



# Training For Primary School Teachers In Crisis Contexts

**CHILD PROTECTION,  
WELL-BEING AND  
INCLUSION**



# 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.

# Sessions



## **Session 1**

Introduction to Child Protection and Child Rights



## **Session 2**

Creating a Safe Space



## **Session 3**

Gender Responsive Pedagogy



## **Session 4**

Sexual and Reproductive Health right



## **Session 5**

Teaching Life Skills



## **Session 6**

Inclusive Classrooms



## **Session 7**

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



This icon represents the Scripted section of the Session.



This icon shows a Tip or Suggestion to help you along with the Session.



This icon points to Questions you should ask your participants.



This icon indicates the length of Time a particular Session should take.

# 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



## Reflect and Revisit

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



## Learn

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



## Practice

- Understanding protective and risk factors



## Planning and Action

- Identifying and monitoring signs of distress



## Assess

- Skills and strategies worksheet



## 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](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

### 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

### 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

## 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



"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. They define what can be considered a way of relating with children that underscore the infinite worth of every child and how every person would like to be looked at. 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

## Materials:

- Slides 8-9
- Handout 2.1C - Child Rights Scenarios



"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



"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 counselling.
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

### 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](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

### 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 storytelling, 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 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



## Learn

- Addressing physical safety: Corporal punishment



## Practice

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



## Planning and Action

- Identifying protective factors in our schools
- Planning a safe classroom



## 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. 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 2.0 – Skills and Strategies Worksheet
- Handout 2.2A - Government's Position on Corporal Punishments
- 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.
- **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.
- **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

### 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

### Materials:

- Flipchart paper and markers/colored pencils 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

### Materials:

- Slide 19-23
- Small pieces of paper/card for anonymous reflection
- Appendix 2F - Promise Against Physical and Sexual Harm



"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:

1. Lifelong psychological damage, manifested as depression, inhibition, rigidity, heightened anxiety and suicidal thoughts.
2. Children lose interest, resent the learning experience and, as a result, do not value education.
3. Children learn to hate a subject or teacher because education does not thrive when children live in fear of those who teach them.
4. Being absent from school and the risk of dropout increases.
5. Fostering cruelty and violence then later on increase in crime rates.
6. Increase in costs in treating injured children. When children are injured from corporal punishment, the school must take responsibility for paying the medical expenses.
7. Children who experience corporal punishment develop feelings of low self-worth and as a result can become unproductive adults.



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 as in **Handout 2.2A**).

### 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.

# PRACTICE

## Addressing Behavioral Safety: Positive Discipline

### 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:

## 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



"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

### 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

## 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

### 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 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.”

# Gender Responsive Pedagogy

## SESSION 3

### OBJECTIVES

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

- Demonstrate the understanding of gender responsive pedagogy
- Use appropriate gender responsive language in classroom interaction
- Select and develop gender responsive teaching and learning materials
- Create a more learner-centred and gender responsive classroom, even when classes are crowded or resources are limited.



# Outline



## Introduction

- Review competencies and expectations



## Reflect and Revisit

- Gender Responsive and Safe School Environments



## Learn

- What are Gender Responsive and safe school environments?



## Practice

- Gender Responsive classroom practices
- Gender Responsive sexual and reproductive health
- Trauma – Informed teaching practices



## Planning and Action

- Creating Gender responsive and safe school environments



## Assess

- Skills and strategies worksheet

## 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 of the key terms and half with the definitions of Gender responsive pedagogy, positive learning experience, emotional intelligence, conflict management, sexual maturation, sexual reproductive health, Adolescence, gender-based violence, sexual harassment, and trauma. There can be duplicates as long as there are enough cards for each participant.
- Print 5 copies of Appendix 2I for participants group activity on gender responsiveness in their schools.
- Prepare a video/film on gender responsive teaching and learning materials. (Appendix 2I.)
- Assign appropriate names to the characters in the video/film used.
- Gather materials including GRP Manual (FAWE), Projector, Speakers, and screen for projection.

## Materials

- Flipcharts, markers, extra paper
- Note cards for definitions activity -
- Projector
- Screen
- Sticker note pads
- Handout 2.3A – Gender Responsive Pedagogies
- Handout 2.3B – Individual Review on Gender Bias
- Handout 2.3C – Stereotypes that influence Gender Bias
- Handout 2.3D – Ally or bystander situation sheet
- Appendix 2I - Gender responsive school baseline checklist
- Appendix 2M – Strategies for Gender responsive and safe school environments

## Key Words

- **Gender and sex:** Sex refers to biologically-determined reproductive anatomy, while 'gender' generally refers to roles for males and females, or norms that define the characteristics, capacities and behaviours of boys/men and girls/women.
- **Gender responsive pedagogy:** It refers to teaching-learning processes that pays attention to the specific learning needs of girls and boys. Gender responsive pedagogy calls for teachers to take an inclusive gender approach in the processes of lesson planning, teaching practices, classroom management and performance evaluation.
- **Emotional intelligence:** Emotional intelligence includes our ability to understand and manage our emotions, as well as our ability to understand and influence the emotions in other people. There is a strong correlation between students' emotional intelligence and their classroom behaviour as well as their academic achievement and success in the workforce

# INTRODUCTION

## Review Competencies and Expectations



"Within the context of classroom settings, pedagogy is a term that includes both what is taught and the methodology used for teaching. This unit includes definitions and examples of gender responsive pedagogy and learner-centred pedagogy. The understanding of gender responsive and learner-centred pedagogies is essential to transforming schools so that they are positive learning environments that empower all students to become engaged citizens. The curriculum must ensure that every individual is valued and high expectations are held for every student."



This can be paraphrased based on how recently the last session was conducted. This would be a good time to share the session learning outcomes and competencies and an overview of the session in particular.



"During this session we shall be able to explore various aspects of the Gender Responsiveness in schools. This will include examining: gender responsive language use, gender responsive lesson planning and teaching materials, and gender responsive classroom set-up and management. Let's get started."

# REFLECT AND REVISIT

## Gender Responsive Pedagogy and Safe School Environments

### Materials:

- Definition note cards - one per participant
- Handout 2.3 A – Gender Responsive Pedagogies



Teachers play an important role in supporting gender responsive classroom environments. Gender responsiveness is particularly at risk in crisis contexts. The understating of gender responsive and learner – centred pedagogies, in line with the way classroom is set-up or arranged can contribute positively or negatively to the learning process for girls and boys. It is important for teachers (and school managers) to understand how the pedagogies, configuration and maintenance of learning spaces affects the quality and gender responsiveness of the education provided therein. Teachers can provide opportunities for students to develop their emotional intelligence in the areas of self-awareness, self-regulation, social awareness and relationship-management, as well as conflict resolution skills to address issues of bullying and violence in school.



### Ask Participants (Individual Reflection):

- What does it mean, according to you, to adopt gender responsive pedagogies? What should you, as teachers, pay attention to?
- How does a gender responsive classroom set up look like?

**Ask participants to write down** their ideas. Devise a table on a flipchart to guide their activity (**See Handout 2.3A**)



### Language Use

The language teachers use in the classroom can reinforce negative gender stereotypes or promote gender inclusion and equality. Teachers should strive to use both gender pronouns when citing examples and refer to all students with respect, regardless of their gender.

### Lesson Planning

Gender responsive teachers account for gender in planning the lessons, considering differences in the learning needs of students based on their different social backgrounds and learning styles. A gender responsive lesson plan takes into consideration the teaching and learning materials, methodologies, activities, and classroom arrangement.

## Teaching and Learning Materials

Develop or adapt your materials to be gender inclusive and ensure they promote messages of gender equality in society. Use textbooks and materials that promote gender equality. If they don't, you can engage the class in critical analysis of the images or text through a gender lens:

- Illustrations and photos: Are men and women always in specific roles where men are leaders and women are helpers? For example, if you notice that images of doctors are always men and nurses are always women, you can take the opportunity to clarify this in classroom conversation or find visual examples that show women as doctors. While there are certainly male doctors and female nurses, if this is all that students see, a boy might not realize that he can also be a nurse or a girl might not realize that she can also be a doctor.
- Stories: Do stories read in the classroom always feature boys as the heroes and girls as helpless or needing to be rescued? You can bring in discussion questions that ask both boys and girls to reflect on a time they helped someone and a time they were helped.

## Classroom set-up

Consider the typical classroom arrangement in which desks are lined up in neat rows facing the teacher. A big drawback of this arrangement is that it can reinforce many traditional socialization processes. The teacher is seen as the expert bestowing knowledge to the students, rather than actively engaging students with more learner-centred pedagogies. Those who are less comfortable speaking out sit at the back of the class and are less likely to participate unless the teacher makes a special effort to involve them. A different arrangement such as breaking the class into smaller groups or sitting in a circle may encourage all students to participate actively. Where this isn't possible, consider rotating seats to ensure all learners are engaged. Additionally, how are the students seated? Are girls and boys sharing desks? Encourage opportunities for girls and boys to share desk space in order to break down barriers, understand and respect one another, and work together toward a common goal.

## Classroom management

Ensure that your classroom practices help to develop mutually supportive interactions between students, teachers and parents. Use systems and structures that cultivate safety and an inclusive learning environment for all students such as the collective development of group norms. Incorporate activities that develop the emotional intelligence and conflict resolution skills for students to interact well together. Take intentional steps to encourage participation by all students.

# LEARN

## Gender Responsive Language Use

### Materials:

- Video showing gender responsive and safe school environments.
- Handout 2.3B- Individual Review on Gender Bias



"Language often determines how people perceive and understand reality. It shapes what people pay attention to and how they interpret their lives. Language is one of the most powerful tools to define and reinforce gender relations and can be used to promote inclusion and gender awareness or to reinforce gender bias and stereotypes (Fisher, Frey, Rothenberg, 2008). The way that teachers provide feedback is also an important consideration of language use. If a teacher uses harsh, abusive and threatening language, it may perpetuate gender stereotypes, instil fear in the students and hinder learning. For example, a boy or girl whose teacher tells them "you are stupid" or "you are empty-headed" may come to believe this to be true and have a negative impact on their academic performance or willingness to participate. Or when a girl is not performing well in school, a teacher might say in frustration, "What are you doing here?" or "Your family is wasting money." This suggests to all students that girls are not meant to be in school, perpetuating harmful socially constructed gender roles. By contrast, a teacher can enhance students' performance by providing constructive feedback in encouraging ways that promote growth, learning and critical thinking. Gender responsive language use in the classroom treats boys and girls as equal partners and provides a conducive learning environment for everyone."

"Everyone has implicit bias to some extent. Implicit bias refers to the underlying beliefs, attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. They are implicit because we are not aware that we have them."



