FACILITATOR’S GUIDE
For Journeys Activity Handbook for Community Members
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Introduction – A Note to the Facilitator

The Facilitator's Guide is a manual for you, the Facilitator, to take your participants (i.e. community change agents) through the *Journeys Activity Handbook for Community Members*. Journeys is the approach to inspire change within school communities toward creating positive and supportive learning environments that are free from violence in any form. The Journeys approach uses specific activities to spark collaboration amongst school stakeholders for the ultimate goal of improving children’s lives at school. Journeys is composed of four handbooks:

1. Journeys Activity Handbook for Teachers and School Staff
2. Journeys Activity Handbook for Community Members
3. Journeys Activity Handbook for Pupils

This Facilitator's Guide focuses only on the *Journeys Activity Handbook for Community Members*. As the Facilitator of this 5-day training, you will use this manual to train community change agents (CCA) on how to use their *Journeys Activity Handbook for Community Members* to lead Journeys activities within their respective communities. At the end of the training, CCAs should feel ready to return to their communities and lead the Journeys activities with their community members. It is important to note that Journeys was purposely designed so that every activity builds on the previous activity. For this reason, activities should not be picked and done at random – they should be conducted sequentially as they appear in the *Journeys Handbook for Community Members*. This is very important.

There are six types of sessions included in this guide:

1. Demonstration Sessions
2. Practise Sessions
3. Review and Plan Sessions
4. Information Sessions
5. Icebreaker Sessions
6. Reflection and Discovery Sessions

However, the first three sessions listed above are the main session types you will see throughout this manual. During Demonstration Sessions, you will model the activity provided in the same way it is arranged in the Journeys Activity Handbook for Community Members. The purpose of this type of session is to expose participants to different types of activities and how they flow. During Practise Sessions you will ask participants to review, plan and implement the activity listed in this guide within practise groups (without any demonstration beforehand). Finally, Plan and Review Sessions provide participants the opportunity to review and plan a Journeys activity as if they were planning one for their community members. The purpose of this session is to only practise the reviewing and planning portion of activity preparation – not conduct the activity itself (CCAs will conduct the activity when they return to their community).
This guide requires the Facilitator to demonstrate several activities each day, some of which require materials and preparation in advance. Please review each day’s activities in advance (preferably the night before) to be sure you have prepared the needed materials (e.g. specific flip charts) to ensure the sessions can transition smoothly and time is not lost. At the beginning of each session is a callout box, ‘Facilitator’s Note’. Please read each of these carefully in advance (i.e. at least the night before) as they will (1) help prepare you to lead each session for the participants, (2) inform you of the materials needed and (3) advise you which flip charts you should prepare in advance. You will also notice at the beginning of each session is a ‘competence’ note that explains why participants are being asked to work through this activity.

The Journeys process for inspiring change begins with the Facilitators training of the CCAs. You and the co-Facilitator(s) create a conducive learning environment where participants are encouraged to engage in the activities, attentively listen to others, brainstorm together and constantly reflect. Before beginning with Day 1, please review the following materials in the annex of this guide:

- Principles of Adult Learning
- Providing Support for Emotionally Stressed Participants
- The Fishbowl Practise Method
- Opportunities for Community Change Agents to Plan Activities after Returning to Their Communities
- Facilitating the Daily Programme
- Time Management

**Recommended Schedule**

<table>
<thead>
<tr>
<th>Day</th>
<th>Session Number</th>
<th>Session Type</th>
<th>Activity</th>
<th>Duration (Min)</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Information</td>
<td>Introduction to the Workshop</td>
<td>30</td>
<td>8:00-8:30 am</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Icebreaker</td>
<td>Safe and Caring School Community</td>
<td>20</td>
<td>8:30-8:50 am</td>
</tr>
<tr>
<td>Day</td>
<td>Session Number</td>
<td>Session Type</td>
<td>Activity</td>
<td>Duration (Minutes)</td>
<td>Schedule</td>
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<td>----------------</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Information</td>
<td>Journeys background</td>
<td>30</td>
<td>8:50-9:20 am</td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>Reflection and discovery</td>
<td>The Goal of Journeys</td>
<td>30</td>
<td>9:20-9:50 am</td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
<td>Information</td>
<td>Introduction to the Journeys Activity Handbook for Community Members</td>
<td>20</td>
<td>9:50-10:10 am</td>
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<tr>
<td>1</td>
<td>1.6</td>
<td>Information</td>
<td>Types of Activities in the Handbook</td>
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<td>10:10-10:30 am</td>
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<td></td>
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<td></td>
<td><strong>TEA BREAK (10:30-11:00)</strong></td>
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<tr>
<td>1</td>
<td>1.7</td>
<td>Demonstration</td>
<td>Reflection on My Life as a Child</td>
<td>60</td>
<td>2:00-3:00 pm</td>
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<tr>
<td>1</td>
<td>1.8</td>
<td>Information</td>
<td>Defining Workshop Objectives</td>
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<td>11:50-12:15 pm</td>
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<td>1</td>
<td>1.9</td>
<td>Information</td>
<td>Roles and Responsibilities</td>
<td>25</td>
<td>12:15-12:40 pm</td>
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<td></td>
<td><strong>Post-Morning Check-In (12:40-1:00 pm)</strong></td>
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<tr>
<td>1</td>
<td>1.10</td>
<td>Information</td>
<td>Reflection on My Life as a Child</td>
<td>60</td>
<td>2:00-3:00 pm</td>
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<tr>
<td>1</td>
<td>1.11</td>
<td>Information</td>
<td>Introduction to Community-based Case Management</td>
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<td>3:00-3:45 pm</td>
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<tr>
<td>1</td>
<td>1.12</td>
<td>Demonstration</td>
<td>The 5-step Process for Inspiring Change (U-Model)</td>
<td>90</td>
<td>3:45-5:15 pm</td>
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<tr>
<td></td>
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<td></td>
<td><strong>Afternoon Check-In (5:15-5:30 pm)</strong></td>
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</tbody>
</table>

**DAY 2**

*Materials needed:* journals or exercise books (where possible) pens/pencils for participants, Chalk board and chalk/ground with space to write on and pieces of sticks.

