TRAINING FOR PRIMARY SCHOOL TEACHERS IN CRISIS CONTEXTS

Child Protection, Well-being and Inclusion

MODULE 2

FACILITATOR GUIDE

TiCC | Teachers in Crisis Contexts



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SUMMARY

Core Competencies

- Teacher has knowledge of child rights and the status, rights, and background of displaced students in their care.
- Teacher promotes a classroom and school environment free from abuse, discrimination, exploitation and violence, including sexual and gender-based violence (SGBV).
- Teacher uses psychosocial support strategies to help students regain a sense of stability in contexts of displacement and conflict.
- Teacher supports students' development and maintenance of healthy interpersonal relationships, cooperation and acceptance of differences.
- Teacher demonstrates understanding of and promotes context-appropriate life skills (social-emotional well-being, health education, mine-risk awareness, self-protection from SGBV and exploitation, etc.)
- Teacher has knowledge of child protection reporting and referral systems.

Session 1 Introduction to Child Protection and Child Rights 

Session 2 Creating a Safe Space 

Session 3 Inclusive Classrooms 

Session 4 Teaching Life Skills 

Session 5 Seeking Further Support for Children 

Grouping Technique

For this module, the facilitator will choose the groupings. As participants enter the room, give them a piece of card that is a particular color. Four people should receive a red card, four a green card and so on. Then ask the participants to sit and work with the participants who have the same colored card as they do for group tasks and discussions. This is a useful technique in large classrooms as it allows the teacher to control who will work in each group. It also allows the teacher to create ability groupings without students realizing it.

Focus Technique

When you want to get the attention of the participants explain to them that you will use the 'hands-up' strategy. When you would like them to be quiet and to focus on the facilitator, you will raise your hand. When they notice you participants should also raise their hands and stop speaking. Explain to participants that this is a useful strategy to use in the classroom, particularly with large class sizes and during group work, as it causes minimal disruption.

Contextualization and Adaptation Guidance

- If possible, spend time in the participants' classrooms and schools to identify classroom management practices and challenges, and use this to inform the session.
- Invite child protection officers to assist with contextualizing the training and to attend the training itself.
- Determine common risk factors to child well-being in the local community. Adapt sessions accordingly.
- Determine the most appropriate life skills needed by students in the community. Adjust sessions accordingly.
- Investigate the national and local laws relating to child rights, and local child protection procedures.
- Investigate local resources/organizations available to provide further support to children.
- Please see session specific contextualization guidance.
- Review PowerPoint slides and contextualize as appropriate. Please note that if PowerPoint is not available, the PowerPoint slides for the session should be written on flipchart paper instead.

HOW TO USE THIS MANUAL

Icons



This icon indicates the time a particular Session will take.



This icon indicates a Tip to help you along with the Session.



This icon represents the scripted part of the Session.



This icon indicates Questions you can ask your participants.

Introduction to Child Protection and Child Rights

SESSION 1

OBJECTIVES

By the end of this session, participants will be able to:

- Explain the physical, cognitive, social and emotional needs of children
- Describe the roles and responsibilities of teachers as duty-bearers to protect the rights and well-being of children
- Identify "risk" vs. "protective" factors that impact child well-being, and the unique risks and needs of girls and boys in crisis contexts
- Identify, monitor and address signs of distress in students

OUTLINE

Introduction

Review competencies and expectations — 25

Reflect and Revisit

Physical, emotional, social and cognitive well-being
Recognizing children's needs — 75

Learn

What are child rights?
Teachers' roles and responsibilities as duty-bearers — 90

Practice

Understanding protective and risk factors — 40

Planning and Action

Identifying and monitoring signs of distress — 20

Assess

Skills and strategies worksheet — 20

PRE-WORK FOR FACILITATORS

- Invite a child protection or social work expert to attend this session and work with the expert to adapt the session for the local context.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- Create notecards using Appendix 2A- half with key terms and half with the definitions of cognitive, emotional, social and physical well-being. There can be duplicates as long as there are enough cards for each participant. These will be used for a pairing activity.
- Print 5 copies of Appendix 2B and cut and assemble a pack of "Child Rights Shields" for each group.
- Prepare interactive story on protective and risk factors (Appendix 2C and Handout 2.1D).
    - Assign appropriate names to the characters.
    - Eliminate elements or add to the story based on context-specific issues.
- Gather materials including buckets, rocks and tape.
- If appropriate and possible, print copies of the following document for participants: http://www.unicef.org/publications/files/Helping_Children_Cope_with_the_Stresses_of_War.pdf .

Materials

- Flipcharts, markers, extra paper
- Note cards for definitions activity - see Appendix 2A
- 2 Buckets
- Rocks (12-20)
- Blank paper (1 per participant)
- Handout 2.1A - Child Needs Drawing
- Handout 2.1B - Child Rights Statements
- Handout 2.1C - Child Rights Scenarios
- Handout 2.1D - Story of Protective and Risk Factors
- Handout 2.1E - Identifying Signs of Distress Chart
- Appendix 2A - Well-being Terms and Definitions
- Appendix 2B - Child Needs Drawing Example Answers
- Appendix 2C - Child Rights Shields

Key Words

- **Child protection:** Freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other education personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.
- **Child rights:** The human rights of children with particular attention to the rights of special protection and care afforded to children.
- **Convention on the Rights of the Child:** An international treaty that recognizes the human rights of children, defined as persons up to the age of 18 years. The Convention establishes in international law that States Parties must ensure that all children - without discrimination in any form - benefit from special protection measures and assistance.
- **Distress:** State of being upset, anxious, or in sorrow or pain- it can occur in response to difficult living conditions such as poverty or exposure to threats to one's security or well-being.

- **Duty-bearer:** Person(s) or institution(s) which have obligations and responsibilities in relation to the realization of a right.
- **Protective factors:** Conditions or attributes (skills, strengths, resources, supports or coping strategies) in individuals, families, communities or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risk.
- **Risk factors:** Threats to physical or psychological well-being.
- **Well-being:** Condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

INTRODUCTION

Review Competencies and Expectations

30

Materials: *Slides 1-2*

"Welcome to the second part of our teacher professional development training. This training was developed with the understanding that you as teachers are also learners, who must be supported to develop, determine, and assess your own learning. It is based on the principle that collaboration among teachers will strengthen your practice and help support you as individuals, professionals, members of your communities and as people coping with the effects of crisis or fragility. This training was designed to give ample time and freedom for you to develop your own ideas and methods to create on-going, sustainable professional development. This training is designed around five core competencies for primary education teachers in crisis contexts. The training is divided into four modules, covering teacher's role and well-being; child protection, well-being and inclusion; pedagogy; and curriculum and planning. Within each module there are several training sessions to draw on your existing knowledge and experience and to give you concrete skills and strategies for you to take back to your classroom. It will also include time to practice and reflect on those skills throughout the training."

This can be paraphrased based on how recently the last training was. This would be a good time to share a training agenda and an overview of when all the trainings and modules will be taking place, particularly focused on when the next training is.

"Before we get started I would like us to discuss our expectations of each other that will guide our time together. Let's make a list on the flipchart paper of what we expect of each other throughout the training."

If participants have already completed this exercise in training together in Module 1, use this time to review the expectations already set as a group and see if participants would like to make any additions or changes.

Example Answers:

- Be on time.
- No cell phones.
- Respect each other.
- Give everyone opportunity to respond.
- Raise your hand.
- Be open to new ideas.
- Don't be afraid to ask questions.
- Provide feedback.

Insert an opportunity for participants to introduce themselves formally or through an energizer/ice-breaker game.

Introduce the grouping technique and the focus technique that will be used throughout the module.



"In this module we are going to explore Child Protection, Well-being and Inclusion. This includes examining child rights, students' safety, psychosocial support, creating a safe classroom space, child protection and inclusion of all children. Let's get started."

REFLECT AND REVISIT

Physical, Emotional, Social and Cognitive Well-being

15

Materials: *Slides 3-5*
Definition note cards (see Appendix 2A - Well-being Terms and Definitions) - one per participant

"By the end of session 1 you will be able to:

- Explain the physical, emotional, social and cognitive needs of children.
- Describe the roles and responsibilities of teachers as duty-bearers to protect the rights and well-being of children.
- Identify *'risk'* vs. *'protective'* factors that impact child well-being, and the unique risks and needs of girls and boys in crisis contexts.
- Identify, monitor and address signs of distress in students.

Teachers play an important role in supporting and protecting the well-being of their students. Student well-being is particularly at risk in crisis contexts. Remember, well-being is a condition of holistic or complete health and the process of achieving this condition. Well-being has physical, emotional, social, and cognitive dimensions."

Ask Participants (Individual Reflection):
How would you describe a child that is 'well'? How do they feel? How do they act and interact?

While participants write down their ideas, pass out the definition note cards that you have prepared using **Appendix 2A**.

"To make sure that we understand the key words for child well-being we are going to do a matching activity. Each of you has been given a note card. Some have one of the key terms and some have the corresponding definition - you must find your partner with the matching term or definition on their card. This is a technique you can use in your classroom to practice vocabulary. Once you find your partner, share your descriptions of a 'well' child."

Give participants 10 minutes to find their partner and to share their description of a child that is 'well'. Then display the correct terms and definitions on the flipchart/PowerPoint. Ask volunteers to read the four definitions aloud.

"To be able to support the well-being of our students in these four ways it is important to understand their needs in these four areas."

Recognizing Children's Needs

60

Materials: *Slides 6-7*
Flip chart paper displaying the child needs drawing from Handout 2.1A - Child Needs Drawing.

"Children have different needs than adults, and they are less able to meet these needs themselves, particularly in crisis contexts. To start this session, we are going to reflect on the needs of children in our community."

Display the image on the PowerPoint and also on a piece of flipchart paper that will be used during the activity.

"Look at **Handout 2.1**. Keeping in mind your ideas about the "well-child" we are going to work in groups to brainstorm the needs of children. Each group is going to look at this drawing of a child and write down the following:

1. Head: What does a child need mentally/cognitively?
2. Heart: What does a child need emotionally?
3. Hands: What does a child need physically?
4. Feet: What does a child need socially?

For example, for the head, a child needs opportunities to be creative for cognitive development. For the hands, a child needs food to be physically well."

Example Answers:
See **Appendix 2B** for additional examples.

If short on time you can assign each group one part of the body but it is better if they contemplate the whole body to start thinking about the child holistically.

Ask half of the groups to address the needs of a girl for this activity and ask the other half to focus on the needs of a boy in this activity.

"With your group, you will have about 15 minutes to think of as many needs for each category as you can and to write these on your handout. Be prepared to share your ideas with the whole group."

Walk around the room to ensure all participants understand. Give participants a 10 minute and 5 minute warning.

"We are going to go around and share our ideas. The first group will share all of the needs that they have written down. Then each group will share any additional needs that have not yet been said. Please add any missing points to your own drawing."

Ask a volunteer participant to write the participants' answers onto the drawing on the flipchart at the front. Add any missing needs from **Appendix 2B** that are important for participants to know.

Ask Participants (Whole Group):

1. Which of the needs listed are unique to girls or boys? What are the differences?
2. Are children able to meet all of these needs on their own? Why/why not?

Example Answers:
These answers are going to be based on the needs that participants generate. Be sure they acknowledge some needs that are unique to girls or boys, such as private latrines as a physical need, or role models as an emotional or cognitive need.

Pose these questions to the entire group with an opportunity for all participants to respond.

"As we saw in our drawings children have many needs and meeting these needs contributes to a child's well-being. These needs may be different for girls and boys and may be different at different ages. Children are not able to meet all their needs on their own and therefore adults in the community are responsible for making sure the needs of children are met. In this session we are going to explore:

- Child rights and how rights ensure that the needs of children are met.
- Our responsibility to protect child rights.
- How we can identify if a child's needs are not being met through signs of distress.
- What we can do as teachers to promote child well-being."

LEARN

What Are Child Rights?

Materials: *Flip chart paper displaying the child needs drawing from Handout 2.1A - Child Needs Drawing*
Handout 2.1B - Child Rights Statements
Appendix 2C - Child Rights Shields
Tape

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"The Convention on the Rights of the Child is an international treaty that recognizes the human rights of children, defined as persons up to the age of 18 years. The Convention establishes in international law that States Parties must ensure that all children - without discrimination in any form - benefit from special protection measures and assistance."

If possible, inform participants of when the relevant countries ratified the convention.

"Child rights are about how we interact with and show respect to children. Rights are created to protect the needs of ALL children. Child rights are the things that are believed to be fair for every child in the world to have or to be able to do. Child rights are universal; rights of the child apply to ALL children regardless of gender, ethnicity, ability, or religion. Thinking about the needs we identified in our first activity and the inability of children to always meet their own needs, we are going to think about what child rights actually are and how they support and protect children."

Point to the definition of child rights on the key words flipchart.

"I am going to give each group several shield cards with statements from the Convention on the Rights of the Child. As a group you will need to read the shield cards, and decide which needs on our diagram the cards aim to address. Use tape to attach the "rights statements" next to the corresponding need on the flipchart paper. For example, Article 31 says that children have the right to play, this protects the need for physical activity so I would stick the shield here."

Make sure the flipchart paper drawing of child needs is at the front of the room. Distribute "rights statements" to each group with pieces of tape (made using **Appendix 2C**).

Wait for all groups to be finished attaching "rights statements" before moving to the next point.

"Rights are not intended to allow children to do whatever they want, they are intended to meet the needs of children and promote the well-being of ALL children. Take 2 minutes to read the complete list of child rights on **Handout 2.1B**."

After 2 minutes -

"Does anyone have any questions or comments they would like to share about children's needs or child rights? Are there any child rights you disagree with?"

If possible a child rights specialist should support this discussion. Child rights can be controversial in different contexts, so it is important to create a space for open dialogue around them. There may be some concern that some of the rights go against certain cultural beliefs or practices (such as choice of religion). If someone disagrees with a right, direct them to the need it addresses. Ask if they disagree with that need or if they have an alternative right that could address that need.

Pause and wait to see if anyone has any questions in regards to child rights before moving on to the next activity.

Teachers' Roles and Responsibilities as Duty-Bearers

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Materials: *Slides 8-9*
Handout 2.1C - Child Rights Scenario

"Rights also carry responsibilities; parents, teachers, and the community have a responsibility to protect child rights. In the next activity we are going to explore the responsibilities of teachers as duty-bearers. Duty bearers are person(s) or institution(s) which have obligations and responsibilities in the protection of rights."

Point to the definition of duty-bearers on the key words flipchart.

Ask Participants (Whole Group):
Who do you think are some examples of duty-bearers?

Example Answers:

1. Teachers
2. Principals
3. Parents
4. Community leaders
5. Religious leaders
6. ALL ADULTS!

"Now that we understand the purpose and importance of child-rights we are going to explore our role and responsibility as teachers to protect child rights. We are going to do a role-play where we will act out a story. I am going to divide you into 3 groups, by counting off by 3s. All the 1s will work together, 2s will work together and 3s will work together."