### Ask Participants (Individual Review):

1. Review the list in Handout 2.3B to identify ways that you may intentionally or unintentionally communicate gender bias.
2. In the box to the right, read each statement and check the box that reflects your behaviour.

**Ask participants to** count the number of checks in each column and put the totals at the bottom.

**Make them** aware of the significance of the frequency of checking in the boxes in relation to demonstrating gender bias in the classroom and the areas they could work on.



“Teachers can start by identifying gender-responsive language practices. See the table below for examples of gender- biased and gender-responsive language.”

### Show the examples below

| GENDER-RESPONSIVE LANGUAGE PRACTICES                       | EXAMPLES OF GENDER-BIASED LANGUAGE   | EXAMPLES OF GENDER-RESPONSIVE LANGUAGE   |
|--|--|--|
| Use both pronouns (he or she; her or his)                  | When everyone contributes his own ideas, the discussion will be a success.   | When everyone contributes her or his own ideas, the discussion will be a success.  |
| Use the plural instead of the singular                     | If a student studies hard, he will succeed.  | Students will succeed if they study hard.  |
| Recast a sentence in the passive voice                     | Each student should hand in his paper promptly.  | Papers should be handed in promptly.   |
| Recast the sentence to avoid using the indefinite pronoun. | Does everybody have his book?  | Do all of you have your books?   |
| Create gender balance or neutrality in labels or titles.   | <ul style="list-style-type: none"><li>• Mankind</li><li>• Man’s achievements</li><li>• All men are created equal</li><li>• The best man for the job</li><li>• Chairman</li><li>• Businessman</li><li>• Congressman</li><li>• Policeman</li><li>• Head master</li></ul> | <ul style="list-style-type: none"><li>• Humanity, human beings, people</li><li>• Human achievements</li><li>• All people are created equal</li><li>• The best person for the job</li><li>• Chair, head, chairperson</li><li>• Business executive, manager, businessperson</li><li>• Congressional representative</li><li>• Police officer</li><li>• Head teacher</li></ul> |



# Gender Responsive Teaching and Learning Materials

## Materials:

- Video showing gender responsive and safe school environments.



"Teaching and learning materials are fundamental to the pedagogical process and can serve to promote an inclusive society or they can reproduce and reinforce systems of oppression, discrimination and inequality. They contribute to the construction of beliefs and values in students about gender norms, vocational choices and future opportunities. Gender stereotypes are pervasive in textbooks, particularly older ones. They regularly portray women and girls as weak, passive and submissive; and are mostly depicted in domestic, caregiving and supportive roles. Men, on the contrary, are portrayed as powerful, assertive and intelligent leaders and are often represented as doctors, engineers, politicians or other powerful figures in society. In addition, the masculine pronoun "he" is often used to refer to both men and women or to human beings generally."

## What are Gender Responsive and Safe School Environments?

## Materials:

- Video showing gender responsive and safe school environments.
- Handout 2.1B – Child Rights Statements



"Boys and girls must feel welcome in a safe and secure learning environment. Governments, schools, teachers and students all have a part to play in ensuring that schools are free of violence and discrimination and provide a gender-sensitive, good-quality education. Schools are responsible for addressing school-related violence and providing comprehensive health education. Teachers should follow professional norms regarding appropriate disciplinary practices and provide unbiased instruction. And students must behave in a non-violent, inclusive way."



If possible, inform participants of FAWE, GRP and the Education Act about Gender Responsive and safe school environments **Handout 2.1B** .



"Gender responsive and safe school environments are about setting-up and managing gender responsive schools, addressing health relations among learners through informing their sexual and reproductive health, and preventing situations where learners are sexually abused. All learners are equally entitled to human rights without discrimination and these rights should be both upheld and taught in schools and classrooms from an early age."

**Point** to the definition of gender responsive and safe school environments on the key words flipchart.



"I am going to give each group several shield cards with statements from UNESCO, UNICEF, FAWE, and the Uganda Constitution about gender responsive and safe school environments. As a group you will need to read the shield cards, and decide which dimension of gender responsive and safe school environments on the flipchart do the cards aim to address. Use sticker notepads to attach the right statements next to either Gender responsive classroom set-up and management; or sexual and reproductive health; or gender-based violence, sexual harassment and trauma. 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 papers indicating the different dimensions of gender responsive and safe school environment is displayed at the front of the room.

**Wait** for all groups to finish attaching their statements on the flip charts before moving to the next point.

**After 2 minutes -**



"Does anyone have any questions or comments they would like to share about gender responsive classroom set-up and management; sexual and reproductive health; and gender-based violence, sexual harassment and trauma? Are there any statements you disagree with?" Do you need any extra clarification?

**Pause** and wait to see if anyone has any questions in regards to gender responsive and safe school environments before moving on to the next activity.

# Gender Responsive Classroom set-up and Management



“How the classroom is set-up or arranged can contribute positively or negatively to the learning process for girls and boys. Creating orderly and interactive learning environments considers a number of factors: the layout of the desks and chairs in the classroom or laboratory, the decorations and use of wall space to promote positive messages and highlight student work, as well as the accessibility and organization of teaching supplies and materials Classroom management and interactions are also important elements in the pedagogical process. Students need to have consistency, structure and safety in order to interact and learn well.

**Point** to the definition of gender responsive classroom on the key words flipchart.



## Ask Participants (Whole Group):

What should teachers and school management consider to have gender responsive classrooms that cater for the specific needs of both boys and girls?

## Example Answers:

| FOR TEACHERS  | FOR SCHOOL MANAGEMENT  |
|---|--|
| Classroom set-up that mixes girls and boys  | Stools in laboratories that are appropriate in size and shape thus enabling effective participation of both girls and boys   |
| Classroom set-up that enhances participation of both girls and boys                       | Appropriate shelf heights in the libraries for students, depending on age, height and physical ability of students, and accessibility for students with Disabilities |
| Arrangement of the desks that encourages quiet students to speak out and overcome shyness | Appropriate size, shape and weight of desks and chairs that allow flexibility for movement and accessibility for students with disabilities                          |
| Fixtures, posters and visual aids on the walls that send gender responsive messages       | Fixtures, posters and visual aids throughout the building that send gender responsive messages   |



“Now that we understand the considerations for gender responsive classroom set-up and management, let us explore how we can set-up gender responsive classrooms. We are going to divide ourselves into four groups and discuss how we can set-up gender responsive classrooms according to the following four considerations

### **A. Wall plan**

1. What is on the walls?
2. Who designs and takes care of the wall space?
3. Does it communicate a welcoming, joyful, warm, calm, fun and learner-centred place?

### **B. Floor and seating plan**

1. How is the furniture arranged?
2. Does it promote equal participation of girls and boys?
3. Does it encourage dialogue?
4. Is it accessible for students with disabilities?
5. Does it allow for individual, small group and large group instruction?

### **C. Storage plan**

1. Are supplies and learning materials accessible to students?
2. Are they clearly marked and organized?

### **D. Recess and playing outside**

1. Do all students have a chance to play?
2. Who monitors students' behaviour and interactions when they are at recess or playing outside?

**Divide** the participants into 4 groups. Assign each group one of considerations of gender responsive classroom set-up and management. Proceed with instructions once everyone has a group.

**Move** around the room to encourage the participants and to answer any questions. Give time warnings. You should be ready to present your findings in 15 minutes.

# PRACTICE

## Gender Responsive Language

### Materials:

- Materials: Handout 2.3C – Stereotypes that influence Gender Bias



“The classroom is an ideal place to also raise learners’ awareness of how gender stereotypes are perpetuated through language use so that they can be active participants in creating a more inclusive culture in the classroom and community. Try the following activity to deconstruct common African proverbs.”

They are implicit because we are not aware that we have them.”



### Ask Participants (Think-Pair-Share):

1. Explain the different stereotypes that enforce violence or abuse against gender.
2. Discuss 3-5 proverbs that can reinforce negative beliefs about gender

**Ask participants to** form groups of **3-5**. Let them write down the Stereotypes that influence Gender as guided in Handout **2.3C**.

**Allow each group 10-15** minutes to write down their ideas. **Let each group** have a representative that will share their ideas with the rest of the participants. Use the guiding questions (**1&2**) to make the activity participatory and meaningful.

# Gender Responsive Teaching and Learning

## Materials:

- Uganda Primary School Teacher's Guide and the different classroom text books



"A first step in developing gender-responsive teaching and learning materials is to review the existing textbooks and other learning tools."

Here we should have some examples of Pictures, texts, activities that are gender biased....

## Pictures / Illustrations

- Are there equal number of boys/men and girls/women represented in the picture/illustrations?
- Are there images depicting both women/ girls and men/boys engaged in active doing, not just watching or assisting?
- Are boys/men and girls/women depicted doing a variety of tasks and non-traditional activities in the illustrations (for example, they show boy cleaning or caregiving and girls driving a truck or working as a doctor?)
- Are there any incidents of gender stereotyping or discrimination?

Below is a sample template that can be used to analyse pictures and illustrations. A blank template is included in the appendix.

| Page Number | What Type of Task is Assigned to... |                    | Is there Stereotyping or discrimination? |    | Decisions |            |        | Notes   |
|-------------|-------------------------------------|--------------------|--|----|-----------|------------|--------|---|
|             | male                                | Female             | yes                                      | no | main tain | imp rovide | change |   |
| 4           | Supervisor                          | Housewife Cooking  | X  |    |           | X          |        | Add female supervisor                         |
| 6           | Doctor                              | Teacher            | X  |    |           | X          |        | Add male teacher                              |
| 12          | Doing experiments                   | Watching           | X  |    |           |            | X      | Photo of boy & girl doing experiment together |
| 13          | Cleaning the house                  | Cleaning the house |  | X  | X         |            |        |   |

- Are both pronouns of boys and girls mentioned in the text? What is the percentage for each gender?
- Does the textbook include such gender-inclusive terms as "fire fighter" instead of "fireman," or "flight attendant" rather than "airline hostess"?
- Does the text provide empowering examples, stories and roles that represent both girls and boys?
- Does the text provide relevant and real-life examples?
- Are there any elements of bias in the text that favour one gender over the other?

Below is a sample template that can be used to analyse text. A blank template is included in the appendix.

| Page Number | Element of Bias |    | Relevant? |    | Decisions |           |        | Notes                           |
|-------------|-----------------|----|-----------|----|-----------|-----------|--------|---------------------------------|
|             | yes             | no | yes       | no | maintain  | improvise | change |                                 |
| 4           | X               |    | X         |    |           | X         |        | Find and include female heroine |
| 10          | X               |    | X         |    |           | X         |        | Include both gender pronouns    |
| 23          |                 | X  |           | X  |           |           | X      | Use local example               |

## Activities

- Are the activities suitable for both boys and girls?
- Does the activity engage the participation and diverse learning styles of learners?