*Prepare the following flip charts (found throughout the morning sessions of Day 2 in the Facilitation Manual)*

- **Flip Chart with Dimensions of school climate** found on page 32 of the Journeys Activity Handbook for Community Members
- **Flip chart with Definition of Discipline and Punishment** found on page 40 of the Journeys Activity Handbook for Community Members
- **Flip chart with Talking Points** for Activity 1.5: Student Wellbeing
### LUNCH BREAK (1:15-2:15 pm)

<table>
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<th></th>
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<th>Activity</th>
<th>Duration (Minutes)</th>
<th>Schedule</th>
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<tbody>
<tr>
<td>2</td>
<td>2.5</td>
<td>Demonstration is it Discipline or Punishment</td>
<td>30</td>
<td>2:15-3:15 pm</td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
<td>Parallel Practise Listening Game, Status Game</td>
<td>60</td>
<td>3:15-4:15 pm</td>
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<tr>
<td>2</td>
<td>2.7</td>
<td>Demonstration Working on the U-model</td>
<td>60</td>
<td>4:15-5:15 pm</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Evening check-In</td>
<td>15</td>
<td>5:15-5:30 pm</td>
</tr>
</tbody>
</table>

### DAY 3

*Materials needed: journals exercise books (where possible) pens/pencils for participants, Chalk board and chalk/ground with space to write on and pieces of sticks. Locally available materials such as banana fibers, charcoal, paper and strings for name tags.*

*Symbol of Boy and Girl made from small scratch paper*

<table>
<thead>
<tr>
<th>Day</th>
<th>Session Number</th>
<th>Session Type</th>
<th>Activity</th>
<th>Duration (Minutes)</th>
<th>Schedule</th>
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<td>Morning Check-In</td>
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<td>15</td>
<td>8:00-8:15 am</td>
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<tr>
<td>3</td>
<td>3.2</td>
<td>Demonstration</td>
<td>Daily Schedules</td>
<td>60</td>
<td>8:45-9:45 am</td>
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<tr>
<td>3</td>
<td>3.3</td>
<td>Practise</td>
<td>The Meaning of Power and Consent</td>
<td>60</td>
<td>9:45-10:45 am</td>
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<tr>
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<td></td>
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<td>TEA BREAK (10:45-11:15 am)</td>
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<tr>
<td>3</td>
<td>3.4</td>
<td>Demonstration</td>
<td>Gender Box</td>
<td>60</td>
<td>11:15-12:15pm</td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>Practise</td>
<td>Hand of Rights</td>
<td>60</td>
<td>12:15-1:15pm</td>
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</table>

*PostMorning Check-In (1:15-1:30 pm)*

<table>
<thead>
<tr>
<th>Day</th>
<th>Session Number</th>
<th>Session Type</th>
<th>Activity</th>
<th>Duration (Minutes)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3.6</td>
<td>Review and Plan</td>
<td>Protecting the Rights of children</td>
<td>30</td>
<td>2:30-3:00pm</td>
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<tr>
<td>3</td>
<td>3.7</td>
<td>Practise</td>
<td>Vote with Your Feet</td>
<td>60</td>
<td>3:00-4:00pm</td>
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<tr>
<td></td>
<td>3.8</td>
<td>Practise</td>
<td>Working on the U-Model</td>
<td>60</td>
<td>4:00-5:00pm</td>
</tr>
</tbody>
</table>

*Afternoon Check-In (5:00–5:15 pm)*

### DEPARTURE

### DAY 4

*Materials needed: journals exercise books (where possible) pens/pencils for participants, Chalk board and chalk/ground with space to write on and pieces of sticks. Manila papers and chalk (if available)*

<table>
<thead>
<tr>
<th>Day</th>
<th>Session Number</th>
<th>Session Type</th>
<th>Activity</th>
<th>Duration (Minutes)</th>
<th>Schedule</th>
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<td>8:30-8:45 am</td>
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<tr>
<td>4</td>
<td>4.2</td>
<td>Demonstration</td>
<td>Images of Violence</td>
<td>60</td>
<td>8:45-9:45 am</td>
</tr>
</tbody>
</table>
Facilitator’s Guide: Journeys Activity Handbook for Community Members

Day 5

Materials needed: journals exercise books (where possible), paper, pens/pencils for participants, Chalk board and chalk/ground with space to write on and pieces of sticks.

Prepare the following flip charts (found throughout sessions of Day 5 in the Facilitation Manual)

- Flip Chart 2.1 “Action Plan” found in Session 5.5

<table>
<thead>
<tr>
<th>Day</th>
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<th>Session Type</th>
<th>Activity</th>
<th>Duration (Minutes)</th>
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<td>5</td>
<td>5.2</td>
<td>Demonstration</td>
<td>Positive Bystander Response: Role Play</td>
<td>60</td>
<td>8:45-9:45 am</td>
</tr>
<tr>
<td>5</td>
<td>5.3</td>
<td>Practise</td>
<td>Presentation of the U-Model and Action Plan</td>
<td>60</td>
<td>9:45-11:30 am</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TEA BREAK (11:30-12:00 am)</td>
</tr>
<tr>
<td>5</td>
<td>5.4</td>
<td>Parallel Practise</td>
<td>Talking Circles</td>
<td>60</td>
<td>12:00-1:00 pm</td>
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DEPARTURE
5.5: Practise Community Change Agent Planning Session

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>30</td>
<td>LUNCH BREAK (1:30-2:00 pm)</td>
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<td></td>
<td>Final Check-In (2:00-3:00 pm)</td>
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<td>CLOSURE AND DEPARTURE</td>
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## DAY 1

**Journeys Activities Introduced**

### Session 1.1: Introduction to the Workshop

**Information Session**

*Day 1, Duration: 8:00 AM – 8:30 AM (30 minutes)*

**Facilitator’s Note**

This guide will incorporate a training tactic called, ‘Parking Lot’, which is a piece of paper where you will write questions from participants throughout the week. The Parking Lot houses items to be discussed that might not fit with the current conversation. All Parking Lot items should be addressed by the last day of training; however, it is good practice to review these items at the end of every training day to ensure participants’ questions are answered in a timely fashion.