Divide the participants into 3 groups. Assign each group one of the stories (**Handout 2.1C**). Proceed with instructions once everyone has a group and a story.

"I will give each small group a scenario to read. Before your group starts planning the role-play, first read through the scenario and then as a group discuss the following questions for 10 minutes:

1. What are the needs of the child in this story?
2. What rights are being violated?
3. What actions could be taken by the teachers in the community to protect the child?"

Move around the room to encourage the participants and to answer any questions. Give time warnings.

"Now, use the following guiding questions that are also on the board to plan the drama.

1. Who are the characters?
2. How will the characters perform the problem?
3. How will the teacher react?
4. What action steps will the teacher take?
5. How will you perform those actions?

You will have 10 minutes to plan the drama, and 5 minutes to practice. Your role-play should last for 3 minutes only. After each performance I will ask the other groups to describe what rights are being violated, and what actions are being taken by the teachers in the community to protect the child. You should be ready to perform in 15 minutes."

Example Answers:

Story #1 - Children should not be discriminated against based on wealth or appearance.

Story #2 - Children have the right to participate and be listened to.

Story #3 - All children have the right to education, including those with disabilities.

Check in with groups as they prepare their drama. Give time warnings throughout. When groups are ready bring all the groups together. After each performance allow participants to share their thoughts and ideas.

Ask Participants (Whole Group, after each performance):

1. What rights are being violated?
2. What actions are being taken by the teachers in the community to protect the child?

Example Answers:
These answers will depend on how groups act out the role-play.

"As teachers our role is not only to observe, but to take action in order to protect child rights and ensure child well-being. Notice how we used a role-play to assess your understanding of child rights. This is a technique you can use in your classroom to assess your students."

PRACTICE

Understanding Protective and Risk Factors

Materials: *Slides 10-11*
Buckets and rocks
Handout 2.1D - Story of Protective and Risk Factors
Appendix 2D - Facilitator's Guide to Interactive Story on Protective and Risk Factors

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"Before we start our next activity, turn to a partner and each of you will share a sun, rain and rainbow. The sun represents something good that happened today, the rain represents something not so good that happened today and the rainbow represents what you are most looking forward to today."

Give an example of your own sun, rain and rainbow.

Example Answers:
My sun is the conversation I had with a fellow teacher this morning, my rain is that I woke up late and did not have time to eat breakfast, my rainbow is getting to be a part of this training with you.

"We saw in our warm-up that everyone has good and not so good things that can happen in a day and things they are looking forward to. The people we interact with each day can influence our well-being. We are going to read about a day in the life of two students to examine the "protective" and "risk" factors that contributed to their well-being throughout the day. Now that we've identified the needs and the rights of the child, we are going to examine our role as teachers to promote child rights and well-being in our classrooms every day."

Ask Participants (Think-Pair-Share):
When you are walking somewhere, a protective factor for your feet are your shoes, a risk factor would be a piece of glass on the ground. Using this analogy,

1. How would you define a protective factor?
2. How would you define a risk factor?

Example Answers:

1. *Protective factors*: Conditions or attributes (skills, strengths, resources, supports or coping strategies) in individuals, families, communities or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risks.
2. *Risk factors*: Threats to physical or psychological well-being.

Display the definitions of *'protective factor'* and *'risk factor'* on the key words flipchart.

"Read through the story on **Handout 2.1D** and look for any signs or any events in the story that will impact the well-being of the girl and boy. Underline any protective or risk factors you see."

Give the participants 5 minutes to read the story independently and to underline the different factors.

"We are now going to do a visual representation of the story to support our understanding. I am going to read the story aloud. Every time you hear a sign or an event in the story that will impact the boy's or girl's well-being, you should raise your hand and say if it is a protective factor or a risk factor. If it is a protective factor put your thumb up and if it's a risk factor put your thumb down. If it is risk factor, I will put a rock in the boy's or girl's bucket, if it is protective factor I will take the rock out of the bucket.

I need a volunteer to represent the girl, and a volunteer to represent the boy. I also need one volunteer to record the protective and risk factors in the story in a T-chart on the flipchart as we go through the story. A T-chart is a useful note taking method you can use with your students."

Give the girl and the boy each 1 bucket.

"I would now like one of you to explain the instructions back to me - this is a good technique to use in the classroom, to ensure that your students have understood the instructions."

Read the story aloud and be sure to pause at risk and protective factors. Help participants to decide which are risk and which are protective factors and put rocks in the buckets at the appropriate moments. One participant should record the factors on the flipchart. Make sure that all factors are identified.

Show complete list of protective and risk factors in the story on the flipchart and confirm that all were identified.



Ask Participants (Whole Group):

1. What are factors that are specific to girls or boys?
2. What are the factors the teacher directly contributed to?
3. What are the factors the teacher could have impacted or changed?
4. Why do visual demonstrations help student understanding?

Example Answers:

1. School is not seen as important for girls in the story. The girls in the story are at risk of sexual assault. The boy is missing a male role model in his life, and is traumatized by the violence he has seen.
2. Hitting students, harsh discipline, embarrassing students.
3. Preventing bullying, assigning partners, serving as a role model, observing distress, referring to further support such as counseling.
4. Bring a topic to life, help different types of learners.



"Now that you've identified the "risk" and "protective" factors that contribute to a child's well-being throughout the day, let's think more about the role of the teacher in these situations."

PLANNING AND ACTION

Identifying and Monitoring Signs of Distress

20

Materials: *Slides 12-13*
Handout 2.1D - Story of Protective and Risk Factors
Appendix 2E - Identifying Signs of Distress Chart Example Answers

"As we saw in the story teachers can contribute to both protective or risk factors and this has an impact on a child's well-being. The role of a teacher is to build up protective factors and reduce risk factors. In order to reduce risk factors, part of the role of the teacher in *child protection* is identifying if a child's needs are not being met by monitoring signs of *distress*. As a teacher we do not know everything every student is experiencing, so we need to look for signs."

Point to the definition of distress on the key words flipchart.

"When children are experiencing risk and do not feel safe or protected they may display signs of *distress*. Distress is a state of being upset, anxious or in sorrow or pain. It can occur in response to difficult living conditions or threats to one's security or well-being."

Ask Participants (Think-Pair-Share):
Think about the risks children face in your community. What are some signs of distress that children or students display in your school or community? How do you know if something is wrong with a child in your community?

Example Answers:

- Crying
- Angry
- Fighting
- Absence
- Cannot concentrate in class
- Not completing assignments
- Dirty/unbathed
- Inadequate clothing/lack of uniform
- Appearing under-nourished
- Illness

"With your partner, you are going to have 10 minutes to complete **Handout 2.1E.** You need to look back at the story of the boy and the girl and identify what signs of distress or unmet needs the teacher could have noticed. You will then consider the causes of the distress, and what the teacher can do to address the issue."

Example Answers:

1. In the story the boy arrived late to school. This is a sign a teacher might notice.
2. You then think about why the student might be late: What are the student's responsibilities at home? How does the student get to class?
3. Then the teacher might decide as an action step to talk to the student about why he/she is late to class.

Monitor the groups while they are completing the chart to make sure all the participants are engaged and understand the activity. Give time warnings.

"This monitoring chart is a tool you can use to write and track the behaviors of your students. Sometimes you might see one sign of distress and not think it is important, but when you put them all together you might see that a student is at risk. The students should not see this chart as it may contain sensitive information.

Remember, as teachers, our role is not only to observe, but also to take action to limit risk factors and promote protective factors in order to protect child rights and ensure child well-being and rights. In our next sessions we will learn about responding to signs of distress and creating safe spaces in our schools. However, while it is your responsibility to protect your students, you cannot solve everything by yourself. In later sessions, we will also discuss other resources that are available to help you address these issues."



If possible invite a child protection officer to speak to participants about how to refer students for further support, and how to report any serious concerns. Reassure participants that they will consider this in more detail in session 5.



If appropriate and possible, give teachers their own copies of http://www.unicef.org/publications/files/Helping_Children_Cope_with_the_Stresses_of_War.pdf to help them understand and react to specific behaviors associated with the stresses of war.

ASSESS

Skills and Strategies Worksheet

20

Materials: *Handout 2.0 - Skills and Strategies Worksheet*

"Let's look back on everything we have learned together today and brainstorm a list of skills or strategies you can use in your classroom."

Encourage participants to come up with the skills and strategies themselves. Example answers may include: using a monitoring chart, promoting protective factors and reducing risk factors, using role-play, using drawing, using story-telling, using the sun-rain-rainbow, using key word cards, using think-pair-share.

Write the skills and strategies on flipcharts for everyone to see and encourage participants to write these down in their notes.

"Review the skills & strategies you can bring to your classroom to protect *child rights* and promote *well-being*. Choose one skill or strategy you would like to develop. It is important to be honest with yourself and open to learning new things.

Once you've selected a skill or strategy from this session that you would like to develop, write it in the box labeled *'1'*. In the box labeled *'Today'*, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the *Goal* box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the *Action* box write how you will achieve your goal -- i.e. What will you do in the next week to use or practice the skill? Do NOT fill out the *Practice* box now; this is to be completed AFTER you have practiced the skill in your classroom."

Example Answers:

- I will promote *protective factors* in my classroom by:

  Assigning partners so everyone feels included.

  Serving as a role model.

- I will reduce *risk factors* in my classroom by:

  Stopping corporal punishment/harsh discipline.

  Addressing bullying.

- I will monitor my student's well-being by using a monitoring chart.



If needed, use the example to help explain the instructions. Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity.



"Thank you for everyone's contributions to work together to expand our understanding of child needs, rights and well-being in your school or community. When we are more aware of the needs and risk factors of our students, we can then think about how we can use protective factors and child rights to promote their well-being. When our students are well, they can achieve more in class."

Creating a Safe Space

SESSION 2

OBJECTIVES

By the end of this session, participants will be able to:

- Explain how to make a school and classroom safe physically, behaviorally, socially/emotionally, and cognitively
- Explain the harmful impact of SGBV and Corporal Punishment
- Practice ways to discipline students that respect child rights
- Practice ways to involve students in classroom activities that will allow students to feel a sense of belonging and stability

OUTLINE

Reflect and Revisit

Feeling safe reflection
Identifying risk factors in our schools

30

Learn

Addressing physical safety: Corporal punishment and SGBV

60

Practice

Addressing behavioral safety: Positive discipline
Making classroom rules with students
Addressing social, emotional and cognitive safety: Activities and routines
Practicing supportive classroom activities and routines

2 Hrs

Planning and Action

Identifying protective factors in our schools
Planning a safe classroom

40

Assess

Skills and strategies worksheet

20

PRE-WORK FOR FACILITATORS

- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- Read through this session and adjust any activities or questions based on the context. Try to do this with a knowledgeable member of the community if possible (such as a head teacher or local child protection/education officer).
- Work closely with a child protection officer to prepare the SGBV and corporal punishment discussions. If possible invite the child protection officer to attend the session. Think about potential questions/issues in advance. Edit PowerPoint to illustrate contextually appropriate responses, referral mechanisms, and consequences.
- Write the names of the different activities in Appendix 2H down on pieces of paper. These are the Activity Cards (See Practice Section).

Materials

- Flipcharts, markers, extra paper, notebooks
- Module 1's Code of Conduct or Module 2's Physical/Sexual Harm document (Appendix 2F - Promise Against Physical and Sexual Harm)
- Small pieces of paper/card for corporal punishment reflection
- Pieces of paper/card with different tasks and activities from Appendix 2H: Classroom Activity Cards to practice supportive activities and routines
- Handout 2.2A - Speaking out Against Sexual and Gender-Based Violence
- Handout 2.2B - Positive Discipline
- Handout 2.2C - Classroom Activities and Routines

Key Words

- **Child protection:** Child protection is defined as freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.

- **Child rights:** The human rights of children with particular attention to the rights of special protection and care afforded to children.
- **Code of Conduct:** A statement of principles, rules, and values that establishes a set of expectations and standards for how an organization, school, government body, company, or affiliated individuals or group will behave, including minimal levels of compliance and disciplinary actions.
- **Corporal punishment:** Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. In addition, there are other non-physical forms of punishment which are also cruel and degrading and thus incompatible with the Convention on the Rights of the Child. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.
- **Duty-bearer:** Person(s) or institution(s) that have obligations and responsibilities in relation to the realization of a right.
- **Risk factors:** Threats to physical or psychological well-being.
- **Sexual and Gender-Based Violence:** School Based Sexual and Gender-Based Violence includes violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex, sexuality, or gender identities. The underlying intent of this violence is to reinforce gender roles and perpetuate gender inequalities. It includes rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment. Unequal power relations between adults and children and males and females contribute to this violence, which can take place in the school, on school grounds, going to and from school, or in school dormitories and may be perpetrated by teachers, students, or community members. Both girls and boys can be victims, as well as perpetrators. Sexual and gender-based violence results in sexual, physical, or psychological harm to girls and boys.
- **Well-being:** A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

REFLECT AND REVISIT

Feeling Safe Reflection

15

Materials: *Slides 15-18*
Flipchart paper and markers/colored pens for participants.

Display the questions on the flipchart/ PowerPoint. Give participants 10 minutes to answer the questions in their notes. Give an example answer if participants need help.

Ask Participants (Individual Reflection):

1. Where do you feel safe and why?
2. When do you feel safe and why?
3. What makes you feel safe and why?
4. Who makes you feel safe and why?

Example Answers:

1. I feel safe at home because my family is there.
2. I feel safe at night because I can rest with my family.
3. Music helps me feel safe because it helps me relieve my stress.
4. My friend _____ helps me feel safe because he/she says nice words and gives me advice.

Let participants know when they have 5 minutes left. Let participants know when they have 1 minute left. Ask several participants to share some of their answers with the whole group.

"Thank you for sharing. Today we are going to talk about creating a safe place at school. It's important that students feel safe and protected in school so they can learn. We will talk about four ways to make our schools safe: physically, behaviorally, socially, emotionally, and cognitively. Remember we talked about these categories in Session 1 on child rights. Creating a safe space in these four categories helps to protect child rights."

Display the circle visual on flipchart/PowerPoint. Point out the four parts of the circle.

"Each category is like a piece of a circle. If one piece is missing, the circle is not complete. Safe schools are safe in all four categories.

By the end of this session, you will be able to:

- Explain how to make a school and classroom safe physically, behaviorally, socially, emotionally, and cognitively.
- Explain the harmful impact of SGBV and corporal punishment.
- Practice ways to discipline students that respect child rights.
- Practice ways to involve students in classroom activities that will allow students to feel a sense of belonging and stability."

Identifying Risk Factors in Our Schools

15

Materials: *Flipchart paper and markers/color pens for the participants.*

Distribute paper and markers/colored pencils to participants.