Below is a sample template that can be used to analyse activities. A blank template is included in the appendix.

| Page Number | Activity Number | Suitability of Activity |        | Participatory and Learner Centred? |    | Decisions |           |        | Notes  |
|-------------|-----------------|-------------------------|--------|------------------------------------|----|-----------|-----------|--------|--|
|             |                 | Male                    | Female | yes                                | no | maintain  | improvise | change |  |
| 4           | 1.2             |                         | X      |                                    | X  |           |           | X      | Add small group discussions                  |
| 8           | 2.4             | X                       | X      | X                                  |    | X         |           |        |  |
| 15          | 4.3             | X                       |        |                                    | X  |           | X         |        | Incorporate skit with empowering female role |
| 56          | 6.1             | X                       | X      | X                                  |    | X         |           |        |  |



# Classroom Interaction, Emotional Intelligence, and Conflict Management.

## Materials:

- Handout 2.3D Ally or Bystander Situation Sheet



“We should ask ourselves how inclusion of gender responsive pedagogy, in the teaching-learning process, changes classroom interactions, or how it changes learners’ classroom experience. Developing learners’ emotional intelligence and conflict resolution skills help to reduce the incidence of put-downs, insults, threats, harassment and bullying in the classroom and school environment. The teacher’s level of emotional intelligence and modelling how to identify and handle difficult feelings is the most critical factor in building EQ in the classroom.”

**Look** at the scenarios in Handout 2.3D to evaluate the conflict management skills that each stakeholder had and impact of trauma they would cause.



## Ask Participants (Think-Pair-Share):

How do the following dynamics in classroom interaction impact on the teaching – learning process?

- Teacher Presentation
- Student Presentation
- Teacher – Student Interaction
- Teacher – Parent Interaction
- Teacher – Teacher Interaction
- Student – Student Interaction

**Divide** the participants into 3 groups. Assign each group one of the assignments. Proceed with instructions once everyone has a group.

**Move around** the room to encourage the participants contribute in responding to the group assignment. Give time warnings. You should be ready to present your findings in 15 minutes.

## **Example Answers:**

### **Teacher Presentation**

A teacher's personal appearance and mannerisms have an impact on the teaching and learning processes. A teacher who is unkempt or untidy, uninterested, or provocative in manner will not be an effective teacher or a good role model. Teachers who come to class drunk or sexually harass students have a severe and negative impact on the well-being and safety of students and can diminish students' self-confidence, trust, respect, and academic performance. Teachers who are professional and engaged can build a classroom environment where all students are inspired to learn and can thrive.

## **Example Answers:**

### **Student Presentation**

Poor presentation and disrespectful behaviour of students can also negatively impact the learning environment. Poor presentation can include untidiness, lack of personal hygiene or disruptive behaviour. Some of these behaviours or appearances may be the result of gender conditioning, trauma or disadvantaged economic situations so it is important for the teacher to understand what is going on for the students to provide adequate guidance and support without shaming them.

### **Teacher/Student Interaction**

Each girl and boy brings to the classroom a different set of personality traits, strengths, challenges, learning abilities and styles, histories, social identities and dreams. Recognizing students' individuality is critical to accomplishing gender responsive classroom relationships. Taking time to understand and address the diverse needs of students and cultivate their potential is an essential step for classroom rapport and morale. Creating clear and consistent expectations and boundaries in a classroom helps to create the psychological safety students need to thrive. Child protection is, of course, also paramount to their social and psychological safety. (See Units 3.5 and 10).

### **Teacher/Parent Interaction**

Parents and teachers have a shared responsibility for supporting students as learners. Interactions might occur face to face during teacher-parent meetings, community forums, etc., or through information that is sent home. Teachers can strive to involve parents in classroom activities and to support their students' learning and well-being at home. (See Unit 11). Gender-responsive parents and teachers' interactions and relationships promote a number of desirable learner outcomes, such as increased retention

rates, prevention of early marriage, improvement in the performance of all learners (boys and girls), and helping to reduce discrimination of any kind (Uworwabayeho, et. al, 2018).

### **Teacher/Teacher Interaction**

Teacher-to-teacher interactions are a crucial part of ensuring a motivated teaching staff and positive learning environment. Students observe and learn from the gender dynamics and interactions between teachers. Teachers should strive to ensure inclusion, equality, gender sensitivity and mutual respect amongst each other. Teachers can also be supportive collaborators and allies, helping each other to build gender responsive classrooms by sharing best practices and strategies, teaching and learning materials, lesson planning and holding each other accountable to gender-sensitive language and behaviour (Uworwabayeho, et. al, 2018).

### **Student/Student Interaction**

Classroom interactions ensure that students communicate with one another in class. By emphasizing the collaborative and cooperative nature of group work, students share responsibility for learning with each other, and discuss different understandings and questions that they have. Learner-centred classrooms provide multiple opportunities for students to discuss ideas in small groups and in whole class dialogues. Invite them to observe and analyse gender dynamics in their interactions, as well as the teaching and learning materials. Successful discussions are characterized by small gender-responsive group conversations that seek to give voice to all students (girls and boys) and to provide sufficient time and opportunity to listen to and consider the ideas of others

**Divide** the participants into four groups and lead each group into the discussion of each pillar of Emotional intelligence. Allow each group time enough to write down points on how they can apply the skills of each pillar into daily classroom practice and experience.

**You (the facilitator)** can now have a video to recap the four pillars of Emotional Intelligence before actually participants get into their group discussions.

**Find-out** if participants, in their discussions and the video shown, were able to identify skills of conflict management in the school and classroom setting.

## Example Answers:

- **Use I-Statements.**

Teach students to deliver emotional information as I-statements, using the formula, "When you \_\_\_\_, I feel \_\_\_\_, because \_\_\_\_, so what I would like is \_\_\_\_." When a child wants to meet with a classmate for conflict resolution, she/he must first compose an I-statement before arranging a meeting.

- **Display the I-statement formula visibly in the classroom and practice it as a class.**

First, practice with positive, fun statements, such as "When you laugh, I feel happy, because it makes me laugh too, so what I would like is for laugh as much as possible." Next, practice with statements containing more difficult emotions. To build safety, work with examples that are not from direct personal experience. For example, use a situation from a book you are reading.

- **Generate a list of words to expand the students' vocabulary for describing feelings**

Words such as scared, sorry, sad, angry, frustrated, nervous, irritated. Display this list prominently in the room so that students can look at it when composing I-statements.

In a conflict resolution meeting, the first student begins by making an I-statement, and the second student listens, then repeats back his/her understanding of what was said. Once the first student agrees that the second has heard correctly, the second student may make an I-statement.

This process continues back and forth until both (or all) parties feel satisfied that an understanding has been reached. In the beginning, the teacher always attends conflict resolution meetings as a "fair witness" to ensure safety and protocol, but speaks as little as possible. As students become more adept with the process, the teacher does not need to be present.

# PLANNING AND ACTION

## Gender Responsive Lesson Planning



### Materials:

- Materials: FAWE GRP Manual (page 51)
- Handout 2.3E- Gender Responsive Lesson Planning



"A lesson plan is the teacher's road map of how to make teaching and learning processes effective. In order to make a lesson plan effective, teachers should consider differences in the learning needs due to students' different social backgrounds and learning styles. A gender responsive lesson plan takes into consideration the specific needs and gender considerations of girls and boys in all the teaching and learning processes, such as the teaching and learning materials, teaching methodologies, learning activities, classroom arrangement, etc."

Let's start our preparation to teaching



### Brainstorming

Use Handout 2.3E to discuss with the participant on how they can develop a gender responsive lesson plan.

### Example Answers:

#### Choose your topic.

Brainstorm ways to connect your topic with curriculum goals in a variety of disciplines. How can it apply and intersect with social studies, math, language arts, science, etc.? How can they include a gender inclusive lens or analysis?

#### Find or develop learner-centred GRP instructional materials.

Critically review the teaching and learning materials with an eye for learner-centred gender responsiveness. Do the materials support student interaction and consider different learning styles? Does the material contain gender stereotypes? If so, what techniques can be used to address them? For example, a history textbook that portrays only male heroes, draw up a list of female heroines too. If a science textbook portrays only male scientists as inventors, include a discussion of female scientists who are inventors. Assess and adapt the gender responsiveness of the language used in the teaching and learning materials to encourage both girls and boys to aspire for all professional vocations.

### **Select appropriate teaching methodologies.**

Select teaching methodologies that are learner-centred, build both skills and knowledge, consider different learning styles and will ensure equal participation of both girls and boys, such as group discussions, guest speakers, field trips, books, websites, artwork, role play, debates, case studies, explorations and community projects.

### **Describe learning activities.**

The learning activities should span multiple intelligences and support the development of knowledge, comprehension, application, analysis, synthesis, and evaluation. A lesson plan should make allowance for all learners to participate in the learning activity. For example, when doing a practical science experiment, ensure that both girls and boys have a chance to use the equipment and chemicals. When assigning presentations and projects, ensure that both girls and boys are given leadership positions and roles.

### **Develop instructional objectives and expected learner competencies.**

What do you want students to know and be able to do as a result of this activity? What are the specific observable things that students will be able to do? Clarifying your learning objectives will help to assess your students' achievements more effectively.

### **Consider classroom set up and interaction**

Consider how to arrange the classroom and interact with the students in ways that will promote equal participation of both girls and boys. Plan in advance to ask substantive questions to both girls and boys. Think about where to stand, sit or move about the classroom during the lesson.

### **Consider other gender constraints**

Make sure you are aware and consider how to address gender specific problems that can inhibit girls' learning or attendance, such as menstruation, household chores or other family responsibilities, and parents' perspective on girls' education. Watch for signs of gender-based violence, sexual harassment, peer pressure, trauma, the impact of pregnancy, HIV or AIDS, etc

# ASSESS

## Skills and Strategies Worksheet

### Materials:

- Appendix 2I– Gender responsive school baseline checklist



"Let's look back on everything we have learned together today and brainstorm a list of skills or strategies you can use to create a gender responsive pedagogy and safe school environment."



Encourage participants to come up with the skills and strategies themselves. Example answers may include: using tips for teachers, appendix 2I

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



"Review the tips, skills & strategies in the appendices of the manual. Let the participants know how they can apply the tips, skills and strategies establishing gender responsive and safe school environment in the daily teaching and learning process."

"Thank you for everyone's contributions to work together to expand our understanding of gender responsive and safe school environments. The more we are aware of: how we can set-up and manage classrooms; develop healthy relations among boys and girls, and establish resilience among learners who are sexually harassed either in conflict or crisis situations, is the better we shall create gender responsive and safe school environments."