Before the session begins, prepare flip chart 1.1 by reviewing content in the gray callout box below, titled ‘Flip Chart 1.1’ and transcribe contents onto a sheet of flip chart paper for use during the day’s session.

### Welcome and Check-In

- Welcome and introduce the Facilitators
- Acknowledge people by sub-county
- Ask everyone to write their name on a piece of tape with a marker and stick it on their chest where it is visible

### Mapping the Schedule for the Week

- Take the participants through the week’s activities, introducing, in general, what will be covered each day
- Introduce the Parking Lot (refer to the Facilitator’s Note).

### Logistics and Administrative Announcements

- Everyone must sign the register daily
- Be ready to begin at 8:00 am sharp
- Assign a Co-Facilitator to serve as a timekeeper, keep participants energised and pay attention to participant welfare

### Ground Rules

- Ask participants to volunteer ground rules for the workshop. A Co-Facilitator should write the suggestions on the flip chart. If the below are not mentioned, make sure to include and emphasise the following:
  - Trust that all which is shared in the workshop is held in deep confidence,
  - Respect and honour differences in opinion and withhold judgment and blame,
  - No one is required to share personal experiences if they do not feel comfortable doing so and
Keep to the timeline.

**Introduction to the Workshop Activities**

- Inform the participants that for the rest of the week, they will learn about the Journeys activities in their handbook (*Hold up the handbook for all to see*).
  
  *Present flip chart 1.1. Read its contents noting that each day will include the approaches listed in the flip chart.*

- Ask if there are any questions.

**Session 1.2: Safe and Caring School Community**

**Icebreaker Session**

*Day 1, Duration: 8:30 AM – 8:50 AM (20 minutes)*

**Facilitator’s Note**

This activity serves two purposes. First, it gives participants a chance to get to know each other and second, it allows them to begin reflecting on the main topic of Journeys: a safe and caring school community.

**Icebreaker Procedure**

- **Hand out small papers and markers to each participant.** Ask each participant to write one quality of a safe and caring school and community.
- Give participants approximately 15 minutes to walk around, introduce themselves to each other and share their ‘quality for a safe and caring school and community’.
- Ask participants to spend only 30 seconds to a minute with each person and to try to meet as many different people as possible.

**Plenary Discussion**

Ask for as many volunteers as possible to mention the many qualities of a safe and caring school and community. A Co-Facilitator will write these ideas on a flip chart. Conclude by asking participants, ‘What is your role in building a safe school and how does a safe school support learning’?

**Session 1.3: Journeys Background**

**Information Session**

*Day 1, Duration: 8:50 AM – 9:20 AM (30 minutes)*

**Competence**

Participants will be able to identify the different legal policy requirements for children’s protection in schools and communities.

**Session Procedure**

- **Present flip chart 1.2,** which lists the key policies and laws of child protection in Uganda.
- Highlight that, through Journeys, the Ministry of Education and Sports (MoES) supports putting these policies and laws of child protection into practise within schools and communities.
Present flip chart 1.3. Note to participants that these bullets represent some of the instruments for child protection. Discuss the expectations that the MoES has for Journeys.

Discuss the following:

- Journeys is a government program that supports the MoES to make sure that the instruments of child protection are enforced at the school and community levels. Journeys is supported by:
  - The USAID/Uganda Literacy Achievement and Retention Activity (LARA), which helps the rollout of Journeys to schools and communities.

- Carefully selected community change agents who implement Journeys in the communities.
  - The community change agents engage as many members of their community as possible using the Journeys activities and community initiatives for preventing violence.
  - The community change agent supports community members in designing and implementing practical cost-effective actions.

Plenary Discussion
Check in with participants to ensure they understand and ask for comments and questions.

Session 1.4: The Goal of Journeys

Reflection and Discovery Session

Day 1, Duration: 9:20 AM – 9:50 AM  (30 minutes)

Facilitator’s Note
In this activity, guided reflection is used to introduce the goal of the Journeys program.

Competence
Participants will be able to describe their vision of a safe and caring school and the characteristics of the school environment (known as "school climate") that exist to support learning.

Lesson Procedure
- Explain to the participants that this activity gives them a chance to develop a vision of a safe and
caring school and community for children’s learning by participating in a guided reflection.

➢ Tell participants, ‘We will now prepare for and begin a guided reflection’. Reflection is an important component of Journeys.

➢ Ask participants to

   • Position their chairs so that they have enough space in front of them to stand up from their chairs and take two steps forward.
   • Sit quietly in their chairs, close their eyes, and focus on their breathing for a few seconds.

➢ Read the guided reflection slowly, clearly, and in a calm, even voice. Pause after each statement for approximately 5 seconds.