"In session 1 we discussed risk factors and protective factors in our students' lives. We are going to continue that discussion in today's session, focusing on risk and protective factors in the school itself. In your groups I would like you to draw a diagram of a school and the surrounding area. I then want you to add drawings or labels to show all of the things that can make the school unsafe (risk factors). Don't just think about what the school looks like - think about how the students and teachers feel and how they behave. You have 10 minutes to complete your group drawing."

Explain to participants that drawing is a great technique you can use to check for students' understanding, especially in multilingual classrooms where you do not speak the same language as some of your students. Drawing is a technique you can use in your classroom to encourage creativity and to check student knowledge without words.

After 10 minutes ask participants share their drawings. On the flipchart make a list of the key risk factors that all groups have highlighted.



"Throughout this session we are going to consider how to reduce school-based risk factors and build up school-based protective factors so that we can protect child rights and ensure our schools are safe in the four key areas."

Participants will use these drawings at the end of the session. Collect them and store them safely until the final activity.

LEARN

Addressing Physical Safety: Corporal Punishment and SGBV

Materials: *Slide 19-23*
Small pieces of paper/card for anonymous reflection
Handout 2.2A - Speaking out Against Sexual and Gender-Based Violence
Appendix 2F - Promise Against Physical and Sexual Harm

30

"To start we are going to think about how to make our school physically safe. Remember that to keep a school physically safe, we need more than walls built around the classroom and locks on the doors. Those things keep bad people out, but we also have to make sure that people in the school do not do bad things. It is important that students do not hurt each other and it is very important that teachers do not hurt students. We are going to talk about ways that people inside the school can hurt students."

If appropriate begin this section by stating that although corporal punishment is prohibited by law, it still takes place in schools. Encourage participants to see this as an opportunity for an honest and frank discussion.

Handout a small piece of paper to each participant.

"In this next activity we will discuss corporal punishment. On the piece of paper in front of you, please answer the question on the flip chart. Your answers are anonymous so please write freely."

Ask Participants (Individual Reflection):
Why do some teachers in (insert location) use corporal punishment?

Example Answers:

- They are angry at the misbehavior.
- To gain control/respect.
- Lack of training.
- Exhaustion/stress.
- Large class sizes.
- Noise.

Collect the pieces of card from the participants. Draw out the key themes and write these on the board/flipchart. Read aloud the key themes without passing judgment. If participants are willing, encourage them to comment on the themes that appear.

Display the three key discussion questions on the flipchart/ PowerPoint.

Ask Participants (Individual reflection followed by whole group discussion):

1. What do we mean by corporal punishment?
2. Why is corporal punishment harmful?
3. What are the alternatives to corporal punishment?

Ask participants to write down their ideas for 5. minutes.

"Now you have taken some time to think about these questions, let's hear your ideas for question 1, what do we mean by corporal punishment?"

Ask participants to raise their hands if they would like to share their ideas. After the students have shared their thoughts, present the definition on the flipchart/ PowerPoint and encourage participants to write this in their notes.

"Now question 2, why is corporal punishment harmful?"

Take answers from the participants – give participants time to respond to each other and to share their ideas. Then present the pre-prepared list on the flipchart/PowerPoint. Encourage participants to write the list in their notes.

Example Answers:

- It causes injury.
- It humiliates.
- It aggravates trauma.
- It creates fear.
- It models aggressive behavior.
- It diminishes the trust in the teacher/role model.
- It creates an unstable class climate.
- It reduces interest in school.
- It leads to dropout.



If appropriate, ask participants if they themselves experienced corporal punishment as children. If participants are willing, ask them to reflect on these experiences and to share these memories with the whole group.



"What are the alternatives to corporal punishment?"

Take answers from the participants – give participants time to respond to each other and to share their ideas. Then present the contextually appropriate alternatives to corporal punishment (including both the appropriate responses to misbehavior and the disciplinary process - these may be school/camp/MOE policies).

Example Answers:

- Talk with the student to understand what is going on.
- Involve the head teacher to determine a suitable punishment if needed (e.g. helping to clean the school compound of litter, watering trees, suspension if serious).
- Convening the disciplinary committee (at the school).
- Meeting with the guidance counselor.
- Setting up a parent meeting.

If there are no clear alternatives in the community, take some time to work with participants to come up with alternatives themselves, and to create a process that they all agree to follow.

"Does anyone have any worries, concerns or questions relating to these issues?"

Encourage participants to be open and honest. Be prepared for difficult questions and think about your answers in advance (such as "What if an older student attacks a teacher? What if the parents tell you to beat the child? What if your actions in the classroom put you at risk in the community?). Explain that in Module 3 participants will look in more detail at classroom management strategies.

If contextually appropriate, close the session by asking participants to be ambassadors for positive discipline in their schools, and to encourage more teachers to stop using any form of corporal punishment.

It is possible that participants themselves may have experienced SGBV. It is important to ensure this session is sensitive and supportive. Before the session find out about mechanisms in place to support and assist teachers in their own healing process. Inform teachers about access to counselors, nurses, doctors, religious leaders, community leaders or someone else who has experience in responding sensitively to gender-based violence.

"One of the most serious ways that students can be hurt in school is through sexual and gender-based violence. Teachers should not engage in any form of SGBV. If anyone finds out that another teacher is physically or sexually harming a child, they must follow the procedure we discussed in Module 1: Code of Conduct."

If participants have not completed module 1, make sure that they are aware of the referral procedures for reporting and responding to abuse.

"Sexual and Gender-Based Violence can be a difficult subject to talk about but it is an important one. To start I would like you to think about what the term sexual and gender-based violence means. Please write down your definition of SGBV. You have 2 minutes."

Ask several participants to share their ideas. Highlight the key points that participants have included in their definitions.

"There are many misconceptions and misunderstandings about SGBV. Today is an opportunity to become more aware and informed about this issue. I would now like you to write down whether the following questions are TRUE or FALSE. This is a personal reflection no one else will see your answers.

1. Girls are the only victims of SGBV.
2. SGBV includes bullying and verbal harassment.
3. SGBV is sometimes carried out by teachers.
4. Students who have experienced SGBV are more like to drop out of school.
5. Students experiencing SGBV are at higher risk of HIV.
6. Only men carry out SGBV.
7. SGBV does not happen in schools."

Give participants 5 minutes to write down their answers. Then present the answers to the group and ask participants if they are surprised by any of the statements.

Example Answers:

1. False - boys can be victims of SGBV too.
2. True - it includes any actions that target students based on their sex or gender.
3. True - this type of violence is carried out by students, teachers or community members.
4. True - students who have experienced SGBV are more likely to drop out of school.
5. True - students experiencing SGBV are at higher risk of HIV.
6. False - both men and women, boys and girls can carry out SGBV.
7. False - it can happen in school, on the journey to school and in the community.



"Now, I would like you to edit and improve your definition based on the information we have just discussed."

Give participants 5 minutes to edit and amend their definitions. Ask several participants to read their definitions aloud.



"I would now like to share with you an official definition of sexual and gender-based violence as related to schools. School-related gender-based violence includes any form of violence or abuse that is based on gender stereotypes or that targets students on the basis of their sex. It includes, but is not limited to: rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, verbal harassment and treating boys and girls differently. Violence can take place in the school, on the school grounds, going to and from school or in school dormitories and may be perpetrated by teachers, students or community members. Both girls and boys can be victims as well as perpetrators. School-related gender-based violence results in sexual, physical or psychological harm to girls and boys.

I would now like you to edit and amend your definitions again to include anything that you have missed."

Make sure that participants have understood the official definition. Give the participants time to raise any questions or queries.

Display the flipchart/PowerPoint that lists the impact of SGBV and read these aloud to participants. Ask them to write the list in their notes.

If possible, inform participants about the relevant national laws, the current procedures related to cases of violence in schools, and the penalties for SGBV and corporal punishment.

Ask Participants (Small Groups):
How can we prevent SGBV taking place in school?

Example Answers:
Answers will vary but may include raising awareness, using the code of conduct, identifying any dangerous places in the school, acting as a role model, involving the community so that children can walk to school safely, training all staff in SGBV awareness.

Ask students to discuss their ideas for 5 minutes. Take answers from the participants – give participants time to respond to each other and to share their ideas.

"Excellent ideas. We must behave in a professional and ethical way at all times and ensure that SGBV does not take place in our schools. But remember, as a teacher we do not only need to reduce risk factors, but we should also build up protective factors. One way to do this is to be a role model for our students and to promote positive gender norms and values in our schools. Unequal power relationships between adults and children and males and females are the root cause of, and contribute to, sexual and gender-based violence. Please look at **Handout 2.2A**. Let's read through this handout together. While we read think about what you can do in your own classroom to make sure that it is physically safe."

If participants have not completed module 1 this would be a good opportunity to ask them to sign the Code of Conduct to agree not to harm students sexually or in any other physical way, and to tell participants about the referral and reporting process in their community. If they have already completed Module 1 and signed the Code of Conduct, ask the participants to come up to the front and to sign the agreement in **Appendix 2F** *to show their commitment.*

PRACTICE

Addressing Behavioral Safety: Positive Discipline

30

Materials: *Slides 24-25*
Handout 2.2B - Positive Discipline

"Now let's talk about the second part of the circle: how to create a safe space behaviorally. The goal of discipline is for children to understand their own behavior, to be responsible for their choices, and respect themselves and others. Discipline is different from punishment. Punishment is meant to control a child's behavior, but discipline is meant to develop a child's behavior. Discipline teaches children how and why to follow rules.

Positive discipline is not just about correcting misbehavior, it is also about encouraging and modelling good behavior. Here are some more ways to use positive discipline in your classroom."

Ask participants to look at **Handout 2.2B**. Go around the room and have different participants read aloud a section of the handout.

Making Classroom Rules with Students

"One key principle of positive discipline is to engage students in classroom management. One way of doing this is to create shared ground rules for learning with our students."

Write the steps of making rules together on the flipchart. Ask participants to copy down these steps.

"It is helpful to make a list of rules together with your students because your students will be involved in making your classroom safe. When students help to make the rules, they will have a better understanding of what they are expected to do in class. This is similar to the expectations we set together at the start of the training.

Let's look at our list of expectations. Which three rules do you think are the most important? In your classroom you will normally pick 10-15 rules that are most important, but today we will just pick 3 to save time."

Ask participants to come up to the expectations flipchart one by one and make a tick mark next to the rule they think is the most important. Pick the three rules with the most tick marks.

"Next we'll explain the reason for each rule. It is very important for students to understand the reasons why they follow the rules. It's important for students to know that the rules are there for their benefit, not just for the teachers."

Ask Participants (Whole Group):
Why are the three rules we chose important?

Write participants' ideas down on the flipchart.

"The next step is to choose the consequences for each of the rules we have. Today we will write the consequences for only one of our rules to save time. There are 4 principles for consequences. Consequences should be: 1. Relevant to the misbehavior; 2. Proportional to the offense; 3. Focused on correcting the behavior not humiliating the student; and 4. Aimed at rehabilitation (learning from mistakes) not retribution (payback)."

Display the visual example on the flipchart/ PowerPoint. Read through the example rule and consequence on the visual and explain (Also in **Appendix 2D**).

"See how the consequences become more serious each time the student repeats the wrong behavior? See how the teacher tries to discipline the child in a way that will support his/her well-being, and the well-being of the other students? As teachers, it is our responsibility to find ways of disciplining students that do not include hitting them, embarrassing them, or hurting them in any way. Now let's think of consequences for one of the rules we created today."

Choose one of the three rules that the participants thought were most important and help them think of possible consequences.

"Good work! When students help to create the rules, they are more likely to remember the rules and the reasons to follow the rules. They will also understand the consequences for their actions if they break the rules. This creates a safe space because students know what teachers expect and students know how to keep themselves and other students safe through their actions. This is a great activity for the first day of school."

If applicable inform participants that they will study classroom management in more depth in Module 3. If participants are not completing Module 3, give participants a copy of the classroom management strategies from Module 3 Session 1 to use in their TLCs.

Addressing Social, Emotional and Cognitive Safety: Activities and Routines

30

Materials: *Slide 26-27*
Handout 2.2C - Classroom Activities and Routines

"Now we will talk about the next piece of the circle: creating a safe space socially and emotionally. Use the social and emotional needs of a child you brainstormed in Session 1 to guide your answers."

Ask Participants (Think-Pair-Share):
How can a teacher create a safe space socially and emotionally?

Example Answers:

- Promote healthy relationships.
- Provide a sense of stability.
- Create a classroom community.
- Create opportunities for expression.
- Create opportunities for children to feel like they belong.
- Include all students in the classroom no matter their differences.
- Give students praise and showing appreciation.

As participants share their ideas make a list on the flipchart paper. Add any example answers that participants have not included.

"Classroom activities and routines can help with this. Classroom routines are things that teachers repeat every day, once a week, or once a month. Here are some examples of activities and routines that help children feel like they belong in your classroom. Look at **Handout 2.2C**."

Read Part 1 of the handout together with participants.

The first half of the handout is labeled Part 1 and highlights activities and routines that create a socially and emotionally safe space.

Ask Participants (Think-Pair-Share):
What other classroom activities and routines can you use in your classroom to help students socially and emotionally? Raise your hand to give examples.

"Good examples! Classroom activities and routines help to create a classroom community and it helps to provide a sense of stability for students.

Now we will talk about the last piece of the circle: creating a safe space cognitively. Cognitive skills mean learning skills. Use the list of cognitive needs of children from Session 1 to help guide your answers in this section."

Ask Participants (Think-Pair-Share):
How do you think a teacher can create a cognitive safe space for learning?

"Great ideas! A cognitive safe space means:

- Helping children develop their subject knowledge. You can do this by making sure you know the subject you teach really well. If you don't know the material you teach very well, you can find a teacher who knows that material and learn from them.
- Talking to students about their rights, as we discussed in session 1.
- Encouraging students to express their opinions in class, to think deeper about information, and to take action on things they care about.
- Giving students time to think and to process their ideas when you ask them questions in class.
- Giving students positive feedback and encouragement in class to build confidence.

Now let's look at a few more activities that can help to create a cognitive safe space."

Read Part 2 of the Handout 2.2C together with participants. Let participants take turns reading.

The second part highlights activities and routines that create a cognitive safe space but these activities also support social and emotional well-being.

Practicing Supportive Classroom Activities and Routines

Materials: *Slide 28*
Handout 2.2C - Classroom Activities and Routines
Activity cards made using Appendix 2H - Classroom Activity Cards

60

"Now we are going to practice some of the activities on the **Handout 2.2C**. We will work in our groups."

"I will give each person an Activity Card. It will have the name of one activity from the **Handout 2.2C**. Each person in your group will have 10 minutes to practice the activity on their card. Pretend you are in your classroom with your students. When you finish, please reflect on what went well and what was difficult. Then the other people in your group should reflect on what you did well and how you can improve."