# Sexual & Reproductive Health For Gender Responsive Schools

## SESSION 4

### OBJECTIVES

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

- Articulate why sexual and reproductive health information and services are human rights.
- Articulate the difference between healthy and unhealthy relationships.
- Demonstrate knowledge and understanding of the sexual maturation issues related to both boys and girls.
- Describe how schools and teachers can support sexual and reproductive health and rights.
- Demonstrate an understanding of ways to deal with social taboos on issues of sexual reproduction education.
- Identify how gender- based violence may appear in a school setting.
- Describe how gender- based violence is manifested physically, psychologically and sexually.
- Articulate causes and effects of gender-based violence on teaching and learning processes.
- Identify the role you have in responding to cases of gender-based violence in the school setting and articulate how you would respond.
- Identify specific impacts conflict and emergency situations have on boys and girls and what role teachers and schools can play.



# Outline



## **Reflect and Revisit**

- Sexual Reproductive Health as Human Rights



## **Learn**

- What is affecting adolescent Girls and Boys?
- School-related Gender-Based Violence



## **Practice**

- Access and Barriers to Sexual & Reproductive Health
- Gender & Education in Conflict Emergencies



## **Planning and Action**

- Responding to reports of gender-based violence



## **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. 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 SRHR and SGBV. If possible invite the child protection officer, CBHT, TBAs 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 2J: Healthy and Un-Healthy Relationships Activities down on pieces of paper.

## Materials

- Flipcharts, markers, extra paper, notebooks
- Appendix 2J – Healthy and Un-Healthy Relationships Activities
- Pieces of paper/card with different tasks and activities from Appendix 2J: Healthy Relationships
- Handout 2.4A – Sexual maturation and Reproductive Health Rights
- Handout 2.4B – Healthy Relationships and factors that affect boys and girls
- Handout 2.4C – Roles of the teachers and Schools
- Handout 2.4D – Dimensions of Gender Based Violence in a School
- Handout 2.4E: Factors that contribute to SGBV in Schools
- Handout 2.4F: Power and Control Wheel

## 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.
- **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.
- **Power-over:** a form of control or domination over others
- **Power-with:** a form that is rooted in connection, equality and collective action, and includes both the psychological and political power that comes from being united
- **Power-within:** a form of personal agency to make change in one's life or the world around them and describes a sense of confidence, dignity and self-esteem

# INTRODUCTION

## Review Competencies and Expectations

### Materials:

- Flipchart paper and markers/colored pens for participants.



“Embedded in international human rights, sexual and reproductive health rights (SRHR) includes the right of individuals to make decisions concerning their reproductive health, free of discrimination, coercion and violence. SRH also includes sexual health, whose purpose is the enhancement of life and personal relations, and not merely counselling and care related to reproduction and sexually transmitted infections (WHO, 2006a).

Adolescence is an ideal time for introducing SRH information and building healthy habits relating to SRH, so that individuals can make informed decisions that can affect their lives forever.

Children and adolescents have a lot of questions about their changing bodies and limited places to get accurate information. While not all teachers are responsible for providing SRHR information, it is important for all teachers to understand issues of sexual maturation and reproductive health so that they can create a more gender-responsive classroom and provide accurate information to students when asked.”

# REFLECT AND REVISIT

## Sexual Reproductive Health as Human Rights

### Materials:

- Flipchart paper and markers/colored pens for participants



"SRHR consists of "the right of all persons to seek, receive, and impart information related to sexuality; receive sexuality education; have respect for bodily integrity; choose their partner; decide to be sexually active or not; have consensual sexual relations; have consensual marriage; decide whether or not, and when, to have children without being stigmatized; and pursue a satisfying, safe, and pleasurable sexual life (United Nations Foundation, 2015)."

For adolescents to enjoy the right to reproductive self- determination, they must be protected from sexual violence and abuse, as well as from discriminatory cultural practices which include FGM, early and child marriage.

The full achievement of SRHR for all individuals is also integral to the achievement of shared Sustainable Development Goals (SDGs) including Education; Economic Benefits; Health; Gender Equality; and the Environment. Adolescents play a vital role in the achievement of these development goals (Mishra, 2016)."



### Brainstorming

Ask participants to discuss the importance of sexual and reproductive health rights in handout 2.4A in promoting gender responsiveness in schools

As boys and girls move through adolescence, they begin to have different kinds of relationships with their peers, family members, and adults. Excellent communication and other relationship skills can help ensure that these relationships are satisfying and mutually respectful. Strategies to manage new feelings about sexuality can result in them making responsible decisions about their health, reproduction, and parenthood.

# LEARN

## What is affecting adolescent Girls and Boys?



### Materials:

- Tape
- Handout 2.4C: Healthy Relationships and factors that affect boys and girls

The transition from childhood to adulthood maybe exciting and marked as a significant moment of change for both boys and girls. However, it is critical for all youth to have access to SRH information and services so they can make informed decisions. Compared to young men and boys, young women and girls are disproportionately affected by lack of access to SRHR information and services (Center for Reproductive Rights, 2006).



### Think-Pair-Share

**Divide** the participants into two main groups.

#### Activity 1A:

**Ask** the first group to brainstorm on the gender -related issues that affect girls in the schools and influence their performance, attendance or completion.

#### Activity 1B:

**Ask** the second group to brainstorm on the gender-related issues that affect boys in the schools and influence their performance, attendance or completion.

Let the groups discuss for 15 minutes.

**Ask** them to present the main findings of their discussion

Here are some of the answers we expect to receive. Bridge the possible gaps in the findings presented by the groups by using Handout 2.4C

## THE ROLE OF SCHOOLS & TEACHERS

In the absence of SRHR education, adolescents typically learn about SRH from the people around them, such as family members, neighbours or friends. Puberty often occurs in conjunction with well-defined rituals or rites of passage, which encourage youth to behave in a certain way to show their maturity (Rosen, 2000). Rites of passage can be beautiful but others infringe on the human rights of the boys and girls, and teachers may need to be able to intervene. Schools and teachers should approach the topic of sexual maturation with sensitivity given the specific contexts and environments they are in. Some students may need additional support to understand issues or experiences without being judged or shamed. It is important to be respectful of cultural norms and national laws, so framing SRH in the context of human rights that respects the safety and dignity of each person can be a useful approach. See the section below for more detail.



### Tip for teachers

Check out 2.4C on the tips for teacher about the role of the Schools and Teachers in promoting SRHR.

### Example Answers

Some ways of support might include:

Ensuring that students have access to accurate SRHR information whether through printed materials or referrals to clinics or professionals

Building a culture of positive and respectful relationships in the classroom for all students

### Creating safe spaces for honest conversations

Empowering students to affirm their bodies and with the knowledge that each student has the right to control his or her own body.

In the case that a student does become pregnant, informing the student of her right to education and to return to school and create a plan with the student for her return

# School-Related Gender-Based Violence

## Materials:

- Flipchart paper and markers/colored pens for participants.



"Gender-based violence (GBV) is any act that results in, or is likely to result in the physical, sexual or psychological harm or suffering of someone based on their gender. The majority of GBV cases are directed towards women and girls, but boys and men can also be victims. Through gender-based violence, unequal power dynamics are upheld through the use of physical force or other means of coercion, such as threats, inducement or promise of a benefit to obtain sexual favours. In order for teachers to adequately prevent and address school-related incidents, it is important to understand the different forms and manifestations of gender-based violence."



## Brainstorming

Ask participants to brainstorm on the possible causes of GBV in schools.

## Example answers:

Use Handout 2.4D to correct the understanding of the participants about the dimension and possible causes of SGBV in schools.



## Think-pair share

Discuss how the following systemic level actors contribute Towards SGBV:

1. Cultural Factors
2. Legal factors
3. Economic Factors
4. Political Factors

Divide the participants into 4 groups and ask each group to discuss the possible causes that are contributing factors of GBV using **Handout 2.4E**



# PRACTICE

## Access and Barriers to Sexual & Reproductive Health



### Materials:

- Flipchart paper and markers/colored pens for participants.
- Appendix 2L: Sexual and Reproductive Health



There are many barriers preventing access to youth sexual and reproductive health rights. They include some government regulations, cultural norms, lack of education and open discussion, a communication gap between parents/teachers and adolescents, and key community stakeholders that may voice strong opinions against SRHR (Iqbal et. al, 2017).

Cultural norms play a significant role in access to SRH information and services. Even where there are no formal restrictions, many health workers are unwilling or reluctant to provide contraceptives to unmarried or childless young people (Rosen, 2000). Traditional and religious leaders are key stakeholders in the conversation about SRH. They can often oppose adolescent reproductive health programs, but as leaders they can also be brought in as an ally to promote SRH.

Parents can also be a barrier to SRH information and education. Parents, and other community stakeholders, mistakenly believe that SRH education will encourage young people to engage in sexual activities. However, evidence shows that SRH education contributes to delaying when youth have sex for the first time, decreases how many partners they have, and increases their use of condoms and other contraceptives (UNESCO, 2018).

Despite the numerous challenges girls and boys face in accessing SRHR education and services, there are several strategies teachers can use to help change this and give youth the confidence to share their SRH problems and questions.



### Affirming the Body Activity

Note: Depending on the maturity and safety level in the group, you might consider leading this activity with boys and girls separately. If you are leading the activity together, follow these instructions and modify as needed.

- Draw out the body outline of a girl and boy.
- Post the body outline demonstration paper on the wall.
- For each body part, describe the prompt, provide a few examples and ask the girls and / or boys to find a partner of the same sex. They will have a minute each to reflect and share their thoughts with each other.
- Ask the whole group to share the thoughts and ideas they discussed with their partners.
- Capture at least three ideas on the big paper. Provide additional content and information about sexual and reproductive health, as needed

- For each body part, ask the girls and/ or boys to find a different partner. You can ask the following sample questions, or create your own.

### **Forehead:**

- What are three strengths that girls and women have and how can they contribute positively to society.
- What are three strengths that boys and men have and how can they contribute positively to society.

### **Mouth:**

- Three things they can teach others about how they can protect themselves from teenage pregnancy, STIs and HIV and AIDS
- Three impacts of unintended/unplanned pregnancies to girls, boys and the society.

### **Heart:**

- Three ways that people are different from each other.
- The different types of changes our bodies go through as we develop.
- Three things they love about their bodies and selves.
- Three ways that young people can embrace their special and unique changing bodies.
- Three things they can teach other boys and girls about body image; that their physical appearance does not determine their worth as a human being.