Guided reflection: A Safe and Caring School Community

Think about what the school and community environment is like for children today.

a. Are children happy when they walk from home to school? Are there places they pass on the way that may not be safe? Are there people the children could meet who might hurt them?

b. Think about the school and community environment. Is the school compound a safe place for children? Is it clean? Are the children kind to each other?

c. Think about the classroom. Do teachers treat children with respect and kindness? Do they help the children with their schoolwork?

d. Keeping your eyes closed, visualise a closed door before you. Imagine that on the other side of the door there is a school community that is a safe and caring place for children to learn. Imagine that this place is free from violence.

e. Imagine what this special, caring school community is like. In this place that you have imagined, how do the children feel when they walk to school?

f. Think about what this means. In your vision, what is the path to and from school like? How do children feel when they walk to school? Are pupils welcomed when they arrive at school?

g. In your vision, what does the school compound look like? What are the children doing?

h. In your vision, what is it like in the classroom? How do the teachers interact with their pupils?

i. Sit and think more about your vision for a safe and caring school community. This place that you have imagined waits for you on the other side of the closed door. (Give the participants 10 seconds to sit quietly as they visualise this).

j. Now, when you are ready, open your eyes (pause until most have opened their eyes). When you are ready, stand up and take one step forward toward the closed door. Open the door. What do you see?

k. Now take one more step forward and enter this place that you have imagined. How does it feel to be in this new school where children are safe and free from violence? Whilst you are there, think about how this wonderful place for learning could make a difference in the lives of children.

l. Sit back down. Take a piece of paper and write down one or two ways that a safe and caring school community could make a positive difference in children’s lives. (Provide 5 minutes for participants to write down their thoughts).

Plenary Discussion

➢ Ask for volunteers to share how they felt about the guided reflection and to share their vision.

➢ Ask for volunteers to mention the ways that their envisioned place could make a difference in children’s lives.

➢ Wrap up the reflection by mentioning to the participants that what they have envisioned is the overarching goal of Journeys and they now own this goal in their hearts in the form of their vision.
The overarching goal of Journeys is ‘to develop a positive and supportive school climate for learning, which is free from violence’. Write this on a piece of flip chart paper or the blackboard and leave it on the wall/blackboard as a reminder throughout the entire training.

Session 1.5: Introduction to the Handbook

Information Session

Day 1, Duration: 9:50 AM – 10:10 AM (20 minutes)

**Facilitator’s Note**

It is important to remember that this activity is a brief orientation only. Participants will have plenty of time to learn and practise everything in their handbook.

Participants should have their handbooks out and follow along as you walk them through each element of the handbook. Check in with participants during this session to ensure that they are following closely and understand.

**Competence**

Participants will be able to navigate the activity handbook and describe the five thematic areas within the Journeys Activity Handbook for Community Members.

**Lesson Procedure**

- **Hold up the Journeys Activity Handbook for Community Members.** Explain that the handbook is made up of activities that the community change agents will lead in their community to achieve the goal of Journeys, which is ‘to develop a positive and supportive school climate for learning, that is free from violence’ (refer to the flip chart paper or blackboard where you wrote this during the previous session).

- Mention that Journeys also has:
  - Activity Handbooks for Teachers and School Staff
  - Activity Handbooks for Pupils (there are two: one focused on SRGBV and the other on HIV called Journeys Plus)

- **Explain that**
  - The Journeys Activity Handbooks for School Staff and Community Members are very similar in content. School change agents and community change agents facilitate the activities in schools and communities.
  - The Journeys Activity Handbook for Pupils provides activities that help strengthen pupils’ social and emotional development through building skills in self-awareness, social awareness, relationship skills, self-management, and responsible decision-making.
  - The three handbooks work together to build positive and supportive school communities that are free from violence.

- **Introduce the five Thematic Areas:**
  - Understanding Safe and Caring Schools and Communities
  - Barriers to Positive and Supportive Schools
  - Child Protection Basics
  - Violence Against Children in Schools
  - Response to Violence Against Children in Schools

- **Ask the participants to follow with you in their handbooks whilst you walk them through each section. One Facilitator can walk around to make sure participants are on the same page of the handbook and are following along.**
Table of Contents
- Foreword
- Acknowledgment
- List of Acronyms
- Introduction
- Guidelines on Using this Handbook
- Journeys Five-Step Process of Inspiring Change
- Community Based Case Management
- Planning and Evaluation Forms
- Activities covering the following themes:
  - Theme 1: Understanding Safe and Caring Schools and Communities
  - Theme 2: Barriers to Positive and Supportive Schools
  - Theme 3: Child Protection Basics
  - Theme 4: Violence against Children in Schools
  - Theme 5: Response to Violence Against Children in Schools
- Information briefs
- Excerpts from the 2019 Uganda Children’s Act
- Glossary
- Bibliography
- Sources of Activities

Then, select ONE activity and introduce standard elements of all activities and what the purpose of each element is:
- Main Message
- Activity Objective
- Preparation
- Explain
- Begin
- Discuss
- Summarise

Bring attention to the different types of text boxes and highlight the importance of these:
- Facilitator Tips
- Do more
- Another Way

Tell participants that an entire session will be dedicated to explaining:
- The U-Model (Five Step Process for Inspiring Change)
- Community-Based Case Management
- Activity Planning Form
- Activity Evaluation Form

Emphasise to participants that it is very important that they review the information in these annexes before conducting Journeys activities.

Emphasise that they should always read the ‘Preparation’ section in each activity before conducting an activity in their community.
Plenary Discussion

Ask the participants if they have a general idea about how the Handbook is structured. Invite comments or questions and clarify as needed. Tell participants that Journeys was designed with great intention so that every activity builds on the previous activity. For this reason, activities should not be picked and done at random — they should be conducted sequentially as they appear in the Handbook. This is very important.