Model an example for the participants. Pick an activity card and role-play the activity following the instructions on the card. Explain to the participants that modeling is an important technique to use with students.

Allow participants to practice for 10 minutes each before switching to the next person.

Walk around to each group. Tell participants that they can look at **Handout 2.2C** for help.

When the activity is finished -

"When we tell each other what we did well and how we can improve this helps us do better each time. If someone says there is something you can improve, that is not a negative statement. It is a positive statement because that means a friend is trying to help you. There will be times that an activity does not go the way we plan in the classroom, and then we have to adapt and think about how to change the activity or our actions. Other teachers in the community can help us. The important thing is to make students feel like they belong in the classroom and that they have the ability to express themselves.

You should continue to practice these activities, and come up with your own, with other teachers from your school in your Teacher Learning Circles, or TLCs. In your TLCs, you can give each other advice and feedback. You can use **Handout 2.2C** to help you. If you cannot meet with a TLC or other teachers, you can practice these activities on your own using the handout."

PLANNING AND ACTION

Identifying Protective Factors in Our Schools

15

Materials: *Slide 29*
Safe School Diagrams made at the start of the session

Give each group the annotated diagram that they created at the start of the session.

"At the start of this session we identified the risk factors in our schools. We have now looked at different ways to make sure that your school is safe physically, behaviorally, socially and emotionally, and cognitively. I would now like you to look at your school diagram again, and to work in your groups to add as many protective factors as you can (things that can make your school safe) to your annotated diagram. You have 10 minutes."

Circulate around the room and encourage participants to think of strategies from the four key areas. Give participants time warnings.

"Time is up! Who thinks that they have the most protective factors in their classroom/school drawing and would like to share? As you listen to your fellow participants present, confirm that each factor presented is actually a protective factor by showing a 'thumbs-up'."

Planning a Safe Classroom

20

Materials: *Slide 30*

Ask Participants (Individual Reflection):

1. In what ways does my own classroom protect child rights?
2. In what ways does my own classroom not protect child rights?

Give participants about 3 minutes to answer these questions individually.

"Now let's think about how you can use all of these strategies and principles this week in your own classrooms. In your notes draw the safe space circle on the flipchart/diagram. In each piece of the circle write down 2-3 specific activities that you can do this week to make sure that your classroom is a safe space that protects child rights. Write down when you are going to do each activity. For example, will it be an activity before the beginning of the class? During class? At the end of class? Will it be an activity that repeats every day? Every week? Every month? Look at your handouts to remember the different activities and their purposes."

ASSESS

Skills and Strategies Worksheet

20

Materials: *Handout 2.0 - Skills and Strategies Worksheet*

"Let's look back on everything we have learned together today and brainstorm a list of skills or strategies you can use in your classroom."

Encourage participants to come up with the skills and strategies themselves. Example answers may include:

- *Making rules with students*
- *Using alternative forms of discipline*
- *Using positive discipline*
- *Acting as ambassadors against SGBV and corporal punishment*
- *Using social-emotional strategies like affirmation adjectives*
- *Using cognitive strategies such as weekly class discussions*
- *Using a monitoring chart, promoting protective factors and reducing risk factors, using role-play, using drawing*
- *Using story-telling*
- *Using the sun-rain-rainbow, using think-pair-share*

Write the skills and strategies on flipchart for everyone to see and encourage participants to write these down in their notes.

"Review the skills and strategies you can bring to your classroom that you learned in this session to protect *child rights* and promote *well-being* by creating a safe space. Choose one skill or strategy you would like to develop. It is important to be honest with yourself and open to learning new things.

Once you've selected a skill or strategy from this session that you would like to develop, on your **Handout 2.0**, write it in the box labeled *'2'*. In the box labeled Today, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the Goal box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the Action box write how you will achieve your goal -- i.e. What will you do in the next week to use or practice the skill? Do NOT fill out the Practice box now, this is to be completed AFTER you have practiced the skill in your classroom."

Use the example to help explain the instructions if needed. Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity.

Example Answers:

- I will create a behavioral safe space by making rules with my students.
- I will reduce risk factors in my classroom by:
  - Stopping corporal punishment/harsh discipline.
  - Addressing bullying.
- I will report any problems involving physical violence, such as sexual and gender-based violence or corporal punishment.
- In the next class, I will do the Making Rules Together activity so students understand how to behave in school.



"Thank you for everyone for participating in this session. You have probably already done many things to create safe spaces in your life and you can do the same in your classroom as a teacher. Remember that a safe space does not happen automatically, it has to be created. Teachers have a responsibility to create a safe space in their classroom, and teachers have help from people in the school and in the community. Also remember that a safe space involves all parts of the circle. A classroom must be safe physically, behaviorally, socially, emotionally, and cognitively. As teachers, it is our job to make sure that no one hurts students at the school, including ourselves and other teachers. Thank you all for coming."

Inclusive Classrooms

SESSION 3

OBJECTIVES

By the end of this lesson teachers will be able to:

- Explain the importance of inclusive education
- Describe obstacles that vulnerable student populations face
- Identify strategies to create an inclusive classroom

OUTLINE

Reflect and Revisit

Diversity energizer
The meaning of exclusion and inclusion



Learn

Experiencing exclusion



Practice

Identifying obstacles and solutions



Planning and Action

Creating inclusion strategies



Assess

Skills and strategies worksheet



PRE-WORK FOR FACILITATORS

- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- Read through this session and adjust any activities or questions based on the context (particularly Appendix 2J).
- If possible invite an inclusion expert (and special educational needs specialist, and disability specialist) to attend and support the session. Work with these experts in advance to adapt the session to make sure that it is contextually relevant.

Materials

- Flipcharts, markers, extra paper
- Large paper for use by participants
- Handout 2.3A - Experiencing Exclusion
- Handout 2.3B - Inclusion Scenarios - Obstacles and Solutions
- Appendix 2I - Experiencing Exclusion
- Appendix 2J - Inclusion Scenarios
- Appendix 2K - Obstacles and Solutions Example Answers

Key Words

- **Child protection:** Child protection is defined as freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.
- **Inclusive education:** Ensures the presence, participation and achievement of all students in schooling. It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in their locality. Inclusive education is essential to achieving quality education for all. Inclusive education:
    - acknowledges that all children can learn.
    - acknowledges and respects differences in children: age, gender, ethnicity, language, disability, HIV and TB status, etc.
    - enables education structures, systems and methodologies to meet the needs of all children.
    - is part of a wider strategy to promote an inclusive society.
    - is a dynamic process that is constantly evolving.

REFLECT AND REVISIT

Materials: *Slides 32-33*

"Welcome to this session on inclusive classrooms. By the end of this session, you will be able to:

- Explain the importance of inclusive education.
- Describe obstacles that vulnerable student populations face.
- Identify strategies to create an inclusive classroom.

Creating an inclusive classroom is a really important part of creating a safe space and promoting child well-being."

20 Diversity Energizer

"To get us started we are going to do an energizer to reflect upon diversity and to get to know each other better. Everyone sits in chairs in a circle with one person standing in the middle. The person in the middle says 'The Big Wind Blows for anyone _____' they fill in the blank with something like 'wearing socks', 'who has a birthday in September' or other characteristics. Everyone who fits that description has to go into the middle of the circle and find a new place to sit, the one rule is that they cannot stay in their own spot and they cannot go to the spot immediately beside them. The person in the middle tries to get a seat in the circle and this leaves someone in the middle who makes the big wind blow again!"

If there are no chairs (i.e. there are desks), the activity can be completed standing with something that marks the spot of each person in the circle (a shoe works well). Start with yourself in the middle and demonstrate an example.

"As we see from this game, we have many things in common and many things that make us each unique. Our diversity means that we might have different perspectives and that allows us to learn from each other throughout the training. It is also an important concept for this session about inclusion."

The Meaning of Exclusion and Inclusion

20

Materials: *Slide 34*

"Let's start our discussion on inclusive classrooms by thinking about exclusion, which is the opposite of inclusion. 'Exclude' means to keep someone from entering a place or participating in an activity."

Point to PowerPoint image (or flipchart with image).

"Look at this image. One person is outside the circle. Everyone else is together. Quietly, to yourself, think about this image and reflect on these questions for 3 minutes:"

Ask Participants (Individual Reflection):

1. Have you ever experienced this situation?
2. Did you want to be a part of the activity, but could not join?
3. Have you ever noticed someone else being excluded?

Example Answers:

- I saw a person who was outside the circle, watching.
- I wanted to sing but was not invited to join.
- I saw a child who couldn't take part in a sport due to disability or gender.

"With your group discuss examples of exclusion that you have seen in your communities, your schools, or your classrooms for 5 minutes."

Walk around the room, offering suggestions if necessary. After 5 minutes ask participants to share their observations with the whole group. If volunteers do not raise their hand to speak, ask for a representative from each group to share the group's observations.

"Now, let's consider inclusion. Inclusion is the full acceptance of all people to create a sense of belonging; to include is to make someone part of a group. An inclusive classroom is a classroom where all students feel welcomed and supported to learn and participate."

Ask Participants (Small Groups):
In our classrooms, who might need extra help to feel included?

Encourage participants to discuss the question in their small groups. If the groups are struggling to identify children, ask the following prompt questions to help them: Are there students who do not understand your language? Are there students who cannot move easily inside or outside the classroom? Are there older students who have not attended school before mixed with younger students? Are there girls or boys who would like to be in your classroom but cannot be there?

After 10 minutes ask the groups to share their ideas. Invite one participant to record the suggestions as a list on the flipchart/board at the front.

Example Answers:

- Speakers of other languages.
- Students who cannot see well.
- Students with physical disabilities.
- Girls.

"Sometimes the needs of these children can go unnoticed. As teachers we must observe and be aware of what is really going on in our classrooms. Remember to give yourself the time to observe and be aware of your classroom environment. These are your best tools for recognizing and doing something about the challenges that students have."

LEARN

Experiencing Exclusion

15

Materials: *Slide 35*
Handout 2.3A - Experiencing Exclusion

"I am giving you a short 10-question test before we begin our main activity. Please look at **Handout 2.3A** and write down the answers to these questions. I expect you to answer at least 7 questions. You have 10 minutes."

Some people may be able to answer some questions easily, but most people will find the questions incomprehensible. No one should be able to answer all the questions. Languages represented include English, Japanese, Korean, Swedish, Spanish, Filipino, Arabic, Portuguese, and Turkish.

Give the participants 10 minutes to answer the questions and then ask the whole group the following question.

Ask Participants (Whole Group):
Were you frustrated? If so, why were you frustrated? Did you feel successful? If not, why couldn't you feel successful?

Example Answers:

- I could not read many of the questions.
- I could not understand the language of the exam.
- I tried to do my best, but I did not know what I was supposed to do.
- Older students.

Point to the image at the front of the room.

"This is Japanese and it means, 'I can't do well if I don't understand the words.' Think about the students in your classrooms who might feel excluded if they don't understand your words or the cultural context of your words."

Ask Participants (Whole Group):
If a student does badly on a test does it always mean that they have not worked hard or that they are not clever?

Example Answers:
No! There are many reasons they may do badly; they might have missed lots of school, they might not speak that language, they might not be able to see, etc.

"As the teacher, it is our responsibility to observe our classes and to be aware of any reasons why students may feel excluded from school in any way."

If participants are curious about the languages and the translation into English of the questions, give them ***Appendix 2I****.*

PRACTICE

Identifying Obstacles and Solutions

45

Materials: *Appendix 2J - Inclusion Scenarios*
Appendix 2K - Obstacles and Solutions Example Answers
Flipchart paper and markers/color pens for the participants

"In order to better understand some obstacles to inclusion that different students may face we are going to write a brief story about a day at school for various vulnerable populations. A story is a great activity to check what students understand and it allows them to be creative."

Give each group one scenario from **Appendix 2J.**

"One person in your group has a slip of paper that describes a student from a vulnerable population that you may have in your classroom. I would like the person who has the slip of paper to read it to the rest of the group. After you have heard the scenario you will individually write a brief story about a day in the life of the student. In your story you should write about the obstacles the student may face in a day at school, how that may hinder their inclusion and how that makes them feel. You will have 10 minutes to write your stories. Begin."

Walk around the room to assist the participants and to keep them focused. Give them a warning when there is 1 minute left. As participants are writing walk around the room and pass out one piece of flipchart paper and a marker.

"Time is up. Now I would like each member of the group to read their stories to the rest of their group. As each person reads their story, I would like the group to compile a list of potential obstacles on the top half of the flipchart paper. I will give you 10 minutes to complete this task. Begin."

Walk around the room to encourage participants and to answer any questions. If they are struggling to come up with a list of obstacles give them ideas from the answers on **Appendix 2K** to help them. Give them a warning when there is 1 minute left.



"Now that you have compiled a list of obstacles I would like you to discuss in your groups possible solutions that would lessen these obstacles and make this child feel more included in your classroom. Take 10 minutes to discuss possible solutions and write them on the bottom half of the flipchart paper. In 10 minutes one member of the group will present the obstacles and solutions to the whole group."

Walk around the room to encourage participants and to answer any questions. If they are struggling to come up with solutions give them ideas from the answers on **Appendix 2K** to help them. Give them a warning when there is 1 minute left.

PLANNING AND ACTION

Creating Inclusion Strategies

30

Materials: *Handout 2.3B - Inclusion Scenarios - Obstacles and Solutions*
Appendix 2K - Obstacles and Solutions Example Answers

If possible ask an inclusion expert to support the presentations and to add any solutions that the participants have not covered.

Ask a member from each group to present their work to the whole class. Use Appendix 2K to add strategies that they have not covered.

"As each group presents please complete **Handout 2.3B**. This will be a useful resource for you in your classrooms to help you observe and be aware of obstacles, and to implement solutions."

After the presentations -

"Thank you all for your contributions. You now have a document with many strategies that you can use to support students in your classroom so that they can all participate and achieve. Remember to practice observation and awareness in your classroom so that you can make sure that your school is as inclusive as possible."

ASSESS

20 Skills and Strategies Worksheet

Display copy of Skills and Strategies Worksheet - **Handout 2.0.**

"Please look at the Skills and Strategies Worksheet and think about the *inclusive classrooms* session. Let's brainstorm some of the skills you learned today that you can use in your classrooms."

Encourage participants to come up with the skills and strategies themselves. Example answers may include:

- *Specific strategies to include different language learners, girls, boys, learners with disabilities*
- *Storytelling story-writing*
- *Observation and awareness*
- *Group problem solving activities*
- *Games*
- *Group presentations*

Write skills and strategies on a flipchart for everyone to see and encourage participants to write these down in their notes.

"Review the skills and strategies you can bring to your classroom that you learned in this session about inclusive classrooms. Choose one skill or strategy you would like to work on to create an inclusive classroom. It is important to be honest with yourself and open to learning new things.