### **Hips:**

- Review the anatomical and reproductive parts and functions of both sexes.
- Describe the menstrual cycle and identify the various physical symptoms and feelings that girls may experience during this time.
- Brainstorm three things that girls can do to take care of themselves when they have their period.
- Discuss how to access, use and dispose of sanitary pads and other menstrual aids.
- Discuss supportive strategies for girls to feel comfortable during menstruation at school and home.
- Discuss the changes that boys go through that include: erections, either due to arousal or for no particular reason, experience arousal and release of fluids at night, often called a wet dream and that this is normal.
- Discuss supportive strategies for boys to feel comfortable during their puberty development stage, in school and at home.

### Hands:

- Three actions that girls can take to protect their sexual and reproductive health and well-being.
- Three actions that boys can take to protect their sexual and reproductive health and well-being.

### Feet:

- Describe the actions steps they can take to advocate for SRHR for girls and boys.

## Gender & Education in Conflict Emergencies

Violent conflict and crisis situations frequently have negative impacts on gender equality and education systems throughout Africa, with particular challenges for girls as well as for boys.

### For schools and teachers, common impacts of violent conflict and crises include:

- destruction of or attacks on schools;
- conversion of schools to military bases or recruitment stations for child soldiers (Sommers, 2002);
- targeting of teachers by armed forces due to teachers' role in the community; and
- lack of adequate training and strained administrative support, cuts or elimination of salary, and low morale due to difficult and insecure conditions.



### Brainstorming

Ask participants to brainstorm on the common impacts of violent conflicts and crises on Girls and Boys

## Example Answers:

**For girls, common impacts of violent conflict and crises include:**

Increase in GBV, rape, trafficking and sexual violence are used as weapons of war, and in times of severe stress and crisis, women and girls suffer most from increased domestic violence and abuse (UNESCO, 2011). In conflict situations, girls and women are more vulnerable to GBV, unwanted pregnancy, sexually transmitted illnesses and exploitation, especially girls who are further marginalized by factors such as disability, ethnicity and location.

**Decreased enrolment of girls in school.**

Increasing danger, uncertainty and scarce economic resources can exacerbate gender divisions and low school enrolment of girls as parents often choose to keep their female children at home because of an increased need for their household labour or income, security concerns for their safety, as well as the increased practice of child marriage in fragile states (Lemmon, 2014).

**Decreased ability to succeed academically.**

The psychological impact of exposure to extreme and multiple trauma impedes the ability of girls and boys to concentrate, learn and stay in school. This compounds gender inequities and increases their vulnerability, making gender-aware and trauma-informed teaching practices all the more important to provide girls with the emotional support they need (Kirk, 2003).



**Plan for activities you can do as educators to provide support to students in conflict settings.**

**Let individual teachers , list the strategies they can put in place at classroom level and outside classroom.**

## Example Answers:

- Consult with young people about their specific and diverse needs.
- Involve young people in interventions from planning to decision-making in humanitarian responses.
- Create safe spaces at school where children can play, learn, interact and develop freely.
- Don't treat young people like they are the problem or the solution – whole communities need to be involved.

- Provide youth with the support and life skills they need to acquire employment.
- Provide alternatives and narratives that value and engage youth in constructive ways and counter the pull to extremists' recruitment.
- Develop nonviolent conflict resolution skills in classrooms and schools.



"The prevalence of conflicts and other crises indicates the increased need for education sector planning to address issues related to: safety of learners; school resilience in order to provide continuous education regardless of the situation; and protection of social cohesion through access to quality education and teacher training. Crisis- sensitive education content can save lives and resources (IIEP, 2015)."

The activities above take a rights-based approach that emphasizes values such as inclusion, respect, equality, empathy, responsibility and reciprocity as inextricably linked to universal human rights and support the teacher in equipping the girls and boys with critical thinking skills and age-appropriate SRHR education

# PLANNING AND ACTION

## Responding To Reports Of Gender-Based Violence

### Materials:

- Flipchart paper and markers/colored pens for participants.



Schools and teachers are responsible for ensuring the safety of their students and need to have appropriate mechanisms for holding perpetrators accountable and reporting the incident to the appropriate authorities. A teacher's responses and actions to a student's report of GBV or sexual harassment will largely determine a student's ability to recover and cope with the trauma. When teachers fill the valuable role as an ally, they can have a life-changing impact on students' lives. Schools should empower teachers with the framework and resources they need to be allies. This includes schools and teachers developing a response network of individuals or organizations to support students who have faced GBV and being clear on how to respond to reports of GBV.

### **In order to provide adequate support to the victim, teachers should follow these guidelines:**

- Respect the student and accept that the problems articulated are real. Be careful to not reject, ignore, ridicule or embarrass the student.
- Do not blame the student for the violence. Assure the student it is not his or her fault.
- Do not coerce the student for information they are not willing to disclose.
- Have patience. Do not hurry or interrupt when the student is talking.
- Leave the responsibility of decision-making to the student after ensuring that he or she understands the consequences of each decision.
- Do not develop an intimate relationship with the student while counselling them.
- Do not talk to the students about your own problem.
- Keep your discussions with the student confidential.
- If possible, refer students to a trained and reliable source of support, counselling, medical treatment and/or law enforcement.
- Practice trauma-informed teaching practices.

*Source: Ministry of Education, Ethiopia. (2014). Gender Responsive Pedagogy Manual: For Pre-service and In-service Teacher Training.*

While teachers may be the first point of contact for a student, if possible students should be referred to a trustworthy and trained source of support, counselling, medical treatment and/or law enforcement. Teachers have a critical role to play in working together with other community members to create response networks and support systems for victims of gender-based violence. Referral systems can help direct students to the services they need.

**Teachers can help support the referral process by:**

- knowing the points of referral within the school and community such as school management, local NGOs, health care providers, counselling services, local authorities, chiefs and police and the strengths and weaknesses of each;
- notifying the student's parents (if appropriate) and helping them navigate the response network;
- accompanying the student to referral visits to advocate for and support him or her; and
- developing a plan for reporting and referral that is clear, simple, accessible, confidential and respectful.

In the handout 2.4G there is an activity that teachers can do with their students to explore their own roles and different responses in incidences of bullying, harassment and name-calling. This activity, should be done with the participants of the training to explore their own role as an ally or bystander in their school.

# ASSESS

## Skills and Strategies Worksheet

### Materials:

- Flipchart paper and markers/colored pens for participants.



We have discussed a number of issues as far as SRHR is concerned. It is your role as an educator to see how you can address sexual and reproductive health among adolescents. Use handout 2.4H to ask participants attempt the multi choice questions and gauge their level as far as SRHR is concerned. Correct their misunderstandings and ask them to always follow the SRHR guidelines in addressing sexual and reproductive health complications and challenges among young boys and girls.





# Teaching Life Skills

## SESSION 5

### 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 2.5A - Scenario #1 - Preventing Illness
- Handout 2.5B - Scenario #2 - SGBV
- Handout 2.5C - Scenario #3 - Tolerance
- Handout 2.5D - Scenario #4 - HIV Prevention
- Handout 2.5E - 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



"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

### Materials:

- 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:

- Handout 2.5A - Scenario #1 - Preventing illness
- Handout 2.5B - Scenario #2 - SGBV
- Handout 2.5C - Scenario #3 - Tolerance
- Handout 2.5D - Scenario #4 - HIV Prevention



"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 modelling: what behaviours 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 2.5A, 2.5B, 2.5C and 2.5D.**



"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)



"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



## Materials:

- Handout 2.5E - 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 2.5E**. 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

### 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

## Skills and Strategies Worksheet



### Materials:

- Life Skills curricula



"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."



# Inclusive Classrooms

## SESSION 6

### 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 Appendices 2N, 2O and 2P).
- 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 2.6A - Experiencing Exclusion
- Handout 2.6B - Inclusion Scenarios - Obstacles and Solutions
- Appendix 2N - Experiencing Exclusion
- Appendix 2O - Inclusion Scenarios
- Appendix 2P - 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

## 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

## 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

### Materials:

- Slide 35
- Handout 2.6A- Experiencing Exclusion



"I am giving you a short 10-question test before we begin our main activity. Please look at **Handout 2.6A** 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.

**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 2N**.

# PRACTICE

## Identifying Obstacles and Solutions

### Materials:

- Appendix 2O - Inclusion Scenarios
- Appendix 2P - 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 2O**.



"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 2P** 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 2P** to help them. Give them a warning when there is 1 minute left.

# PLANNING AND ACTION

## Creating Inclusion Strategies

### Materials:

- Handout 2.6B - Inclusion Scenarios - Obstacles and Solutions
- Appendix 2P - 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 2.6B**. 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

## 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."

# Seeking Further Support for Children

## SESSION 7

### 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 2.7C.

## Materials

- Flipcharts, markers, extra paper
- Handout 2.7A - Community Map Visual
- Handout 2.7B - Community Map Directions and Questions
- Handout 2.7C - Responding to Abuse
- Handout 2.7D - 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



"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

## 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

### Materials:

- Slide 51
- Handout 2.7B - 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 2.7B** - 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.”

## 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



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



### Materials:

- Handout 2.7C - 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 2.7C. 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 2.7C** 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

## Materials:

- Slide 53
- Handout 2.7D - 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 2.7D**.