Session 1.6: Types of Activities

Day 1, Duration: 10:10 AM – 10:30 AM  (20 minutes)

Facilitator’s Note

The purpose of this sub-session is to briefly discuss the different types of activities in the Handbook. As above, this should be a very brief introduction. The participants will have a chance to participate in, review, plan and practise the activities during the week.
Prepare flip chart 1.4 by reviewing content in the callout box below, ‘Flip Chart 1.4’ and transcribe contents onto a sheet of flip chart paper for use during the day’s session.

Competence

Participants will be able to describe and tell the nine different types of activities being handled in the community handbook.

Lesson Procedure

Present flip chart 1.4. Briefly discuss each type of activity in the handbook.

- Reflection - Activities may include closing your eyes and envisioning something or recalling your past. These activities may also involve writing down your thoughts.
- Idea Generation - Participants work in pairs or small groups and talk about a concept, generate ideas together and write these on cards, which are posted on the wall.
- Art and Discussion - In a few activities, such as mapping danger zones around the school and community, artwork is used.
- Games - There are quite a few activities that involve participatory learning through a variety of interactive games.
- Small Group Discussions - In many of the activities, participants work in small groups of four to five and discuss specific questions about a concept or a short story/scenario.
- Talking Circles - This is an activity in which participants have a chance to discuss one question with different people.
- Talking points - Talking points are provided for each activity to guide discussions and offer a deeper understanding of issues and concepts.
- Open Spaces - The participants will move to different stations and form different groups to hear and talk about a variety of stories and points of view.
- Five-Step Process for Inspiring Change (U-Model) - It can be very powerful when people come together to develop and implement school community actions for building a safe and caring school community.

Tea Break 10:30 AM – 11:00 AM
Session 1.7: Journeys Approach to Facilitation

Information Session

Day 1, Duration: 11:00 AM – 11:50 AM (50 minutes)

Facilitator’s Note

In this activity, the Facilitator gives participants a chance to work in groups with their colleagues to learn the Journeys Principles of Facilitation.

The facilitation begins with a demonstration of the activity. You will call on a small group of four or five participants to assist in the demonstration (see Lesson Procedure, below, for details).

Prepare flip chart 1.5 by reviewing content in callout box below, ‘Flip Chart 1.5’. Transcribe contents onto a sheet of flip chart paper for use during the day’s session. Leave this flip chart up for the remainder of the training.

Competence

The participants will role play four of the five Journeys Principles of Facilitation.

Lesson Procedure

➢ Present flip chart 1.5. Ask the participants to read the guiding principles found at the bottom of the page 9 of the Journeys Activity Handbook for Community Members. Read aloud the five guiding principles on the flip chart. Mention that in this activity, you will be covering the first four principles.

➢ Divide the participants into small groups of four to five and explain the activity. Tell participants that in this activity, they will be assigned one of the first four principles and that, within their group, they will roleplay an example of facilitation using the Journeys Principles of Facilitation and role play an example of the discouraged behaviours. Demonstrate the group activity for the first principle: Listen to participants rather than talk. First demonstrate the discouraged behavior: Model talking to participants and not listening to them.

➢ Second, demonstrate the Journeys Principle of Facilitation: Model listening to participants rather than talking to them. After the demonstration, ask the participants for comments or questions to ensure that they understand the activity.

➢ Assign one of the three remaining principles to each group and give them 10 minutes to discuss and create a model example of the Journeys guiding principle and the behaviour that is encouraged.

Note: The fifth principle is not acted as it is self-explanatory.

Plenary Discussion

When groups have finished, invite one group at a time to present an example of the Journeys Principles of Facilitation and the discouraged behaviour for each of the guiding principles.

Flip Chart 1.5: Journeys Principles of Facilitation

• Listen to participants rather than talk
• Understand the views and behaviors of participants and withhold judgment
• Allow participants to make meaning from the activities and discussion rather than telling participants what they should know
• Encourage shared responsibility rather than blaming others
• Follow the instruction guidelines for each activity rather than ‘doing your own thing’
Session 1.8: Defining Workshop Objectives

Information Session

Day 1, Duration: 11:50 AM – 12:15 PM

Facilitator’s Note

In this session, participants are given a chance to discuss their expectations of the workshop and compare these to the planned workshop objectives. Clarify any large gaps between the participants’ expectations and what the workshop expects to accomplish. Prepare flip chart 1.6 by reviewing content in the callout box below, ‘Flip Chart 1.6’ and transcribe contents onto a sheet of flip chart paper for use during the day’s session.

Competence

Participants will be able to compare and contrast their expectations with the training content objectives.

Lesson Procedure

- Ask the participants to form groups of two to three and discuss what they would like to accomplish by the end of the workshop.
- Give the groups 10 minutes to discuss and list what they expect to accomplish in the workshop.

Plenary Discussion

- Invite as many volunteers as possible to share their answers. Write these on a flip chart as they are mentioned.
- Present flip chart 1.6 and discuss the similarities and differences between the participant expectations and the planned objectives.
- Following this discussion, ask participants to stay in their groups for the next activity on roles and responsibilities.

Flip Chart 1.6: Workshop objectives

- Be able to apply concepts introduced in Journeys activities
- Apply Journeys principles of facilitation when facilitating activities
- Be able to plan, lead and evaluate Journeys activities and feel competent doing so.
- Develop skills to successfully train community change agents, applying adult learning principles
- Show commitment to carry out the entire Journeys program and reaching as many community members as possible

Session 1.9: Roles and Responsibilities

Information Session

Day 1, Duration: 12:15 PM – 12:40 PM

Facilitator’s Note

In this activity, the participants are given an opportunity to define their roles and to consider the roles of other actors to successfully achieve Journeys’ overall goal. Prepare flip charts 1.7 – 1.11 by reviewing content in the callout boxes below and transcribe contents onto sheets of flip chart paper for use during the day’s session.