Once you've selected a skill or strategy from this session that you would like to develop, write it in the box labeled "2." In the box labeled Today, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the Goal box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the Action box write how you will achieve your goal -- i.e. What will you do in the next week to use or practice the skill? Do NOT fill out the Practice box now, this is to be completed AFTER you have practiced the skill in your classroom."

Example Answers:

- I will identify students who may be at risk of being excluded, and use a strategy to help them feel included and welcome.
- I will observe my classroom and be aware of obstacles that might keep some students from participating.
- I will try small groupings and encourage students to work cooperatively and help each other.

Use the example to help explain the instructions if needed. Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity.

Have participants fill out form.



"Great work today everyone. I hope you will try out these new teaching strategies as soon as possible."

Teaching Life Skills

SESSION 4

OBJECTIVES

By the end of this session, participants will be able to:

- Identify the risks and the life skill needs for children in the community
- Explain the role of teaching life skills to promote child protection and well-being in crisis contexts
- Practice steps to address risk factors
- Use social-emotional learning in the classroom

OUTLINE

Reflect and Revisit

Risk factor reflection
Introduction to life skills



Learn

Teaching life skills role-play



Practice

Social-emotional learning (SEL)
SEL skills and strategies



Planning and Action

Using life skills curricula



Assess

Skills and strategies worksheet



PRE-WORK FOR FACILITATORS

- This is a general introduction to life skills, but will need to be adapted and contextualized depending on the needs of the community and the requirements of the local curriculum.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- If possible relevant child protection staff/life skills specialists should help lead this session.
- Research the most common risk factors and life skill needs in the community. Consult with cross-sectoral teams in emergency/camp settings, including health, WASH, nutrition, child protection and SGBV staff to assess what risks and life skills are relevant.
- Read through Role-play scenarios and adjust if needed for the context.
- Locate life skills curriculum available in the context and share with participants in the planning and action section. If possible provide participants with their own copies/access to copies.

Materials

- Flipcharts, markers, extra paper, string
- Handout 2.4A - Scenario #1 - Preventing Illness
- Handout 2.4B - Scenario #2 - SGBV
- Handout 2.4C - Scenario #3 - Tolerance
- Handout 2.4D - Scenario #4 - HIV Prevention
- Handout 2.4E - Understanding Social-Emotional Learning

Key Words

- **Child protection:** Child protection is defined as freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.
- **Life skills:** Skills and abilities for positive behavior that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life. They help people think, feel, act, and interact as individuals and as participating members of society. Life skills fall into three interrelated categories: cognitive; personal or emotional; and interpersonal or social. Life skills can be general: for example, analyzing and using information, communicating, and interacting effectively with others. They may be about specific content areas such as risk reduction, environmental protection, health promotion, HIV prevention, prevention of violence or peace-building.
- **Protective factors:** Conditions or attributes (skills, strengths, resources, supports or coping strategies) in individuals, families, communities or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risk.
- **Risk factors:** Threats to physical or psychological well-being.
- **Well-being:** A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

REFLECT AND REVISIT

Risk Factor Reflection

10

Materials: *Slides 37-39*

"In this session, we are going to discuss what we are calling 'life skills.' By the end of this session, you will be able to:

- Identify the risk and life skill needs for children in your community.
- Explain the role of teaching life skills to promote child protection and well-being in crisis contexts.
- Practice steps to address risk factors through life skills.
- Use social-emotional learning in the classroom.

To start the session we are going to work with partners to review what we've learned so far in module 2 about risk factors. This is a useful way to begin your lessons -- it reinforces learning and allows students to make connections between topics. It should usually only take up the first few minutes of a lesson so that there is plenty of time to learn the new material. Work with your partner to write down the different risk factors facing children in your community."

Give participants 5 minutes to make their lists.

Example Answers:

- Safety and security
- Gender discrimination
- Sexual or physical assault
- Corporal punishment or harsh discipline
- Interrupted education
- Bullying
- Ethnic discrimination
- Missing family/relatives/friends
- Lack of role models

"We are going to make sure we have a complete list of risks. We are going to go around in a circle and give an opportunity for each set of partners to share at least one of the risks they see for students in the community. Add anything to your list that you have not already written down."

Give each set of partners an opportunity to share one risk. Add each risk factor to the flipchart at the front. Add the example answers if participants don't include them.

"Thank you for all your contributions to making this very complete list. We are going to use it in this session to see how we can help our students protect themselves from these risks. Remember, as a teacher we have a duty to protect our students' rights, and to build up protective factors and to reduce risk factors."

Introduction to Life Skills

30

Materials: *Slide 40*
Flipchart paper and markers/colored pens for participants

Call the participants attention to the list of risk factors at the front of the room and ask them to come up to the front to draw a star next to the risk that they believe is the most common. Select the 4 *risk factors* with the most stars. Write the four risks on four separate pieces of flipchart paper and place these around the classroom.

"In this session we are going to think about the skills students need to protect themselves from these risks. We are going to discuss the skills and knowledge that we, as teachers, can help students build to help protect themselves and each other."

Display the PowerPoint/flipchart paper with the life skills key words at the front of the room. Explain to participants that these are life skills that students can use to help them protect themselves in different ways. Read the list aloud.

"Life skills are those skills and abilities for positive behavior that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life. They help people think, feel, act, and interact as individuals and as participating members of society. Life skills fall into three interrelated categories: cognitive; personal or emotional; and interpersonal or social.

Which life skills do our students need to protect themselves from these four common risks? We are now going to do a matching activity - you will match the life skills with the risks that you identified.

- Step 1: Choose the risk that you think is most common for your students and go stand near that flipchart.
- Step 2: Select life skills from the word splash that you think would help protect students from that risk factor. Write the life skills on the flipchart.
- Step 3: Once your group has a complete list of life skills, for each life skill write how that life skill will help the student protect him/herself.

For example, if the most common risk factor I see in my classroom is physical fighting, one of the life skills I think will help students stop fighting is "communication." I will write how communication will help because students will be able to use words to communicate their feelings instead of violence."

Ask participants to explain the instructions back to you to check for understanding. Write out instructions or model an additional example if participants are unsure.

Ask participants to stand by the risk factor they would like to focus on. Give participants 15 minutes to choose a risk factor, to write the corresponding life skills on the flipchart, and to explain why those life skills will help their students.

"Now that you've completed your list, let's have some volunteers share a life skill and how that skill will help protect a student from that risk factor."

Ask a representative from each group to explain the life skills they selected and why.



"Does anyone have any questions about identifying life skills that can address risk factors and how life skills can protect students?"

Pause and wait to see if anyone has any questions regarding life skills before moving on to the next activity.

LEARN

Teaching Life Skills Role-play

Materials: *Slide 41*
Handout 2.4A - Scenario #1 - Preventing illness
Handout 2.4B - Scenario #2 - SGBV
Handout 2.4C - Scenario #3 - Tolerance
Handout 2.4D - Scenario #4 - HIV Prevention

60

"We have thought about how to identify important life skills for your students. We now need to think about how teachers can help students develop those life skills. There are four main ways:

- Through modeling: what behaviors could you model in your classroom to promote that skill?
- Through one-on-one or small group conversation: what could you say to a student to help build a skill or address a risk?
- Through class content: what can you teach your students in class to help develop that skill?
- Through instruction: How can you design or structure your classroom to help promote that skill?

Stay in your four large groups. Each group will be given a scenario of something happening in your class. As a group you must decide what a teacher can do to protect the students and empower them to protect themselves through life skills. Choose at least 2 life skills that you think the students in the scenario should learn in order to better protect themselves. With your group plan a small drama demonstrating what you think the teacher should do. You will perform your drama for 2 minutes in front of all the participants."

Give each of the four groups one of the scenarios from **Handout 2.4A, 2.4B, 2.4C and 2.4D.**

"Before your group starts planning the role-play, you have 10 minutes to read through the scenario and then as a group answer the questions on the handout.

STEP 1: Identify the risk factor or the need of the student.

STEP 2: Identify what life skills a student needs in order to address that risk.

STEP 3: How can you as a teacher help the student develop that skill?"

Walk around the room to assist the participants and to keep them focused. Give them time warnings as they work.

"Now that you have finished identifying risks, skills and how teachers can help students to develop those skills, your group will plan how you will perform. You have 15 minutes to plan and practice the drama. Use the following guiding questions that are also on the board to plan the drama.

- Who are the characters?
- How will the characters perform the problem?
- How will the teacher react? What action steps will the teacher take? How will you perform those actions?"

Check in with groups and their progress in preparing their drama. Take time to visit each group to ensure they understand the appropriate steps teachers can take to teach life skills and protect students. Give the participants time warnings throughout.

After 15 minutes

"Before groups present their role-play scenarios, on a sheet of paper draw a line to divide the paper in 2 sections and on one half of the paper you should take notes on what the teacher does well in that scenario and on the other half write what the teacher could do better. Look at the example on the board of how to set up your paper. While you watch each performance complete the chart."

Give each group 2 minutes to explain their scenario and perform their drama about teaching life skills.

At the end of each performance ask -

Ask Participants (Whole Group):
Which life skill was the teacher teaching to the students?
How will that life skill help the participant?

PRACTICE

Social-Emotional Learning (SEL)

20

Materials: *Slide 43*

"The life skills that our students need may vary depending on their age and their community. One area of life skills that is important for all children to learn particularly children who have experienced trauma, is called social-emotional learning."

Call on a volunteer to read the definition of social-emotional learning from the PowerPoint.

"This activity is called Stand and Declare. I am going to read a statement. If you agree with the statement, you will walk over to the "AGREE" side. If you disagree, walk over to the "DISAGREE" side. If you agree sometimes, but not always, you can stand in the middle near "SOMETIMES." After everyone is standing, I will ask you to explain your decision. Do you have any questions?"

Read the following statements. After each statement ask one person on each side to give an explanation for why they selected "AGREE," "DISAGREE," or "SOMETIMES." Make sure to call on different people each time.

"Students learn best when they are able to sit still and listen."

Example Answers:
Agree. Ability to focus is a key skill that individuals need to develop in order to learn.

"The best way to resolve a conflict is by ignoring it."

Example Answers:
Disagree. When a conflict is ignored, it will resurface. If it is productively addressed it can be resolved and lead to positive outcomes for all parties involved.

"When one feels angry, it is best to find a way to reduce the anger and control behavior."

Example Answers:
Agree. Controlling your emotions allows you to engage with other people and move forward on any task you must complete.

"We can learn a lot from people who come from different cultural and ethnic groups, so it is important to accept our differences and work together."

Example Answers:
Agree. Various diverse groups can learn from one another. It is important to be able to work with different groups, particularly in a diverse nation.

"When you face challenges in achieving goals, you should give up."

Example Answers:
Disagree. In order to achieve goals, you must persist and find ways to overcome challenges.

SEL Skills and Strategies

40

Materials: *Slide 44*
Handout 2.4E - Understanding Social-Emotional Learning

"You can sit down. Thank you for sharing your thoughts. Each of these five statements we just discussed relate to the five skills of social-emotional learning. They are executive function, emotional regulation, positive social skills, conflict resolution skills and perseverance.

We are going to break into groups and explore each of these skills in more detail. Look at **Handout 2.4E**. You will work in 5 different groups. Each group will have one of the five social-emotional learning skills. Once in your groups you will read the definition of your skill and follow the directions on your handout. You will have 10 minutes."

Use the following examples of each skill to support different groups.

Example Answers:

- Examples of executive function: Listening skills, ability to focus attention and follow directions, organize steps and information in a logical manner.
- Examples of emotional regulation: Identifying feelings, predicting feelings, practicing emotion management strategies such as belly-breathing, counting and drinking water.
- Examples of positive social skills: Recognizing and accepting feelings of others, developing empathy, understanding group dynamic, making friends, maintaining friendships.
- Examples of conflict resolution skills: Identifying problems, generating solutions to conflicts, implementing conflict resolution strategies, responding to bullying.
- Examples of perseverance: Applying decision-making skills, developing goal-setting behavior, problem-solving, developing a positive self-identity.

After 10 minutes ask participants to stand up and to move around the room to exchange information with people from the other groups. Give participants 15 minutes to complete their handout in this way.



Ask Participants (Whole Group):
Why do you think these skills are important for your students?



"Many children who are exposed to severe adversity (including violence, displacement and poverty) develop negative social and emotional behaviors, in both the short and long term. Social-emotional learning can eliminate the negative effects of adversity."



Ask Participants (Small Groups):

1. Are there instances of severe adversity that you see among the children you work with?
2. How could some social and emotional skills benefit these children?

Example Answers:

1. Children who are displaced, separated from families, have seen family members or friends kidnapped or killed.
2. Help them to understand their emotions, resolve conflicts, etc.

PLANNING AND ACTION

Using Life Skills Curricula

30

Materials: *Life Skills curricula*



At this point, if possible/appropriate, introduce participants to examples of life skills curricula that they could/should use in their classrooms. If possible have an expert talk through the curriculum with the participants, and give the participants copies or access to copies.

ASSESS

20 Skills and Strategies Worksheet

"Let's think back on our matching activity with risks and life skills. Think about the life skills you decided could be used to address that risk."

Direct participants' attention to the flipchart they completed during the matching activity.

"Choose one life skill and think about how you would teach that life skill to your students. Would it be through modeling, one-on-one mentoring, small group conversation, class content or your instruction style?

Once you've selected a life skill and strategy from this session that you would like to develop, write it in the box labeled "4". In the box labeled Today, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the Goal box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the Action box write how you will achieve your goal -- i.e. What will you do in the next week to use or practice the skill? Do NOT fill out the Practice box now, this is to be completed AFTER you have practiced the skill in your classroom."

Use the example to help explain the instructions if needed. Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity.

Example Answers:

- I am going to teach a life skill to address a risk I see in my classroom.
- I noticed that there is a lot of sickness in my classroom, so I will do a lesson with my students on hand-washing.

"Thank you for everyone's contributions to work together to expand our understanding of life skills. When we are more aware of the risks facing our students, we teach them life skills to empower them to help protect themselves."

Seeking Further Support for Children

SESSION 5

OBJECTIVES

By the end of this session, participants will be able to:

- Identify the resources in the community that promote child protection and well-being
- Identify where to find child protection staff among the different organizations in the community
- Explain how to respond to and report abuse
- Explain the role of the teacher in supporting students

OUTLINE

Reflect and Revisit

Child protection and well-being
Dealing with stress and sorrow as adults



Learn

Community mapping
Speak with child protection staff



Practice

Using your community map



Planning and Action

How to respond to abuse
Practicing how to respond to abuse



Assess

Skills and strategies worksheet



PRE-WORK FOR FACILITATORS

- Adjust any activities or questions in this session based on the context. Try to do this with a head teacher and/or child protection officer in the community if possible.
- Invite a child protection or social work expert to attend this session and work with the expert to adapt the session for the local context. After the community mapping exercise the child protection staff member should talk to the participants about specific child protection resources and referrals provided in the community -- they should include a range of different partners including medical services for SGBV victims, psychosocial support, support for unaccompanied minors, etc. They should inform participants about where they can find these organizations, and how to refer students to these organizations. Adjust any activities or questions in this session based on the context. Try to do this with a head teacher and/or child protection officer in the community if possible.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- Find out how teachers should report child abuse in the community and make changes to Practice section Scenario 1 and Handout 2.5C.