### 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 2.7C 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 2.7C** - 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 2.7C** 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 2.7C 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

## 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



“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

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## 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: Gender Responsive Pedagogy

- Appendix 2I: Gender Responsive Schools Baseline Checklist
- Appendix 2M: Strategies for Gender responsive and safe school environment

## Session 4: Sexual and Reproductive Health Rights

- Appendix 2J: Healthy and Unhealthy Relationships
- Appendix 2K: Ally or Bystander Situation Sheets
- Appendix 2L: Sexual and Reproductive Health

## Session 5: Teaching Life Skills

- Appendix 2N: Experiencing exclusion
- Appendix 2O: Inclusion Scenarios

## Session 6: Inclusive Classroom

- Appendix 2N: Experiencing exclusion
- Appendix 2O: Inclusion Scenarios
- Appendix 2P: Obstacles and Solutions

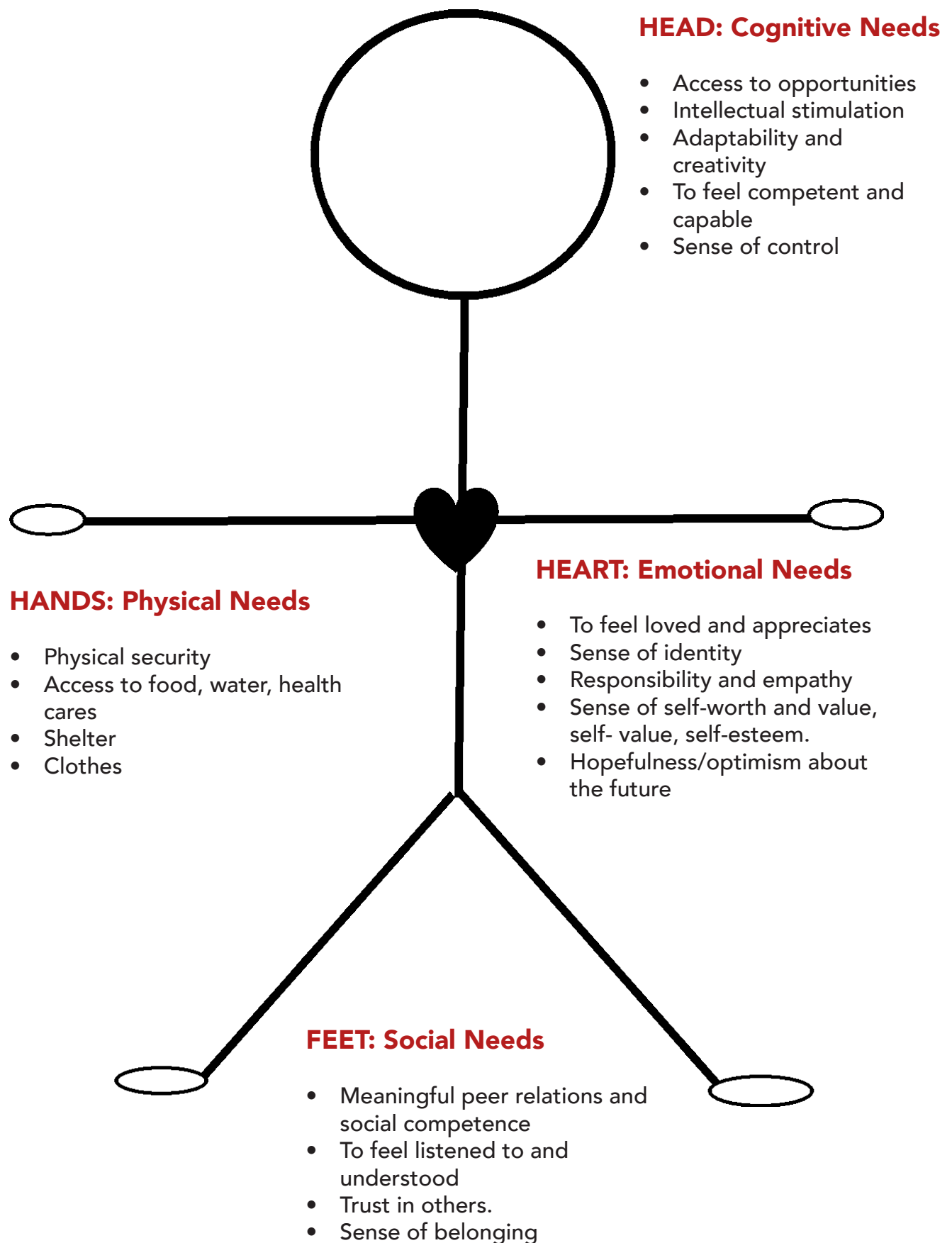
## Session 7: Seeking further Supports for Children

## 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



## Appendix 2C: Child Rights Shields

### Article 2

All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.

### Article 9

Children have the right to live with parent(s). They have the right to live with a family who cares for them.

### Article 16

Children have the right to a good quality education. Children should be encouraged to go to school to the highest level they can.

### Article 16

Children have the right to privacy.

### **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.

A shield-shaped graphic with a black outline and a white interior. The top edge has a decorative, wavy pattern. The text is centered within the shield.

### **Article 14**

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

A shield-shaped graphic with a black outline and a white interior. The top edge has a decorative, wavy pattern. The text is centered within the shield.

### **Article 39**

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

A shield-shaped graphic with a black outline and a white interior. The top edge has a decorative, wavy pattern. The text is centered within the shield.

### **Article 32**

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

A shield-shaped graphic with a black outline and a white interior. The top edge has a decorative, wavy pattern. The text is centered within the shield.

### **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 highlighted red. The signs of distress are highlighted in yellow; these are to be used for the next activity

## Protective Factors

- Feeling appreciated
- Rituals
- Social interaction- getting to spend time with and talking with others
- Feeling supported
- Sense of pride
- Play
- Being a part of a team
- Sense of belonging
- Traditions- connection to culture

## Risk Factors

- 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

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 Daniel'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 he 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 happen-ing?  | 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<br>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 | <ol style="list-style-type: none"> <li>1. Warning.</li> <li>2. Student apologizes to teacher and class.</li> <li>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.</li> <li>4. Student meets with the head-master or director of the school.</li> </ol> | <ul style="list-style-type: none"> <li>•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.</li> <li>•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.</li> <li>•This rule is for the well-being and the benefit of students.</li> </ul> |

# 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: Gender Responsive Schools baseline checklist

| Gender responsive school management  | Female | Male | Total |
|--|--------|------|-------|
| How many men and how many women in each management structures:<br><ul style="list-style-type: none"> <li>• Head and Deputy</li> <li>• Department heads</li> <li>• Student council</li> </ul>   |        |      |       |
| Which of these structures are headed by men and which are headed by women?<br><ul style="list-style-type: none"> <li>• Head and Deputy</li> <li>• Department heads</li> <li>• Student council</li> <li>• Student club representatives</li> </ul> |        |      |       |
|  |        |      |       |
|  |        |      |       |
|  |        |      |       |
|  |        |      |       |
|  |        |      |       |
|  |        |      |       |
| Does the code of conduct include how to deal with cases of sexual harassment for both teachers and   |        |      |       |
| Does the school protect human rights of the students (dignity, respect, health, nutrition, security, not to be   |        |      |       |
|  |        |      |       |
|  |        |      |       |
|  |        |      |       |
|  |        |      |       |
| List specific rules and regulations that make the school gender responsive.  |        |      |       |

\*gender responsive pedagogy: a toolkit for teachers & schools



| Teacher Performance and Welfare   | Female | Male | Total |
|---|--------|------|-------|
| How many teachers are there in the school?  |        |      |       |
| How many teachers are there for each subject: <ul style="list-style-type: none"> <li>• Language/Reading/Writing</li> <li>• History/Social Studies</li> <li>• Mathematics</li> <li>• Science</li> <li>• Other</li> </ul> |        |      |       |
| How many teachers have been trained in GRP?   |        |      |       |
| How many teachers regularly show negative attitudes towards boys/men?   |        |      |       |
| How many teachers regularly show negative attitudes towards girls/women?  |        |      |       |
|   | Yes    | No   | NA    |
| Does the school have a database for tracking teachers'  |        |      |       |

| Non-teaching Staff  | Female | Male | Total |
|---|--------|------|-------|
| How many non-teaching staff are there in the school?            |        |      |       |
| How many non-teaching staff have been trained in gender issues? |        |      |       |

| Students  | Female | Male | Total |
|---|--------|------|-------|
| How many students are there in each grade?  |        |      |       |
| How many students repeated a grade last year?   |        |      |       |
| How many boys and girls dropped out last year?  |        |      |       |
| How many girls dropped out due to early marriage, household chores, etc., last year?  |        |      |       |
| How many teenage pregnancies were there in the last academic year?  |        |      |       |
| Last year, how many girls were made pregnant by: <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Students</li> <li>• community members</li> </ul>  |        |      |       |
| How many incidences of gender-based violence (sexual harassment, rape) were there in the school in the last academic year? <ul style="list-style-type: none"> <li>• Committed by teachers?</li> <li>• Committed by students?</li> <li>• Committed by community members?</li> </ul>  |        |      |       |
| How many students were the victim of bullying at school in the last academic year?  |        |      |       |
| How many HIV/AIDs infected students are there in the school?  |        |      |       |
| How many students show negative attitudes towards girls and women?  |        |      |       |
| How many students show negative attitudes towards boys and men?   |        |      |       |
|   | Notes  |      |       |
| What is the performance of the students by gender for every year and for every grade and in national examinations?<br><br>What is the system for keeping track on the enrolment, retention, dropouts, performance of boys and girls?<br><br>Is there a system for awarding academic and social excellence? How many boys and girls benefited last year? |        |      |       |

| Parents Attitudes and Behaviors                            | Female | Male | Total |
|--|--------|------|-------|
| How many parents exhibit negative attitudes towards boys?  |        |      |       |
| How many parents exhibit negative attitudes towards girls? |        |      |       |
| How many parents favor boys over girls?                    |        |      |       |
| How many parents favor girls over boys?                    |        |      |       |
| How many parents withdrew boys from school last year?      |        |      |       |
| How many parents withdrew girls from school last year?     |        |      |       |

| Gender Responsive Lesson Plans                                  | Female | Male | Total |
|---|--------|------|-------|
| How many teachers are producing gender-responsive lesson plans? |        |      |       |
| How many teachers are using gender-responsive lesson plans?     |        |      |       |

| Gender Responsive Materials  | Yes | No | Total |
|--|-----|----|-------|
| Have the teachers analyzed textbooks for all subjects and other materials for gender responsiveness?   |     |    |       |
| Are the textbooks and other materials used in school free from any gender stereotypes?   |     |    |       |
| Notes  |     |    |       |
| If textbooks and other materials contain gender stereotypes, what action have teachers taken to deal   |     |    |       |
| What types of gender-responsive teaching aids have teachers produced?  |     |    |       |
| How does the school ensure that both boys and girls have equal access to textbooks, library facilities, laboratory equipment and other learning materials? |     |    |       |

| Gender Responsive Lesson Delivery  | Female | Male | Total |
|--|--------|------|-------|
| How many students are called on by the teacher?  |        |      |       |
| How many students receive motivation from the teacher during the lesson?   |        |      |       |
| How many students are supported by the teacher during the lesson?  |        |      |       |
| Notes  |        |      |       |
| What types of gender-responsive teaching methodologies do teachers use?  |        |      |       |
| What techniques do teachers use to ensure that both boys and girls participate equally in the lesson?                                  |        |      |       |
| What techniques do teachers use to help students overcome fear and inhibition? Fear of speaking, fear of science, technology and math? |        |      |       |
| What techniques do teachers use to adapt learning activities to the level of the learners?   |        |      |       |
| What techniques to teachers use to accommodate a range of abilities and disabilities?  |        |      |       |
| What techniques do teachers use to know if the students have understood the lesson?  |        |      |       |

| Gender Responsive Language Use  | Female | Male | Total |
|---|--------|------|-------|
| How many teachers use gender-biased language in the classroom?                                |        |      |       |
| How many students use gender-biased language in the classroom?                                |        |      |       |
| Who are the victims of the gender-biased language used in the classroom?                      |        |      |       |
|   | Yes    | No   | NA    |
| Are the teachers aware of what kind of gender-biased language is used in the classroom?       |        |      |       |
| Notes   |        |      |       |
| What techniques do teachers use to eliminate their own gender-biased language?                |        |      |       |
| What techniques do teachers use to eliminate gender-biased language by students in the class? |        |      |       |

| Gender Responsive Conflict Management   | Female | Male | Total |
|---|--------|------|-------|
| How many students are the victim of gender-based conflict in the past six months?classroom? |        |      |       |
| How many students are the perpetrators of gender-based conflict in the past six months?     |        |      |       |
| How many teachers are the victim of gender-based conflict in the past six months?           |        |      |       |
| How many teachers are the perpetrators of gender-based conflict in the past six months?     |        |      |       |
| How many teachers have been trained to handle gender-based conflicts in the classroom?      |        |      |       |
|   | Yes    | No   | NA    |
| Have cases of gender-based conflicts decreased in the past six months?                      |        |      |       |
|   | Notes  |      |       |
| What techniques do teachers use to avoid inappropriate sexual behavior towards students?    |        |      |       |