Competence

Participants will be able to define their roles and the roles of other actors through the session.
Lesson Procedure

- Present flip chart 1.7
- Working in the same groups from the previous activity, give the participants 10 minutes to discuss and write down in their notebooks their perceptions of the roles and responsibilities of each of the actors in flip Chart 1.7.

Plenary Discussion

Starting with the community change agents, invite participants to mention the roles and responsibilities they assigned to this actor; continue with community members, school management committee members and probation officers.

Flip Chart 1.7: Actors Implementing Journeys

- Community change agents
- Community members
- School management committee members
- Probation

Flip Chart 1.8: Role of Community Change Agents

- Orient their community to Journeys and solicit buy-in and interest
- Organise community meetings
- Plan Journeys activities
- Stimulate and support community initiatives using the 5-Step Process for Inspiring Change (U Model)

Flip Chart 1.9: Role of Community Members

- Attend and participate in Journeys activities
- Participate and support community initiatives
- Support change agents and contribute local materials for activities

Flip Chart 1.10: Probation Officers

- Mobilise community members to protect children
- Participate and support community initiatives
- Supports change agents and contribute ideas
- Support follow up reported cases of child abuse

Flip Chart 1.11: SMC Member

- Mobilises school community members
- Attends and participates in Journeys activities
- Participates and supports school and community initiatives
- Supports change agents

Post-Morning Check-In

Day 1, Duration: 12:40 PM – 1:00 PM (20 minutes)

Facilitator’s Note

Throughout the training program, Facilitators are expected to provide time to get feedback from the participants to make sure they understand and are comfortable with the material covered and the Journeys activities they are learning. For this Post-Morning Check-In, refer to Flip Chart 1.12.

Consider the following illustrative questions. Whenever the session calls for a ‘check-in’, these types of questions should be used to elicit comments and clarifying questions and to address the concerns of participants. These questions are only provided for this check-in session.

1. How do you feel about the activities introduced so far? What did you learn?
2. Do you have any comments or questions?
3. Are you comfortable with the Journeys activities introduced so far?
4. Are you confident that you will be able to successfully lead these activities in the community? Why or why not?
5. What special considerations should be considered for participants to be successful?

Note: For subsequent days please use the same procedures to check participants’ understanding and review the sessions covered prior to the check-in.

Flip Chart 1.12: Check-in List for Morning Activities
- Session 1.1. Introduction to the Workshop
- Session 1.2. Safe and Caring School Community
- Session 1.3. Background to Journeys
- Session 1.4. The Goal of Journeys
- Session 1.5. Introduction to the Handbook
- Session 1.6. Types of Activities
- Session 1.7. Journeys Approach to Facilitation
- Session 1.8. Defining Workshop Objectives

Lunch 1:00 PM – 2:00 PM (60 minutes)

Session 1.10: Reflection on My Life as a Child

Demonstration Session: Activity 1.3, page 28

Day 1, Duration: 2:00 PM – 3:00 PM (60 minutes)

Facilitator’s Note

Remind participants that guided reflection activities provide a chance for community members to think about their own experiences as a child so that they can understand some of the challenges that children face in today’s world. Mention that in this activity there will be two guided reflections and that the Facilitators will introduce the technique for Activity 1.3: Reflection on My Life as a Child.

Facilitators should prepare to lead Journeys Activity 1.3: Reflection on My Life as a Child.

Competence

Participants will be able to identify the positive and negative experiences learners go through. They will be able to identify possible ways of turning negatives experiences into positive ones.

Lesson Procedure

➢ Prepare for and conduct Activity 1.3: Reflection on My Life as a Child on page 28 in the Journeys Activity Handbook for Community Members, exactly as it is presented in the handbook.
➢ Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ notes on page 30. In your summary include a recap of the ‘Main Message’ and ‘Facilitator’s Note’ found in Activity 1.3. These reinforce the activity’s main message.

Review and Evaluate

➢ Give participants 5 minutes to review Activity 1.3 in the Journeys Activity Handbook for Community Members. Check with participants to ensure that they understand the activity and clarify any questions they have.
Ask participants to evaluate the session according to the Journeys facilitation principles, pointing out the principles posted on the flip charts in the room. Facilitate this evaluation by mentioning each of the Journeys principles and inviting participants’ comments for each.

Session 1.11 Introduction to Community-Based Case Management

Information Session: Activity 5.9, page 127

Day 1, Duration: 3:00 PM – 3:45 PM (45 minutes)

Facilitator’s Note

In this session, participants will learn about the Community-Based Case Management (CBCM) system that is being introduced in schools and communities. In preparation for this information session, all Facilitators should read the “Community-Based Case Management” section on page 17 of the Handbook. You should also be familiar with and prepared to demonstrate Activity 5.8: Introduction to Community-Based Case Management on pages 127 – 129 of the Handbook.

The school and community CBCM support is based on the MoES Reporting, Tracking, Referral and Response Guidelines. These guidelines outline how to take corrective action to prevent and address reported violence perpetrated against a child in or around the school. Session 1.11 (or Activity 5.9 of the Handbook) provides participants with hands-on experience that will help them familiarise themselves with the CBCM system found in the schools and communities, which are linked to the Journeys program. Community-based organizations (CBOs) implement the Journeys Activity Handbook for Community Members and help establish the CBCM in the school community.

Explain to the community change agents that if school change agents are available and willing to participate, they should be included to help co-facilitate activities. Even though CBOs may not have established the CBCM systems in all the school communities at the time of this training, change agents should try their best to involve the school change agents and other persons involved in the CBCM, if possible. As noted in the ‘Facilitator’s Note’ above, the lead person for the CBCM may be the community change agent, a para-social worker, community development officer or other community leader.

During the demonstration in this session, the Facilitators will role-play a situation in which the community change agent or other community member co-facilitates the case management process alongside the school change agent (See number 1 at the top of page 128 in Journeys Activity Handbook for Community Members).

