What shared values between education and family life do you see? (Ask for real-life examples of applying these values in the family.)
5. Explain that now you will discuss the importance of family-school cooperation in supporting education and reinforcing agreed values.
6. Divide participants into groups of 5–6 and ask them to think about:
  - The importance of family-school cooperation for students (examples: academic achievement, addressing challenges, psychological impacts).
  - Practical ways to maintain this cooperation.
7. Allow group discussions, then ask each group to present key ideas (written or oral).
8. Praise group work and interaction.



## Activity Two: Understanding the Law on Marriage Under 18

# 2



### Objectives

1. Learn the effects of marriage under the age of 18.
2. Understand Jordanian regulations governing such marriages.



30 Minutes



### Preparation

If possible, print the legal document regulating marriage under 18 for each participant.

### Activity Steps

1. Point out that in Jordan, some families marry off their children before the age of 18. Ask: Do you know anyone who married before turning 18?
2. Allow responses- some may say they or someone they know married before 18 and life was fine.
3. Explain that in many cases, marriage under 18 means dropping out of school. Some justify it due to poor academic performance, but this still affects one of the child's fundamental rights: education.
4. Divide participants into four groups (two for mothers, two for fathers). Give each group a card with a specific area of impact:
  - Group 1: Health effects
  - Group 2: Psychological effects
  - Group 3: Social and cultural effects
  - Group 4: Economic effects
5. Provide supporting material from the manual for each group to review, add examples, and present their findings. Each group has to read these effects, add to them any other related effects, and present what they came up with.
6. Ask each group to present their results to the others.
7. Thank groups for their participations.
8. Ask participants if they are aware of regulations for marriage under 18.
9. Explain that these regulations aim to safeguard children's rights if the family consents to such marriage.
10. Provide an explanation of the regulations using the manual's supporting material (or invite a representative from the Chief Judge Court to assist).
11. Answer questions and thank participants.

## Session Summary

- Each age stage has different developmental needs.
- Education provides a safe environment and fosters essential values and skills. It becomes a necessity that facilitates our lives, and contributes to instilling essential values such as honesty, respect, and commitment.
- Education builds personality, communication, and informed decision-making abilities. It is the path to build contributing members to the society.
- Education improves families' economic status and breaks the poverty cycle. It is the hope for a better future.
- Education complements the family's role in instilling community and religious values.
- Marriage is a major life event that requires proper preparation. It is irreversible. Even when they are separated, the two parties cannot go back to the previous life. Therefore, it is important to prepare our children well for such a big change in their lives.
- Marriage under 18 is an exception in Jordanian law under specific conditions.
- Such marriages can:
  1. Deprive girls of education, skill development, and economic participation.
  2. Increase vulnerability to domestic violence.
  3. Limit social development and friendship opportunities.
  4. Lead to poverty due to lack of job skills.
  5. Reduce self-confidence and decision-making abilities.

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