# Appendix 2J: Healthy Relationships

## Phase 1: Types of Power

1. Start a discussion by asking: What is power?
2. Define three types of power (write definitions up on big paper):
  - Power-over: a form of control or domination over others
  - Power-with: a form that is rooted in connection, equality and collective action, and includes both the psychological and political power that comes from being united
  - Power-within: a form of personal agency to make change in one's life or the world around them and describes a sense of confidence, dignity and self-esteem
3. Invite the participants to get into pairs and create a physical image or pose that demonstrates each form of power. Call each type out one-by-one and ask the participants pairs to create their shape, freeze and look around.
  - Optional: You can go around and tap each pair on the shoulder, asking them to call out a sentence or phrase that comes from this shape or power-type.
4. Once they have explored each power type in their bodies, reflect on the differences and similarities of these three types of power.
5. Explain that we are going to look at how power-over is used in an unhealthy relationship.
6. Distribute the Power and Control Wheel handout and explain: Power and control is in the middle because that is what an abusive person really wants to have. Their main goal is to have power-over another person. Physical and sexual violence are on the rim of the wheel because an abusive person will often use threats or actual physical and sexual violence to get power and control. Each spoke in the middle represents a different abusive tactic to maintain that power.
7. Ask the group to share their thoughts about how common this type of power is exhibited in relationships. Why do people stay in these types of relationships? What support do people need to leave or change these dynamics? See Appendix B.
8. Explore the different characteristics of healthy and unhealthy relationships in Phase 2 of the activity.

## Phase 2: Healthy and Unhealthy Relationships

1. Preparation: Create Healthy Relationship Cards by writing the qualities, behaviours and characteristics (see in charts below) on individual index cards or post-its
2. Divide the students into small groups of 4-5 people.
3. Draw three columns on the big paper or chalkboard labelled "Healthy," "Both" and "Unhealthy".
4. Pass out a stack of cards to each group. Ensure that each group receives a mix of healthy, both, and unhealthy relationship characteristics.
5. Ask each group to separate their cards into three piles (Healthy, Both, Unhealthy). Make clear that if one person disagrees, the card should go into "Both". Ask them to think about their responses and be prepared to explain the decisions that they made.
6. Come back together as a large group. Ask one group to share, one at a time, their "unhealthy" cards. Continue to each group, then ask groups to share their "both" and their "healthy". End on "healthy" relationships.
7. Engage participants in a discussion about each card. Ask: "Why did you put this card here?" "Can you think of a time when this might happen in a healthy (unhealthy) relationship?" "Can you give an example of this behaviour?" "Why is that unhealthy?"
8. Discuss the different behaviours that might distinguish the characteristics in the "Both" column. For example, silence can be healthy when two people are comfortable being together without talking but unhealthy if people use it to manipulate each other or avoid dealing with problems.



# Appendix 2K: Ally or Bystander situation sheet

This activity can be done multiple times using different prompts to increase your student's ability to be an ally. You can do 3 – 4 scenarios in a 45-minute session. Choose topics that are most relevant to your student's needs. Start with an easier one. Use ones with slight variations to make students think about how they might handle each situation differently. The situations are sorted by identity and/or topic.

**note:** It is important to caution students not to use people's names or identify anyone when sharing. The intent is to ensure that students change hurtful practices without bringing attention to individual students who have bullied others or who have been targeted. Special thought and care will need to be taken if certain students are vulnerable due to differences or recent incidents, in order to avoid unwanted attention or discomfort for that student.

## AGE / SIZE

- A classmate or friend constantly makes fun of another student because they are small or too big for their age.
- A classmate makes fun of another student who is older in age for that particular class.
- An older student makes fun of a younger student because they are small for their age.
- At recess, you hear two other students calling your friend "fatty."
- At recess, you hear two other students calling your friend names to mean she is skinny.

- A friend of yours teases another student because their pants are too small.

## GENDER

- When you are with a group of friends, one of them makes fun of a younger student because of the way they dress.
- A friend of yours keeps saying to other boys, "Hey, stop acting like a girl."
- A boy in your school that you don't know very well keeps saying to other boys, "Hey, stop acting like a girl."
- A friend in your class teases a younger boy for having a doll.
- A student in your class teases a boy for wearing a pink t-shirt or pink coloured stationery.
- A girl in your class teases another girl for always dressing and walking like a boy.

## RACE / ETHNICITY / CULTURAL IDENTITY

- A new kid at school calls your friend a bad name because of their skin colour, hair texture or colour or ethnicity.
- A friend of yours calls a new kid at school a bad name because of their skin colour, hair texture or colour or ethnicity.
- A kid you don't know calls another kid you don't know a bad name because of their skin colour, hair texture or colour or ethnicity.

- You hear another classmate tease a new student about what they are wearing. The student is wearing traditional clothing and ornaments from their culture.
- You see two students making fun of another child's school lunch because it has food that is different from what their family eats.

## DISABILITY

- A friend of yours teases another student for not being in the same math group.
- You see two kids making fun of another student because they are reading "baby books."
- You notice that a student in a wheelchair or crutches is not included in basketball during recess.
- You notice that no one picks a certain student for their team during physical education because they have trouble moving quickly.

## SOCIOECONOMIC LEVEL

- You see two kids making fun of another child because of their old clothes, books or shoes.
- A classmate makes a negative comment about the poor condition of their family home.

## MULTILINGUALISM / HOME LANGUAGE

- You see two kids making fun of/copying another student's accent/way of talking.
- A friend of yours angrily tells another student that they should go back where they came from.

## RELIGION

- Someone in your class says something mean to another student in your school because of their religion.
- A kid you don't know is asking another student why they don't celebrate a certain holiday.
- You see two kids making fun of another student for the clothing that their family wears that is part of their religious expression. (Examples: hijab, head wrap, long skirts or dresses, yarmulke) **note:** Include any others that might apply to your school or community.

# APPENDIX 2L: Sexual and reproductive Health

1) Pre-lesson preparation: As a teacher, you will need to research and understand the basic functioning of the reproductive system and process of sexual maturation. You will also need to partner with a teacher of the opposite sex to lead separate sessions for boys and girls. You can find this information through a SRH professional, textbooks or through online resources.

As the teacher you will need to research and understand:

- Distinguish between puberty and adolescence.
- Recall that puberty occurs at different times for different people, and has different effects on boys and girls
- Assess and categorize examples of the different types of changes that occur during adolescence (e.g. physical, emotional, social, cognitive)
- Compare the similarities and differences between girls and boys in relation to these changes
- Analyse the role hormones play in one's emotional and physical changes over their lifetime
- A few things to take into consideration:
- Depending on the age of the students, the teacher will decide on the suitability of information to be shared and the depth of the discussions.
- Where a class has both girls and boys, the teacher needs to decide at what point in the activity, they should split the class and have a session with girls' alone and boys alone. This will be essential in ensuring that students are comfortable sharing information and asking questions openly while at the same time providing the much-needed emotional safety and support to the students.
- It would also be useful to have a female teacher lead the sessions for girls and a male teacher to lead the session with boys to ensure safety.
- The activity needs to be divided into various classes guided by the different body parts; the time per class should allow for maximized and deep learning by the students. For instance, you might want to discuss the head and mouth for a 40-minute session.

2) Begin the lesson with an introduction to the topic: "Today we are going to learn about the human reproductive system. Life comes through our bodies and it is important for us to recognize and affirm their value – and understand how our bodies work! Strong and healthy communities depend on children, youth, women and men having strong and healthy bodies, as well as a positive affirming attitude towards them. The male and female reproductive systems are composed of external and internal organs."

3) Discuss what sexual and reproductive health means from a human rights framework. Ask students what function the reproductive system has in our bodies. Responses could include:

- To produce the sperm and egg cells that allow us to reproduce

- To transport and sustain these cells
- To nurture the developing offspring
- To produce hormones

Explain: “The lesson will provide an overview of the body parts that everyone has that allow them to reproduce later in life, if they so choose, and explain the functions of each of the reproductive organs. Understanding one’s body and how it works is important to staying healthy.”

#### **4) Affirming the Body activity**

Note: Depending on the maturity and safety level in the group, you might consider leading this activity with boys and girls separately. If you are leading the activity together, follow these instructions and modify as needed.

- Draw out the body outline of a girl and boy.
- Post the body outline demonstration paper on the wall.
- For each body part, describe the prompt, provide a few examples and ask the girls and / or boys to find a partner of the same sex. They will have a minute each to reflect and share their thoughts with each other.
- Ask the whole group to share the thoughts and ideas they discussed with their partners.
- Capture at least three ideas on the big paper. Provide additional content and information about sexual and reproductive health, as needed
- For each body part, ask the girls and/ or boys to find a different partner. You can ask the following sample questions, or create your own.

#### **Forehead:**

- What are three strengths that girls and women have and how can they contribute positively to society.
- What are three strengths that boys and men have and how can they contribute positively to society.

#### **Mouth:**

- Three things they can teach others about how they can protect themselves from teenage pregnancy, STIs and HIV and AIDS
- Three impacts of unintended/unplanned pregnancies to girls, boys and the society.

#### **Heart:**

- Three ways that people are different from each other.
- The different types of changes our bodies go through as we develop.
- Three things they love about their bodies and selves.
- Three ways that young people can embrace their special and unique changing bodies.
- Three things they can teach other boys and girls about body image; that their

physical appearance does not determine their worth as a human being.