Materials

- Flipcharts, markers, extra paper
- Handout 2.5A - Community Map Visual
- Handout 2.5B - Community Map Directions and Questions
- Handout 2.5C - Responding to Abuse
- Handout 2.5D - Story of Abuse

Key Words

- **Child protection:** Child protection is defined as freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.
- **Child rights:** The human rights of children with particular attention to the rights of special protection and care afforded to children.
- **Well-being:** A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

REFLECT AND REVISIT

Child Protection and Well-being

10

Materials: *Slides 47-49*

"Welcome to the final session on *child protection* and *well-being*. By the end of this final session, you will be able to:

- Identify the resources in the community that promote child protection and well-being.
- Identify where to find child protection staff among the different organizations in the community.
- Explain how to respond to and report abuse.
- Explain the role of the teacher in supporting students.

Let's start by thinking back about what we learned in our sessions on child protection and well-being. So far we have talked about child rights, creating a safe space, inclusion and life skills."

Ask Participants (Whole Group):
What can teachers do to protect students? Think of as many examples as you can.

Example Answers:

- Teachers can protect students by not hitting students.
- Teachers can protect students by reporting child abuse and sexual violence.
- Teachers can protect students by identifying life skills that can keep students safe from potential risks.

"We are going to go around the room and take turns to give one example each. We will keep going around the room until we run out of answers. If you cannot think of an example you are out of the game. The winner will be the last person who can still think of examples. Take 5 minutes to think individually of examples. You may use your notes and materials to help you think of ideas."

Give an example answer if participants need help. Display the question on the flipchart/PowerPoint. After 5 minutes begin the game. Keep going until all examples have been given and only one participant remains.

"All of these are great examples of what teachers can do to protect students. But remember teachers don't have to do everything on their own. There are people, programs, and organizations that can help support teachers and students. The people, programs, and organizations that help us are called our resources. We have to identify the resources that will help our students be happy and healthy."

Explain to participants that revisiting a topic can be a useful way to start a lesson with their students. It helps them to retain information and to make connections between the topics they study in different lessons. Games are also a good way to engage students at the start of lessons.

Dealing with Stress and Sorrow as Adults

10

Materials: *Slide 50*

"Now let's think about the resources that help us when we are feeling stressed or sad. Please write or draw answers to the following questions by yourself for 10 minutes. When you finish, share your answers with a partner sitting near you."

Write the questions on the flipchart.

Ask Participants (Individual Reflection):

1. What do you do when you are stressed, sad, or having a difficult time?
2. Who or what helps you?
3. What do you think your students do when they are stressed or sad?

Example Answers:

1. When I am stressed or sad I go for a walk.
2. My best friend helps me when I'm sad because she talks with me about my problem and encourages me.
3. I think my students go to their parents and their friends when they are stressed or sad.

Only give example answers if participants need help. If participants have completed Module 1 remind them to think about the teacher well-being session.

Walk around the room to give the participants encouragement and to keep them focused. Give participants time warnings.

After 5 minutes ask participants to stop writing and to share their answers with their partner. If someone doesn't have a partner, let them make a group of three.

"The people you talk to and the places you go to when you are feeling sad are all resources. They are sources of support. Now as teachers, we need to think about the people and places that can help our students when they have a problem or a need."

If participants are struggling remind them of the resources and organizations available to support teachers (as discussed in Module 1).

LEARN

Community Mapping

45

Materials: *Slide 51*
Handout 2.5B - Community Map Directions and Questions

"Now we are going to make a map of the different resources in the community that can help protect students' rights and well-being. This will help you as teachers so you can know where to go for support if a student has a problem you cannot help with."

Show the community mapping visual in front of the participants on the flipchart. Lead participants in drawing the 4 circles of the community mapping visual on their own paper.

"Circle 1 is for family and friends. In our Reflection activity, many of you mentioned family and friends that help you and support you. Remember that students receive support for their well-being from their family and friends just like you do.

Circle 2 is for people and services in the school. In this circle we will think about who and what can help students inside the school. Remember there are other people in the school besides teachers who can support students.

Circle 3 is for people and services in the community. In this circle we will think about community organizations and activities that allow students to come together and make friends. We will also think about the people in the community who can help students with their problems.

Circle 4 is for the national and international organizations around us. In this circle, we will think about the people and programs that can help support students from these organizations.

We are going to make 4 groups and each group will focus on one of these circles. Each group will fill out their part of the community map with the names of the people and organizations in each category that can help and support students. We will also write how they support students."

Divide participants into 4 groups by counting off by 4.



Each participant says a number going from 1 to 4. After 4, the next participant starts with the number 1 again. All of the participants who said 1 will work on Circle 1. All of the participants who said 2 will work on Circle 2. All of the participants who said 3 will work on Circle 3. All of the participants who said 4 will work on Circle 4.

Have each group look at Handout 2.5B - which has directions and questions for each group to help fill in their circles. Tell each group to use the questions on the handout to help them fill in their circle. Point out where each group should look on the handout for their circle's questions. Show the questions on the PowerPoint as well if possible.



"You have 15 minutes to work on your circle with your group. Then you will present your circle to everyone else. Let's get started!"

Walk around to each group to hear conversations and to help with any questions. To help participants with the questions on their handout, use the example answers. Let participants know when they have 5 minutes left. Let participants know when they have 1 minute left.

Example Answers:

1. **Circle 1:**

(a) Students' parents and siblings can help support students. Students can also get help from other students in the class and their friends in the community.

(b) They can help students with school work and help them when they have a problem.

2. **Circle 2:**

(a) The head teacher can help teachers support their students.

The school administration may provide services that help students' well-being. There might also be a school counselor who can help students with emotional problems.

(b) Other people who help students at school are the people who serve food, people who clean the school, and other people who provide a service at the school. (These examples will depend on the context).

3. **Circle 3:**

(a) Sport activities can bring students together. Art, music, and dance activities can bring students together and allow them to be creative. Community events and celebrations can bring students together. Religious centers may bring students together and help them reflect on life. (Examples will depend upon the context).

(b) Leaders in the community and relatives can help students with emotional and academic issues. Counselors in the community can help students with emotional and mental issues. Child protection staff in the community can help with physical, emotional, and mental issues. (Examples will depend upon the context).

4. **Circle 4:**

(a) These example answers will have to be contextualized.

(b) These examples will have to be contextualized.

(c) This will depend on participants' responses.

"Each group will have 5 minutes to present their work. As each group shares their circle, everyone else should fill in that same circle on their own paper so that everyone has a complete community map. We will start with Circle 1 and go in order."

Give each group 5 minutes to share their circle. After each presentation, ask the other participants if there is anything they want to add to that circle.

"Thank you all for sharing and teaching each other about your circles. You can do this same type of activity with students in your class so students have a chance to teach each other. Our community maps show us people who can help us as teachers to support our students. Family and friends, people at school, and people in the community all play an important role in supporting our students. National and international organizations also provide services and people that can support students' well-being in many ways. It's important that you know what these organizations provide so you can lead students to these resources. However, it is important to remember that who we reach out to, or who we encourage our students to reach out to, will depend on the situation."

Ask Participants (Think-Pair-Share):

1. When might a student not be able to reach out to their family and friends?
2. When might it be inappropriate to seek further support in the community?

Example Answers:

1. If the problem is with a family member or friend this may not be the best route of support (e.g. domestic violence).
2. If the problem is supported by the local community this route may risk bringing shame on the student, or might put the teacher in a vulnerable position (e.g. child marriage).

"When a student needs further support, think carefully about who the best resource is in that particular situation. Today we are going to hear from child protection staff. They will tell us about the services and programs they provide here in the camp for teachers and students. You can add the information they tell you to your fourth circle."

15 Speak with Child Protection Staff

Introduce the local child protection staff.



The child protection staff member should talk about specific child protection resources and referrals provided in the community. They should include a range of different partners including medical services for SGBV victims, psychosocial support, and support for unaccompanied minors, etc. They should inform participants about where they can find these organizations, and how to refer students to these organizations. This will need to be contextualized.

PRACTICE

Using Your Community Map

30

Materials: *Slide 52*

The child protection officer should support and guide this part of the session.

In advance prepare two scenarios that illustrate the types of problems students may face in your context. Example scenarios:

- *A teacher realizes a student is an unaccompanied minor.*
- *A child is dealing with severe trauma.*
- *A child is being bullied at school.*
- *A child is at risk of child marriage.*

Discuss this with the child protection officer before the session.

For each scenario ask the participants to use their community maps and to discuss the following questions in their groups:

Ask Participants (Small Groups):

1. What could you do to help this student?
2. What resources could you suggest to this student?

Example Answers:
Participants can use the community maps for help and the facilitator can also use the community maps to offer examples. Consider the appropriate responses with child protection staff before the session.

"Take 10 minutes to discuss these questions in your groups. Think about what you can do as a teacher first and then look back to your community map to think about who else can/cannot help. Write down your ideas in your notes."

Walk around the room to support the participants and to answer their questions. Give participants time warnings. After 10 minutes ask the groups to share their ideas and write participants' answers and ideas on the flipchart. Then present participants with the second scenario and repeat the activity.

If possible, invite the child protection staff to explain what they would advise doing in these situations. If this is not possible, you should explain the appropriate response to the participants.

PLANNING AND ACTION

How to Respond to Abuse

20

Materials: *Handout 2.5C - Responding to Abuse*

"Now that we've thought about the different resources we have around us, let's talk about one more important resource for students - you. Teachers are also important resources to students. A student may come to you with a problem and it is important to know how to help them even before you lead them to the other resources in your community."

"Look at **Handout 2.5C**. We are going to talk about what you should do if a student has been abused and comes to you, their teacher, as their first resource. Or maybe you found out from someone else that a student has been abused. Remember that child abuse is not something that you have to deal with alone. Abuse is something that you should seek resources for to help the student."

Ask for participant volunteers to read the first page of **Handout 2.5C** aloud to the whole group.

This handout highlights the steps teachers should take when they find out a child is being abused. This should be contextualized in advance.

Practicing How to Respond to Abuse

30

Materials: *Slide 53*
Handout 2.5D - Story of Abuse

"With these steps in mind, we are going to read a story about a child who needs help. We will talk about what resources she needs and how teachers can help her get those resources. We will work on this story in our four groups but first let's read the story all together."

Ask the groups to turn to **Handout 2.5D**.

After reading -

Ask the participants to form the same 4 groups they had when they worked on the community map.

"Now we will discuss a few questions about this situation in our small groups for 15 Minutes. You can use the second page of **Handout 2.5C** for help."

Ask Participants (Small Groups):

1. What would you do in this situation?
2. Who needs to know about the situation?
3. What resources in the community would you lead the child to?
4. Who could you report this problem to?

Display the questions on the flipchart/PowerPoint. Walk around the room to hear each group's conversations and offer guidance using **Handout 2.5C** - encourage groups to use their community map and the handout. Let participants know when they have 5 minutes left. Let participants know when they have 1 minute left.

Example Answers:
Handout 2.5C serves as guidance for the participants, and also as an example for the facilitator so that the facilitator can know how to support the participants' questions.

Ask one of the groups to share their ideas with the whole group. Then encourage the other groups to share what they would have done similarly or differently.

If possible, then invite the child protection staff to explain what they would advise doing in this situation. If this is not possible, you should explain the appropriate response to the participants.

"It is important for teachers to know how to report any abuse that may happen to students. I hope this activity gave you a good chance to think about what you would do in a situation like this one. You can use **Handout 2.5C** to support you if you are in a situation like this in the future.

You can take your community maps and the handouts with you to your home and school. Whenever a student has a problem or concern, or if you observe that the student needs extra support, it is important to think about what would be best for that student. If you don't know what to do as a teacher, look at your community map and think about who in the student's family, school, or community can help, or what national and international organizations can help. You may not know how to help a student in every situation, and that is normal. But what you can always do is find the resources to help the student."

ASSESS

20 Skills and Strategies Worksheet

"Let's look back on everything we have learned together today and brainstorm a list of skills or strategies you can use in your classroom."

Encourage participants to come up with the skills and strategies themselves. Example answers may include: reporting child abuse in the appropriate way, using resources in the community, finding further support for children, group presentations, reflections to begin the lesson, scenario work, and mapping exercises.

Write skills and strategies on flipchart for everyone to see and encourage participants to write these down in their notes.

"Review the skills and strategies you can bring to your classroom that you learned in this session to protect child rights and promote well-being. Choose one skill or strategy you would like to develop. It is important to be honest with yourself and open to learning new things.

Once you've selected a skill or strategy from this session that you would like to develop, write it in the box labeled "5." In the box labeled Today, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the Goal box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the Action box write how you will achieve your goal -- i.e. What will you do in the next week to use or practice the skill? Do NOT fill out the Practice box now, this is to be completed AFTER you have practiced the skill in your classroom."

Example Answers:

- I will talk with my students about the resources around them.
- I will address child abuse in my school and classroom by listening to students and reporting any problems.
- I will know how to respond to a sad or unmotivated student.
- I am going to lead my students in a Community Mapping activity to let them think about the support and help they have around them.

Use the example to help explain the instructions if needed.

Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity.

"Thank you for everyone for participating in this session on Seeking Further Support. I hope you now know about the many resources that you have to help you support your students. Remember that you don't have to support your students alone. Use the resources around you to help students in any way necessary. And if you ever face a situation where you don't know what to do, reach out to people who can help you find the right resources to help the student in need. This is the end of our module on child protection, well-being and inclusion. You now have a lot of knowledge and resources to help you protect child rights, create a safe space, teach life skills, and find the resources around you. Great job!"