Competence

Participants will be able to identify the importance of reporting and tracking cases of violence, understand the different referral networks and recognise the importance of referring cases of violence.

Lesson Procedure

- Demonstrate Activity 5.9: Introduction to Community-Based Case Management on page 127 of the Handbook.
Facilitator Tip
Informally inquire if the participants are aware of the work that CBOs and community change agents are doing on the CBCM system. Ask those that know about it to share what they have learned and how they, as community members, have been involved in the CBCM.
Remind participants that:
1. VACiS stands for “Violence Against Children in Schools.” CBCM stands for Community Based Case Management
2. CBO stands for Community based organisations

Review and Evaluate
➢ Give the participants 10 minutes to read the Introduction to the Community-Based Management System material on page 17 and review Activity 5.9: Introduction to Community-Based Management. Check in with the participants to ensure that they understand the activity and clarify any questions.
➢ Ask the participants to evaluate the session according to the Journeys Principles of Facilitation. Point out the Journeys Principles of Facilitation posted in the room on flip chart 1.5. Facilitate this evaluation by mentioning each of the Journeys Principles of Facilitation and inviting the participants to comment on each principle.

Plenary Discussion
➢ When the groups have finished, get everyone’s attention and lead a discussion about the experience. Some questions to encourage discussion are below:
   • What were you most comfortable with and least comfortable with?
   • Which Journeys Principles of Facilitation were strong? Which ones need improvement?
   • Did you enjoy the activities?
   • Do you feel that you will be able to facilitate this activity in your community? Why or why not? Encourage participants to write down some thoughts in their journals.

Session 1.12: Five-Step Process for Inspiring Change

Information Session: The Five-Step Process, page 12

Day 1, Duration: 3:45 PM – 5:15 PM (90 minutes)

Facilitator’s Note
This session is designed to provide an overview of the Five-Step Process for Inspiring Change, known as the U-Model. One of the important roles of community change agents is to inspire community members to work together to develop and implement actions that will contribute to a safe and caring school and community that are free from violence. When community members come together to make positive changes, however small, the commitment for change is strengthened and the improvements are more sustainable. This collaborative process fosters shared responsibility in building a positive and supportive school community for learning, which is free from violence.

Following the activity, organise the participants into groups of 10. The groups will work together for the remainder of the week to role-play the tool’s application, completing all five steps of the U-Model.
**Competence**
Participants will be able to define and review the Five-Steps of Inspiring Change (U-model)

**Lesson Procedure**

- Inform participants that this session introduces the Journeys Five-Step Process to inspire community members to develop and implement actions that address key barriers to children’s well-being in the school and community.

- Go through each step on the U-Model with participants. You might say something like, “This process is referred to as the U-Model (Exhibit 1. U-Model below). When implementing the five steps, community members go on a “journey”. The journey looks like the following:
  - Community members come together as a group and identify a key problem. They then learn about how that problem interferes with children’s well-being in the school and the community. Community members take time to think about what has been learned. (Note that this step can often be a challenge).
  - Community members develop one or two simple and practical actions that will address the problem.
  - They evaluate the success of the actions, improving on them if needed.

- Ask for one or two volunteers to state what this process means in their own words and to provide a summary of the five steps.

- Summarise this introduction to the U-Model by emphasizing the importance of organizing community members around these five steps. Let the participants know that the U-Model is meant to be flexible and to provide a sense of structure for organizing collective action to create positive change in a school and community. Working in groups of 10, ask participants to turn to page 12-16 of their handbook and review and discuss each step of the U-Model. Groups will work together for the remainder of the week to role-play the application of the tool, completing all five steps of the U-Model.

- Give them about 20 minutes for this. Check in with participants to make sure that they have all read and discussed the five steps.

- **Flip Chart 1.6:** During this review, Facilitators should walk around the room and check with the groups to see if they have any questions that can be clarified.

Exhibit 1. U-Model (taken from the Presencing Institute at the Massachusetts Institute of Technology: https://www.presencing.org/aboutus/theory-u)

**Plenary Discussion**

- Begin with Step 1. Ask for a volunteer to describe Step 1. Once they are done, ask another volunteer to tell what took place in the example given for Step 1.
➢ Repeat the process above for each step of the U-Model.
➢ Wrap up this session by briefly mentioning all five steps of the U-Model, referring to the illustration. This helps the participants see the flow and connection between every step. (Note: Emphasise the importance of Step 3, 'Reflection', for participants. Even if the reflection only lasts for 5 minutes, it is a necessary step in completing the rest of the U-Model).
➢ Remind groups that they will work together for the remainder of the week to role-play the application of the tool, completing all five steps of the U-Model. To present their work, distribute large sheets of poster paper for the groups to write down what they did for each step and present a summary of their work on a U-Model illustration on the last day.

Afternoon Check-In

Day 1, Duration: 5:15 PM – 5:30 PM

(15 minutes)

Facilitator’s Note

Facilitators are expected to provide time to get feedback from the participants to make sure they have understood and are comfortable with the material covered and the Journeys activities they are learning. These times are called “Check-Ins.” Afternoon Check-ins are at the end of the day before departure. Please use this time to summarise what participants learned during the day and to answer any questions they have.

Consider the following illustrative questions:

1. How did you feel about today’s sessions? What did you learn?
2. Do you have any comments or questions?
3. Are you comfortable with the Journeys activities that were introduced?
4. Are you confident that you will be able to successfully facilitate the activities in the school?
   Why or why not?
5. What special considerations should be taken into account for you to be successful?
**DAY 2**

Session 2.1: Check-In

*Day 2, Duration: 8:00 AM – 8:30 AM*  
*(30 minutes)*

**Facilitator’s Note**

Similar to Afternoon Check-Ins, Morning Check-Ins should be conducted daily. Morning check-ins are best done when participants are standing in a circle. Use the guiding questions provided below and give each participant a chance to say something. You can use a soft ball to throw it to a participant who you want to say something and after he/she contributes she/he throws the ball to another person of her/his choice until all are finished.