### **Hips:**

- Review the anatomical and reproductive parts and functions of both sexes.
- Describe the menstrual cycle and identify the various physical symptoms and feelings that girls may experience during this time.
- Brainstorm three things that girls can do to take care of themselves when they have their period.
- Discuss how to access, use and dispose of sanitary pads and other menstrual aids.
- Discuss supportive strategies for girls to feel comfortable during menstruation at school and home.
- Discuss the changes that boys go through that include: erections, either due to arousal or for no particular reason, experience arousal and release of fluids at night, often called a wet dream and that this is normal.
- Discuss supportive strategies for boys to feel comfortable during their puberty development stage, in school and at home.

### **Hands:**

- Three actions that girls can take to protect their sexual and reproductive health and well-being.
- Three actions that boys can take to protect their sexual and reproductive health and well-being.

### **Feet:**

- Describe the actions steps they can take to advocate for SRHR for girls and boys.

### **GROUP REFLECTION:**

- Reflect briefly on the responses and provide any needed additional information about each one.
- What did you hear that inspired you or changed the way you think?
- How can we affirm and respect each other's bodies and health?

# Appendix 2M: Strategies for Gender Responsive and Safe School Environment

## Classroom set-up

Consider the typical classroom arrangement in which desks are lined up in neat rows facing the teacher. A big drawback of this arrangement is that it can reinforce many traditional socialization processes. The teacher is seen as the expert bestowing knowledge to the students, rather than actively engaging students with more learner-centred pedagogies. Those who are less comfortable speaking out sit at the back of the class and are less likely to participate unless the teacher makes a special effort to involve them. A different arrangement such as breaking the class into smaller groups or sitting in a circle may encourage all students to participate actively. Where this isn't possible, consider rotating seats to ensure all learners are engaged. Additionally, how are the students seated? Are girls and boys sharing desks? Encourage opportunities for girls and boys to share desk space in order to break down barriers, understand and respect one another, and work together toward a common goal.

## Classroom management

Ensure that your classroom practices help to develop mutually supportive interactions between students, teachers and parents. Use systems and structures that cultivate safety and an inclusive learning environment for all students such as the collective development of group

## Sexual and Reproductive Health

School facilities often do not provide for the means to manage menstrual hygiene like privacy, water, incinerators, sanitary towels and bins. Ideally, schools offer separate facilities for girls that accommodate their needs. Additionally, gender responsive teachers and schools should provide effective sexual and reproductive health information through a human rights framework that support boys and girls in a healthy sexual maturation process.

## Gender-based violence

Understand the causes and impacts of different forms of gender-based violence for both girls and boys. Develop trauma-informed teaching practices and a referral process that allows teachers to provide adequate support for victims of gender-based violence, sexual harassment, conflict, emergencies and other trauma-inducing experiences that might limit students' access and participation in education.

# STRATEGIES FOR DEALING WITH LIMITED PHYSICAL SPACE

## Use space outside of the classroom.

Look around your school or community, identify good outdoor areas for learning, and incorporate them into your lesson plans. For instance, in learning about geometric shapes, students can explore the school grounds and identify as many geometrically-shaped objects as possible. Then they can sit under a tree and write down as many as they are able to recall.

## Display student work creatively.

Students' work can be hung on a classroom wall or strings can be used to attach students' work with clips, tape, or even blunt thorns or sticks. Visually decorating the room with students' work will also help add to the attractiveness of the room and make it more welcoming. Make sure to evenly include and display the work of both girls and boys.

## Involve your students.

Students can be very proactive in managing and decorating the classroom's physical space which helps them to develop a sense of responsibility and builds their visual/spatial intelligence. They can hang up student work, create signs with positive and gender affirming messages, and put away instructional materials at the end of each lesson. Invite students to come up with creative strategies for solving storage problems and turn the process into a lesson plan, perhaps using recycled materials to measure and construct shelves. When a problem occurs, such as students bumping into each other, ask them to suggest behaviours that support the flow of easier movement through the space. Gather input and create leadership opportunities for both girls and boys.

## TIPS FOR TEACHERS

Some creative activities to get to know your students:

**Invent a fun "Roll call" song** with call and response as a way to take attendance on a daily basis. Make sure the list is organized so that boys and girls' names are mixed, rather than having all the boys' names first. For example, alphabetize the list and then go A to Z one day and Z to A another day.

- Take photographs or have students draw self-portraits and add fun personal details. Use them to memorize and match names with faces.
- Have them make creative name tags with card stock or paper and string to hang around their necks. Ask them to include their name and a symbol that represents one of their qualities as a leader, or some other prompt. They can draw the symbol or find it in a magazine and use art supplies to decorate their name tag.
- Have students do creative openings to start or end the day. Rotate leadership and invite students to develop a five-minute creative presentation that reflects or integrates the learning topic of the day in a gender inclusive way. This can be a song, poem, story, dance, facilitated game or visual image that they draw or find. They can also invite other students to collaborate and join them. This helps to build self-confidence, community, creative thinking, public speaking skills and also can give you a pulse on what they understand.
- Do energizing name games. For example, stand in a circle and have students go around to say their name with an adjective that describes and a physical gesture or pose, like "Strong Susan" or "Peaceful Peter" and have the rest of the students repeat back their name and gesture.
- Make sure students say their names when they speak and make sure to use their names as often as possible!
- Assign students to interview and introduce each other with interesting questions about their hobbies, talents or dreams. Have a few student pairs do introductions every day. See activity box on the next page for more instructions



## STRATEGIES FOR A POSITIVE LEARNING EXPERIENCE IN AN OVERCROWDED CLASSROOM

**Mix up girls and boys in pairs or small group work.** This allows girls and boys to mix, collaborate, check in with each other around their learning, ask questions, guide each other and reflect together. Do this often. Even a one-minute pair share can give students the opportunity to speak, be heard and integrate concepts.

**Create norms and guidance for small group work to support inclusion and collaboration.** You might assign and rotate clear roles to students within the small group such as a note taker, who captures the key insights or discussion points, or a facilitator, whose job is to make sure that everyone in the group contributes their ideas and has equal time to share. You can provide specific questions for them to discuss or tasks for them to complete together. For example, you might have each small group create a visual image or theatre skit that captures the key ideas or themes. You can also select a girl or mixed gender pair to report out their key findings to the rest of the group. In small group work, always ensure that girls and boys take turns in various roles such as the note taker, facilitator, presenter, etc.

**Check for understanding in fun ways,** such as having students give a “thumbs up, thumbs down, thumbs sideways” or hold 1 to 3 fingers on their chest that indicate how well they understand (e.g. thumbs up or 3 fingers means “I’ve got it!”). You can also use other quick assessments, like having students verbally respond to sentence starters or fill them out as written “exit slips” that they leave in a box at the end of the day with their names. For example, “The most important thing I learned today was...”; “I need help with...”; “A question I still have is...”; or “Ways that today’s topic affect boys and girls differently are...”

**Create a volunteer program or other opportunities for in-classroom aides, mentors or teaching assistants.**

Community members or even older youth can provide additional support for individual students and small groups, classroom management and set-up, and to support goal-setting and learning assessments. This is a great opportunity for older students to act as mentors and be a positive role model and leadership example for younger students! Encourage peer teaching and learning amongst the students. Create leadership opportunities for girls and boys to engage as tutors in the classroom.

**Find new and interesting ways to get to know your students,** especially when you have a large and overcrowded class and it is hard to remember everyone’s name or



## TIPS FOR UNDERSTANDING CHILDREN WHO HAVE BEEN THROUGH TRAUMA:

**Remember that students who have experienced trauma aren't deliberately trying to push your buttons.** Instead of reprimanding them, ask questions and provide a safe space for them to talk. This will help you to understand what is going on and how you might address their needs.

**Students who have experienced trauma can feel very anxious.** A daily routine in the classroom can be calming so try to provide clear and consistent structure, expectations and information about how the day will unfold.

**Try not to judge the trauma.** Trauma survivors can carry a lot of shame. Caring teachers can unintentionally communicate that everything is fine and diminish the students' experience. It is important for the teacher to destigmatize students' trauma experience with words and behaviours of encouragement, validation and affirmation.

**Trauma is often but not always associated with violence.** Teachers don't need to know the exact cause to be able to help.

**Social support is crucial for building resilience, trust and connection.** Find other students, teachers, community members who can positively engage with them.

**Children who experience trauma need to feel they're good at something and can influence the world around them.** Find opportunities that allow students to set and achieve goals so they can feel a sense of mastery and control. Assign them jobs in the classroom that they can do well. Recognize and affirm small achievements.

**Have a list of referral sources** and know how to direct students to receive appropriate care with local health care providers, therapists, counsellors, religious leaders and other healing services.

**Drama, art, dance, and music are some of the most powerful ways to express and calm our nervous systems.** Incorporate different arts modalities into your lesson plans to activate our whole bodies into the healing and learning process.

**Safety is the foundation upon which all trauma recovery is based.** Create a safe and accepting environment in your classroom. Build in classroom activities for self-regulation, mindfulness, body awareness and empowered storytelling.

*Source: Devlin, M. (2018). 10 Things about Childhood Trauma that Every Teacher Needs to Know.*

## Appendix 2N: 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 2O: Inclusion Scenarios

## 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.  |

# Appendix 2P: 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 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 is 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)

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| Potential Obstacles | Potential Solutions |
|---------------------|---------------------|
|                     |                     |
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|                     |                     |
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|                     |                     |
|                     |                     |

# 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   |    |    | <ul style="list-style-type: none"> <li>I will think of a game that can be used as a warm-up or in a lesson</li> <li>Play that game in class at least twice this week</li> </ul>   |    |
| 1. Promote protective factors in my classroom by assigning partners so everyone feels included                               |    |    | <ul style="list-style-type: none"> <li>I will set a goal about my students' learning. I will set a goal about my own professional development.</li> </ul>   |    |
| 2. I will create a behavioral safe space by making rules with my students.   |    |   | <ul style="list-style-type: none"> <li>In the next class, I will do the Making Rules Together activity so students understand how to behave in school.</li> </ul>   |    |
| 3. I will identify students who may be at risk of being excluded, and use a strategy to help them feel included and welcome. |  |  | <ul style="list-style-type: none"> <li>I will observe my classroom and be aware of obstacles.</li> <li>I will try small groupings and encourage students to work cooperatively and help each other</li> </ul>                   |  |
| 4. I am going to teach a life to address a risk I see in my classroom  |  |  | <ul style="list-style-type: none"> <li>I will have an informal conversation with another teacher about a lesson.</li> <li>I will discuss classroom management with a group of teachers at an upcoming staff meeting.</li> </ul> |  |
| 5. I will talk with my students about the resources around them.   |  |  | <ul style="list-style-type: none"> <li>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.</li> </ul>  |  |

## 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.shtml#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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