APPENDICES

Session 1: Introduction to Child Protection

Appendix 2A: Well-being Terms and Definitions

Appendix 2B: Child Needs Drawing Example Answers

Appendix 2C: Child Rights Shields

Appendix 2D: Facilitator's Guide to Interactive Story on Protective and Risk Factors

Appendix 2E: Identifying Signs of Distress Chart Example Answers

Session 2: Creating a Safe Space

Appendix 2F: Promise Against Physical and Sexual Harm

Appendix 2G: Rules and Consequences Example Chart

Appendix 2H: Classroom Activity Cards

Session 3: Inclusion

Appendix 2I: Experiencing Exclusion

Appendix 2J: Inclusion Scenarios

Appendix 2K: Obstacles and Solutions Example Answers

Session 4: Teaching Life Skills

Appendix 2L: Revisit Guide for Facilitator

Session 5: Seeking Resources

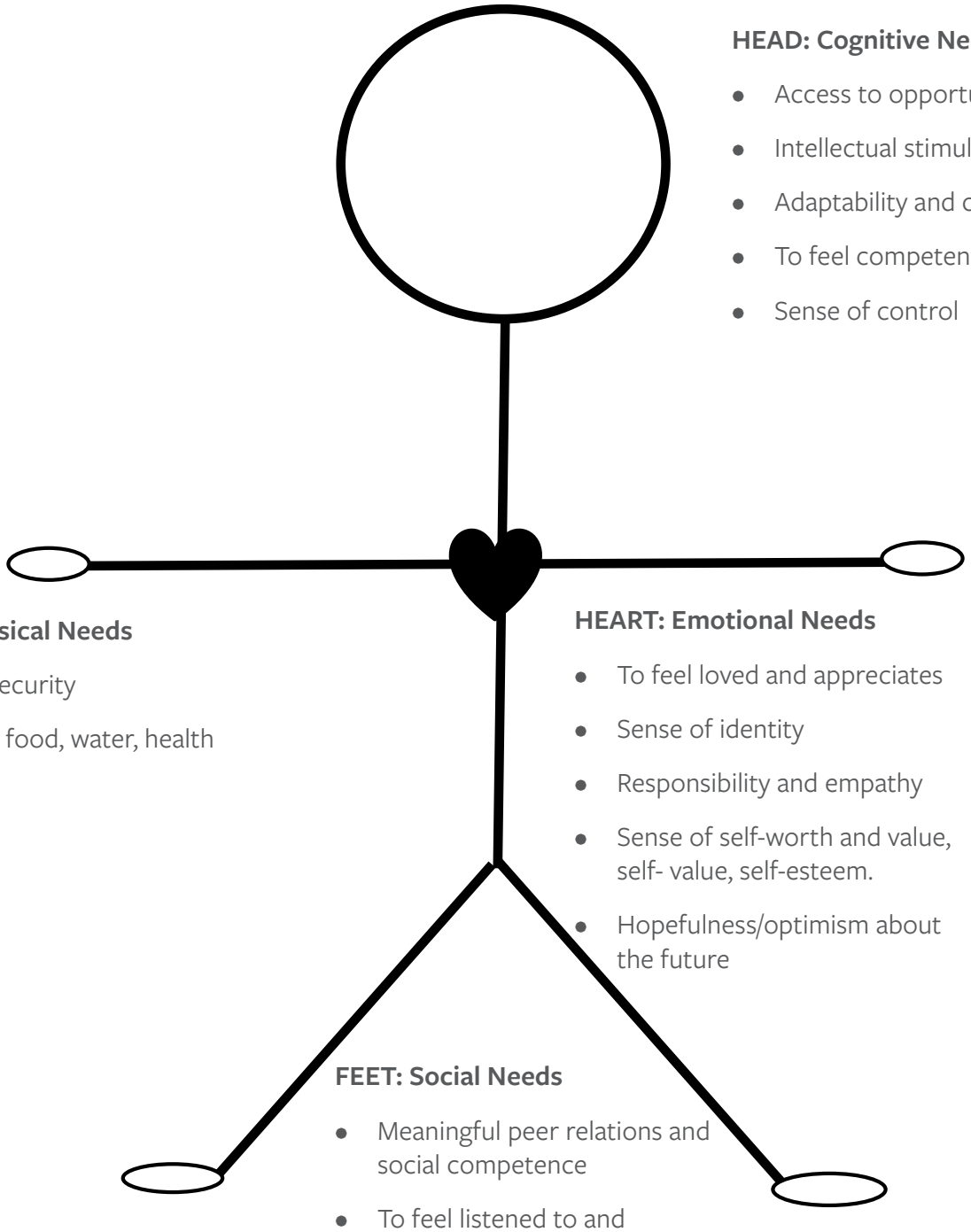
Appendix 2M: Skills and Strategies Worksheet Example Answers

Appendix 2A: Well-being Terms and Definitions

On each piece of paper/note or card, write out one key term OR one key definition. There needs to be one piece of paper/card for each participant. You will need to prepare the correct number so that each participant can find a partner with the corresponding definition or term.

Physical well-being	Freedom from harm and physical abuse. Having all basic human needs met (water, food, shelter etc). The ability to play and be physically active.
Emotional well-being	Having a positive state of mind. Feeling safe and supported; being able to feel and express a range of emotions and to cope with everyday life.
Social well-being	Being part of a supportive environment where people live peacefully and equally. The ability to form positive social relations with peers and adults.
Cognitive well-being	To feel confident and to value and accept yourself. Having opportunities to learn and develop and to pursue goals.

Appendix 2B: Child Needs Drawing Example Answers



HEAD: Cognitive Needs

- Access to opportunities
- Intellectual stimulation
- Adaptability and creativity
- To feel competent and capable
- Sense of control

HANDS: Physical Needs

- Physical security
- Access to food, water, health cares
- Shelter
- Clothes

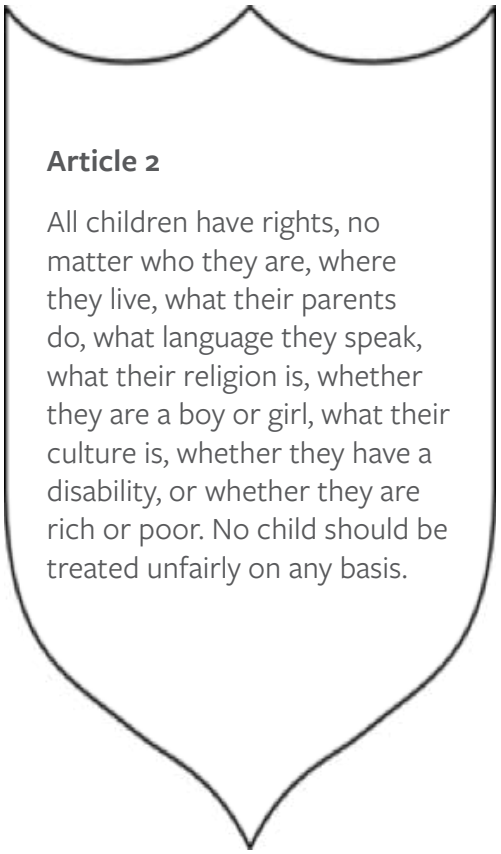
HEART: Emotional Needs

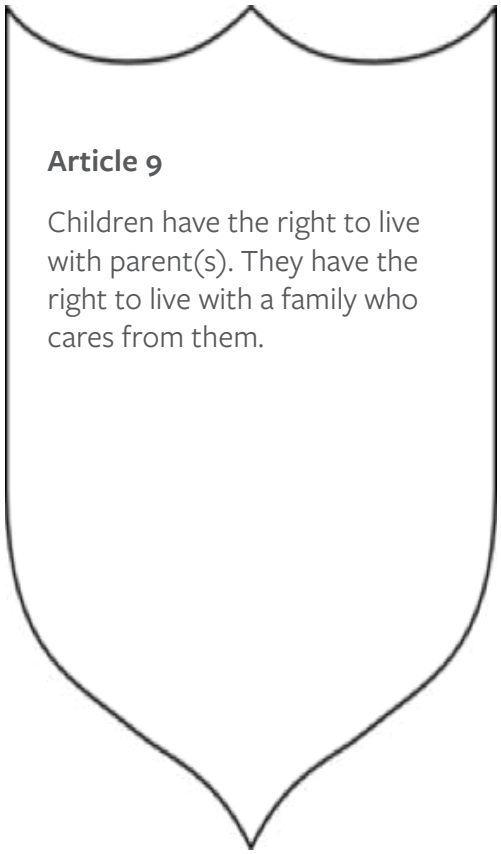
- To feel loved and appreciates
- Sense of identity
- Responsibility and empathy
- Sense of self-worth and value, self- value, self-esteem.
- Hopefulness/optimism about the future

FEET: Social Needs

- Meaningful peer relations and social competence
- To feel listened to and understood
- Trust in others.
- Sense of belonging

Appendix 2C: Child Rights Shields









Article 12

Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 12

Children have the right to get information that is important to *well-being*, from radio, newspaper, books, computers and other sources. Adults should make sure that the information is not harmful, and help children find and understand the information you need.

Article 34

Children have the right to be free from sexual abuse.

Article 27

Children have the right to food, clothing, a safe place to live and to have their basic needs met.

Article 14

Children have the right to choose their own religion and beliefs.

Article 39

Children have the right to help if they've been hurt, neglected or badly treated.

Article 32

Children have the right to protection from work that harms them, and is bad for their health and education.

Article 31

Children have the right to play and rest.

Article 24

Children have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment.

Article 37

No one is allowed to punish children in a cruel or harmful way.

Article 30

Children have the right to practice their own culture, language and religion. Minority and indigenous groups need special protection of this right.

Article 23

Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.

Article 36

Children have the right to protection from any kind of exploitation (being taken advantage of).

Article 29

A child's education should help him/her use and develop his/her talents and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.

Article 19

Children have the right to be protected from being hurt and mistreated, in body or mind.

Appendix 2D: Facilitator's Guide to Interactive Story on Protective and Risk Factors

Character Identification Signs - *Choose a context specific name for the girl and boy in the story and insert that name throughout the story. Write names on a sheet of paper or name tags to give to participant volunteers to hold during the story/demonstration.*

In the story, protective factors are highlighted green, risk factors are highlight red. The signs of distress are highlighted in yellow; these are to be used for the next activity.

Protective Factors	*Risk Factors*
• *Feeling appreciated*	• *Safety and security*
• *Rituals*	• *Gender discrimination*
• *Social interaction- getting to spend time with and talking with others*	• *Sexual or physical assault*
• *Feeling supported*	• *Corporal punishment or harsh discipline*
• *Sense of pride*	• *Interrupted education*
• *Play*	• *Bullying*
• *Being a part of a team*	• *Ethnic discrimination*
• *Sense of belonging*	• *Missing family/relatives/friends*
• *Traditions- connection to culture*	• *Lack of role models*

Zara emerges from her home in the refugee camp. She gets up before the rest of her family to go fetch water from the communal water tap in the camp. It's still dark and Zara is afraid getting water by herself, she does not feel safe. When she arrives home her mother is very appreciative, and thanks Zara for the water. Zara puts away the mattresses and blankets and sweeps the area around their home. She has not had time to do her homework but she has to finish her housework before she leaves for school. Zara and her sisters then wash and comb their hair. This is a ritual they have and it is one of the few times during the day when they get to sit together and talk. For Zara, this is one of the best times of her day. Her brother, Daniel is just waking up. He has had nightmares about the fighting he witnessed and has not been sleeping well. Zara gives Daniel, his breakfast before taking her own. Mother knows that school is important for her children and she encourages them to go to school. Daniel has a uniform that he takes great pride in; it was a gift from an uncle that believes it's very important for boys to go to school. The *uncle* doesn't see the value in school for girls and there isn't enough money for Zara and her sisters to have uniforms this year.

Zara takes an extra-long route on all the main paths to school because girls were assaulted on the other paths to school and the men responsible were not punished. Zara arrives late to class and knows that means her teacher will punish her with the stick. Later in class, the teacher calls on Zara to read the instructions on the board. Zara is embarrassed because she cannot read all the words correctly. The class laughs at her and the teacher doesn't do anything to stop them. Zara missed many years of school during the conflict and sometimes the younger students tease her by asking her math questions they know she doesn't know the answer to. Zara goes to the latrine to cry. In Daniel's class the teacher asks everyone to find a partner. No one wants to be Daniels's partner because he is from a different country. Daniel sits by himself; he doesn't have very many friends. After school, Daniel plays football with the other boys from school. He loves to be a part of a team and gives him a sense of belonging. However, lately Daniel has been picking fights whenever the football game doesn't go his way. He has been very angry since they arrived in the camp because his father did not come with him and his is missing a male role model in his life.

Zara and Daniel are so excited when they come home for lunch because mother has prepared a special traditional food that is difficult to find in the camp. Daniel prepares tea for his family and other relatives who live in the camp and have come by to visit. They always talk about the war and friends who have been killed or disappeared and it makes him sad to listen and unsure about his future.

Appendix 2E: Identifying Signs of Distress Chart Example Answers

Indicator	Status - What do you see? What is happening?	Potential Cause - Why do you think this is happening?	Follow-up Step - What should I do?
Attendance	Late to school	Takes alternative route to protect from assault	Arrange for students to walk in groups
Performance/ Achievement	Cannot read correctly	Interrupted education	Extra tutoring time after-school
Physical Condition	No uniform	Not enough money, boy received priority	Start a small garden project to help girls earn extra money for uniforms
Emotional Condition	Anger, crying	Missing father Being teased	Provide opportunities for expression in class
Social Activity, Relationships, Interactions	Sits by himself, he doesn't have very many friends and fights	Part of a different ethnic group than majority of class	Play cooperative and inclusive games in class

Appendix 2F: Promise Against Physical and Sexual Harm

I promise not to physically or sexually harm students at my school. If I find out that any teacher or administrator is physically or sexually harming a student, I promise to report the problem to the Head Teacher, Board of Governors, or the Parent Teacher Association, if they exist in my community.

Appendix 2G: Rules and Consequences Example Chart
(To be drawn on flipchart or chalkboard)

RULE	CONSEQUENCES	REASON FOR THE RULE
Be punctual	1. Warning. 2. Student apologizes to teacher and class. 3. Student stays in during break for the amount of time that he/she missed. The student must study the lesson that was missed while staying in. 4. Student meets with the head-master or director of the school.	• The teacher should also ask why the student is late. Maybe something is happening at home and the student can work with the teacher to find someone who can help the student. • When a student is late for class he or she misses out on learning important information. Being late hurts the student from learning and being on time helps the student learn. Being late also interrupts other students from learning because it causes a distraction. • This rule is for the well-being and the benefit of students.

Appendix 2H: Classroom Activity Cards

This is a list of the activities from Handout 2.2B - Classroom Activities and Routines. The facilitator will use this list to make activity cards on slips of paper.

- Affirmation Adjectives
- Affirmation Pages
- Child's Name in a Box
- Introducing Each Other
- Invisible Clay
- Drama, Song, and Dance
- Writing Assignments
- Weekly Class Discussions
- The Two Best Things

Appendix 2I: Experiencing Exclusion

Answer these questions:

1. Qual é o seu nome? _____

   Portuguese – "What is your name?"

2. What is today's date? _____

   English

3. ¿Con quién vives? _____

   Spanish – "With whom do you live?"

4. 잘 지냈어요? _____

   Korean - "How are you?"

5. Vad är din favorit färg? _____

   Swedish – "What is your favorite color?"

6. 今何時ですか？ _____

   Japanese – "What time is it now?"

7. Est-ce que le football est un sport important dans votre pays?

   _____

   French – Is soccer an important sport in your country?

8. Anong kulay ang langit? _____

   Philippino – "What color is the sky?"

9. Futbol ülkende popüler midir? _____

   Turkish – "Is soccer popular in your country?"

10. nǐ shì nǎ guó rén?_____

    Chinese – "Which country are you from?"

Appendix 2J: Inclusion Scenarios

Contextualize scenarios in advance. Cut out the 4-5 scenarios below and give one to each group.

1. Female student

A 10-year old girl completes her morning chores for her family. She walks one kilometer to school alone after a small breakfast. When she gets to school she is tired and a bit hungry. She is shy and quiet with a few friends spread around the room. The class is mainly boys and her teacher is male. The class also includes some boys that are older than the typical age for this standard. Write a narrative about this student and some possible obstacles she may face during her school day.

2. Student with a physical disability

A 6-year old boy struggles to walk. He has two crutches and he has challenges moving over long distances. In the class students make fun of him and he often sits in the back of room and does not like to participate. He does not have any friends in the class. Write a narrative about this student and some possible obstacles he may face during the school day.

3. Student who does not speak the language of instruction

An 8-year old girl just arrived in the camp a few weeks ago. She does not speak the language of instruction well. She knows a few words, but cannot recognize letters or written words in the language of instruction. The teacher does not speak the student's mother tongue, however there are some students that do. Write a narrative about this student and some possible obstacles he may face during the school day.

4. Student who does not see or hear well

A 7-year old boy struggles to see and his hearing is poor. His sisters help walk him to and from school every day. He can read if the words on the page are in large font, but struggles to see the board at the front of the room. Students generally treat him well, but do not often include him in conversation or activities. Write a narrative about this student and some possible obstacles he may face during the school day.

5. Child-Soldier/Overage Learner

A 15-year old boy arrived in camp six months ago. He was recruited to fight in his home country's civil war at the age of 11. He lost both of his parents in the fighting and came to camp alone. He is 15, but his schooling was put on hold due to the fighting and he is in standard two. Write a narrative about this student and some possible obstacles he may face during the school day.

Appendix 2K: Obstacles and Solutions Example Answers

1. Female student

A 10-year old girl completes her morning chores for her family. She walks one kilometer to school alone after a small breakfast. When she gets to school she is tired and a bit hungry. She is shy and quiet with a few friends spread around the room. The class is mainly boys and her teacher is male. The class also includes some boys that are older than the typical age for this standard.

Write a narrative about this student and some possible obstacles she may face during her school day.

Potential Obstacles	Potential Solutions
• Parents may place more importance on her chores than her schooling.	• Have a conference with her parents.
• She may face threats of SGBV on her long walk to school.	• Talk to the head teacher about creating a safe path to school for students.
• She may be fatigued from the work and the long walk.	• Be aware of her status and do some activities that gets students up and moving to energize her and other students that may be fatigued.
• She may feel uncomfortable around the boys in the room and not participate.	• Seat her next to her friends so that she feels comfortable participating in activities.
• She may not have adequate bathroom facilities at the school.	• Discuss ways to improve bathroom facilities with the head teacher or NGOs.
• She may not feel comfortable asking the teacher for help.	• Be sure to check in with her and let her know that you are there to support her.
• She may be harassed by the older boys who show an interest in her.	• Avoid sitting her near the older boys and let them know that their behavior will not be tolerated.
• Some students disregard the girls and younger students in the class.	• Work to create an inclusive and safe classroom community (reference day 4). It may be helpful to exchange positive, supportive practices with other teachers in the school.

2. Student with a physical impairment

A 6-year old boy struggles to walk. He has two crutches and he has challenges moving over long distances. In the class students make fun of him and he often sits in the back of room and does not like to participate. He does not have any friends in the class. Write a narrative about this student and some possible obstacles he may face during the school day.

Potential Obstacles	Potential Solutions
• He may struggle to bring his school supplies to class everyday.	• If possible have an extra notebook and pen or pencil for him.
• He may be exhausted when he gets to class.	• Check in with the student, see how he feels and offer him a snack or water if available.
• The other students may isolate him.	• Sit him next to a student that you trust and is empathetic to help him feel like a part of the class.
• He may feel a lack of sense of belonging.	• Work to create an inclusive and safe classroom community (reference day 4). Be sure to check in with him to let him know you support him.
• He may lack motivation.	• Create a relationship with him to help motivate him.
• At break time he may be excluded by other children.	• Find ways to structure break time with inclusive games.
• There is a lack of sensitivity towards individuals with disabilities in the school and broader community.	• Create a disability awareness campaign for the camp.

3. Student who does not speak the language of instruction

An 8-year old boy just arrived in the camp a few weeks ago. He does not speak the language of instruction well. He knows a few words, but cannot recognize letters or written words in the language of instruction. The teacher does not speak the student's mother tongue, however there are some students that do. Write a narrative about this student and some possible obstacles he may face during the school day.

Potential Obstacles	Potential Solutions
• He does not understand your instructions and struggles to follow the lessons	• Work to create an inclusive and safe classroom community (reference day 4)
• He is isolated by the other students	• Seat him next to students that speak his mother tongue and allow them to help him
• He lacks motivation	• Ask your head teacher if there are some resources that can help him learn the language of instruction
• He cannot do the work asked of him	• Differentiate your instruction (e.g. use visual cues or images to help the student with comprehension) and give him some easier work that helps him learn the language
• The teacher cannot form a relationship with him	• Find out if there are people in the community that can help this student

4. Student who does not see or hear well

A 7-year old boy struggles to see and his hearing is poor. His sisters help walk him to and from school every day. He can read if the words on the page are in large font, but struggles to see the board at the front of the room. Students generally treat him well, but do not often include him in conversation or activities. Write a narrative about this student and some possible obstacles he may face during the school day.

Potential Obstacles	Potential Solutions
• He struggles to follow the lessons	• Work to create an inclusive and safe classroom community (reference day 4)
• He cannot read the board	• Sit him in the front of the room so he can better see the board and hear your voice
• He works more slowly than the other children	• Prepare handouts in advance in large writing of what you are going to write on the board that day
• Some students think that he his slow and not very smart	• Pair him with a student that can assist him and help him when he doesn't hear instructions
• Students exclude him during break time activities	• Allow the student to showcase his knowledge of topics to the class
	• Create inclusive activities during break time

5. (Space for contextualization)

Potential Obstacles	Potential Solutions

Appendix 2L: Revisit Guide for Facilitator

NEEDS OF CHILDREN	ROLE OF A TEACHER
SOCIAL • Meaningful peer relations and social competence • To feel listened to and understood • Trust in others • Sense of belonging EMOTIONAL • To feel loved and appreciates • Sense of identity • Responsibility and empathy • Sense of self-worth and value, self-value, self-esteem • Hopefulness/optimism about the future the future PHYSICAL/MATERIAL • Physical security • Access to food, water, health cares • Shelter • Clothes COGNITIVE • Access to opportunities • Intellectual stimulation • Adaptability and creativity • To feel competent and capable • Sense of control	**PROMOTING PROTECTIVE FACTORS** • Engage students in dialogue, listening and sharing information • Form a caring relationship with your students • Recognize, encourage and praise your students • Stand to your words and do not give false promises **IDENTIFYING SIGNS OF DISTRESS** **CREATING A SAFE SPACE** PHYSICAL • Ensure children at your school are protected from any forms of verbal and physical violence. • Use ways of positive discipline, do not use corporal punishment or any other kinds of punishments that ridicule or humiliate the student. BEHAVIORAL • Have clearly established classroom rules that are discussed frequently with students. • Let all students know you do not tolerate bullying. Take prompt action if a student is exposed to bullying and violence (from peers or adults).

NEEDS OF CHILDREN	ROLE OF A TEACHER
	COGNITIVE • Allow children to participate in decisions affecting their life (e.g. decisions on classroom rules). • Establish stable and predictable routines in your class to make students feel secure. • Make sure all students have an equal chance to participate in classroom activities – this does not mean all students have to do the same tasks at the same time or achieve the same results but all have to be supported to participate and benefit from learning. • Display student's work in the classroom. **TEACHING LIFE SKILLS (will learn in this session)**

Appendix 2M: Skills and Strategies Worksheet Example Answers

MODULE 2: Child Protection, Well-being and Inclusion

STEP 1: SELF-EVALUATION

Review the skills & strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do *not* have this skill. Need to learn or develop



I use this skill a *little*. Need to develop more.



Have an *average* amount of this skill.



I use this skill in the *best* way possible.

Complete the rating for each category:

1. *Today*: how well do you currently use the skill?
2. *Goal*: how well would you like to use the skill in the next week?
3. *Action*: what will you do in the next week to use or practice the skill?
4. *Practice*: how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

Skill/Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
Example: I will incorporate play into my classroom to promote child well-being			• **I will think of a game that can be used as a warm-up or in a lesson** • **Play that game in class at least twice this week**	
1. Promote protective factors in my classroom by assigning partners so everyone feels included			• When I use partners or group work, I will use grouping techniques like count-off or same birthday month so helps students meet new student and make everyone feel included	
2. I will create a behavioral safe space by making rules with my students.			• In the next class, I will do the Making Rules Together activity so students understand how to behave in school.	
3. I will identify students who may be at risk of being excluded, and use a strategy to help them feel included and welcome.			• I will observe my classroom and be aware of obstacles. • I will try small groupings and encourage students to work cooperatively and help each other	
4. I am going to teach a life to address a risk I see in my classroom			• I noticed that there is a lot of sickness in my classroom, so I will do a lesson with my students on hand-washing	
5. I will talk with my students about the resources around them.			• I am going to lead my students in a Community Mapping activity to let them think about the support and help they have around them.	

STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: Incorporate play in my classroom to promote child well-being

Action Plan:
I will think of a game that can be used as a warm-up or in a lesson by reflecting on the games we played in the training. I will select one that I think my students will enjoy and will also promote a sense of community and well-being amongst the students. I will then look at my lessons for the week and see 2 times during the week that I can add a game to the schedule for the day. I will then facilitate the games in my class this week.

Area for Growth: Create a behavioral safe space by making rules with my students.

Action Plan:
I will ask students to think of important classroom rules and make a list. Then we will choose 10-15 rules that are the most important by voting on the rules. Together we will write consequences for each rule so students can know what will happen if they break the rule.

STEP 3: REFLECTION AND COLLABORATION

Instructions: *Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.*

Reflect on how you used a new skill or strategy from the goals that you listed above in your classroom.

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?

I decided to play the human knot game with my students on Tuesday, but lesson took too long so I moved it to Thursday. I introduced the game in between lessons to be a team builder and a break. I presented the instructions and objectives of the game and then did a demonstration and then asked the class to try. I had a lot of students in the class that day so it was difficult to facilitate the game with such a big group and only some of the students were able to participate. I also did not have time to facilitate a reflection at the end of the game like we did in training because we needed to start on the next lesson because we had already used up too much time on the game. The students really enjoyed the game and asked when we could play again. It was also great to see students interacting with students outside of their usual friend groups. The students then seemed much happier and engaged in the next lesson.

Learn

3. Brainstorm possible solutions. Consider previously learned concepts.

- *Break the class into smaller groups*
- *Use student leaders*
- *Make sure there is time for reflection*
- *Make it a priority-maybe do it at the start of the day or right after a break*

Plan

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.

I will try to incorporate 2 games per week as I stated in my original goal. I will also break the class into small groups so that everyone can participate and select a student leader from each group to facilitate the reflection when the group finishes.

Take action in the classroom.

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC)

Reflection and Collaboration Activity #1 - CLASSROOM ACTIVITIES AND ROUTINES

Directions: Each person takes a turn choosing one activity from the Classroom Activities and Routines Handout. Each person takes 10 min to practice their activity.

1. When you practice the activity, pretend you are in your classroom with your students.

2. When you finish, please say:
   What went well
   What was difficult

3. The other people in your group should say
   What you did well
   How you can improve

If you are not able to meet with other teachers, you can practice on your own using the Classroom Activities and Routine Handout. Pick an activity to use in your classroom.

Remember these are activities that help to create a social, emotional, and cognitive safe space in school.

Reflection and Collaboration Activity #2 - Taking the Human Rights Temperature of Your School

Directions: Take the human rights temperature of your school. Read each statement and assess how accurately it describes your school community in the blank next to it. (Keep in mind all members of your school: students, teachers, administrators, and staff). At the end total up your score to determine your overall assessment score for your school.

RATING SCALE: **1 - no/never** **2 - rarely** **3 - often** **4 - yes/always**

____ 1. My school is a place where students are safe and secure.
____ 2. All students receive equal information and encouragement about academic and career opportunities.
____ 3. Members of the school community are not discriminated against because of their life style choices, such as manner of dress, associating with certain people, and non-school activities.
____ 4. My school provides equal access, resources, activities, and scheduling accommodations for all individuals.
____ 5. Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school.
____ 6. When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behavior.
____ 7. Members of my school community care about my full human as well as academic development and try to help me when I am in need.
____ 8. When conflicts arise, we try to resolve them through non-violent and collaborative ways.
____ 9. Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted.
____ 10. In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of punishment.
____ 11. No one in our school is subjected to degrading treatment or punishment.
____ 12. Someone accused of wrong doing is presumed innocent until proven guilty
____ 13. My personal space and possessions are respected.
____ 14. My school community welcomes students, teachers, administrators, and staff from diverse backgrounds and cultures
____ 15. I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination.
____ 16. Members of my school can produce and disseminate publications without fear of censorship or punishment.
____ 17. Diverse voices and perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction.
____ 18. I have the opportunity to express my culture through music, art, and literary form.

____ 19. Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules.

____ 20. Members of my school have the right to form associations within the school to advocate for their rights or the rights of others.

____ 21. Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty, and peace.

____ 22. Members of my school encourage each other to organize and take action to address societal and global problems related to justice, ecology, poverty, and peace.

____ 23. Members of my school community are able to take adequate rest/recess time during the school day and work reasonable hours under fair work conditions.

____ 24. Employees in my school are paid enough to have a standard of living adequate for the health and well-being (including housing, food, necessary social services and security from unemployment, sickness and old age) of themselves and their families.

____ 25. I take responsibility in my school to ensure other individuals do not discriminate and that they behave in ways that promote the safety and well-being of my school community.

(from http://www.hrusa.org/hrmaterials/temperature/temperature.shtm#Procedures)

TEMPERATURE POSSIBLE = 100 HUMAN RIGHTS DEGREES
YOUR SCHOOL'S TEMPERATURE _____

Once you (and your collaborative group) have completed and determined your school's temperature. Look at statements that received a low score. Pick 3 statements that have the lowest scores on your list.

1.

2.

3.

Think back on the skills and strategies you learned on how to promote protective, create safe space and teaching life skills. What can you and your colleagues do to raise the "Human Rights Temperature" at your school by addressing each of these statements?

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For more information on TiCC:
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