1. How did you feel about the sessions covered so far? What did you learn?
2. Do you have any comments or questions?
3. Are you comfortable with the Journeys activities introduced so far?
4. Are you confident that you will be able to successfully lead these activities in your school? Why or why not?
5. What special considerations should be considered for you to be successful?

The Morning Check-Ins are a good opportunity to see what participants recall from the day before and to outline the new learning for the day. Take this time to ask participants what they learned yesterday and if there are any questions. Then, provide a brief overview of the sessions for today.

Session 2.2: Dimensions of a Positive and Supportive School Climate

Demonstration Session: Activity 1.4, page 31

*Day 2, Duration: 8:30 AM – 10:30 AM*  
*(120 minutes)*

**Facilitator’s Note**

Activity 1.4 is a critical activity of Journeys but is somewhat complex. Therefore, two hours are given to this activity to ensure that participants fully grasp the Idea Generation method (as referenced in Session 1.6 of this guide) and have time to reflect and discuss how this would best be done with their community members.

Participants work in groups to brainstorm about the topic covered and then draw pictures on small pieces of paper to depict the ideas. These pictures are then posted on a wall or flip chart, in a systematic fashion.

In this activity, assign a co-Facilitator to each discussion group.

**Competence**

Participants will be able to identify the different aspects of a positive and supportive school climate and then plan and lead the evaluation in their community.

**Lesson Procedure**

- Prior to beginning the activity, bring the participants’ attention to the ‘Note to Facilitators’ textbox on page 33 of the handbook and discuss. Assure the participants that there is flexibility in the number of dimensions covered during one meeting but that all should be covered, even if it is over the course of more than one community member’s meeting.

**Facilitator Tip**

Using illustrations gives all participants a voice and provides access to the other ideas generated in the activity, regardless of anyone’s literacy level.
Demonstrate the activity exactly as it is in the Handbook.

Have a plenary check-in with all participants after they have visited all assigned stations in the idea generation part of the activity (i.e. half the participants visit Stations 1 – 4 and half the participants visit Stations 5 – 8).

During this review, ask participants how comfortable they are with the activity and what they think may be challenging when delivering the activity in the community. Brainstorm as a group how to address any issues that arise.

Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ textbox on page 34. This reinforces the main message of the activity for all participants and the importance of community change agents doing these activities in the field.

Review and Evaluate

Give participants 5 – 10 minutes to review the activity they just did. Check with participants to ensure they understand the activity and clarify any questions. Ask the following questions to facilitate the discussion:

- What is the importance of this session to community members?
- What are some of the aspects of a positive and supportive school climate?
- How can a positive school climate allow for a better place for pupils to learn?

Ask participants to evaluate the session according to the Journeys facilitation principles. Facilitate this evaluation by mentioning each of the Journeys principles and inviting participant comments for each.

Evaluation is done orally using the Activity Review and Evaluation form on page 20 of the handbook – section one only.

Tea Break 10:30 AM – 11:00 AM (30 minutes)

Session 2.3: Breaking the Cycle of Corporal Punishment

Demonstration Session: Activity 1.6, page 37

Day 2, Duration: 11:00 AM – 12:00 PM (60 minutes)

Facilitator’s Note

After demonstrating the activity, explain the homework assignment. The homework assignment asks participants to review Session 2.6 and plan a ‘Break the Cycle of Bullying’ activity and a ‘Break the Cycle of Sexual Harassment and Abuse’ activity. The participants will be responsible for reporting their findings in plenary the following day.

Remember that the main message of this activity is that violence is carried over from generation to generation and that this cycle of violence must be broken.

Competence

Participants will understand that the cycle of corporal punishment is passed on from generation to generation and it should be broken.

Lesson Procedure

Demonstrate, with the participants, this activity exactly as it is shown in the Journeys Activity Handbook for Community Members.

Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ notes on page 39. This reinforces the main message of the activity for all participants.
Review and Evaluate
- Give participants 5 minutes to review the activity. Check with participants to ensure they understand the activity and clarify any questions.
- Ask participants to evaluate the session according to the Journeys Principles of Facilitation, pointing out the Principles posted in the room. Facilitate this evaluation by mentioning each of the Journeys Principles of Facilitation and inviting participant comments for each.

Homework Assignment
Participants will work individually at the end of the day.
- Review and plan Activity 1.6 on page 37 of the handbook for community. As homework, participants will develop ‘break the cycle’ statements for bullying, sexual harassment, and abuse.
- Examples of the statements are provided on page 39; however, participants are encouraged to develop more statements so that there are at least 10 for each type of violence.
- Participants will write their statements in their journals and prepare to share them during the Morning Check-In on Day 3.

Session 2.4: Pupil Well-Being

Practise Session: Activity 1.5, page 35

Day 2, Duration: 12:00 PM – 1:00 PM (60 minutes)

Facilitator’s Note
Familiarise yourself with Activity 1.5: Student Well-Being on page 35 of the Handbook so that you can effectively oversee and support the participants in their practise groups. Participants will review, plan and demonstrate the activity exactly as it is in the Handbook.
Guide the organisation of the groups according to the ‘Fishbowl’ method described in the Annex of this guide so that you can effectively support the group practise.

Competence
Participants will identify things in school and the community that affect a pupil’s well-being.

Lesson Procedure
- Organise participants into three practise groups (approximately 12 to 15 people per group. If there are more than 45 participants at the training, increase the number of participants per group, but keep three total groups).
  - Groups will organise according to the Fishbowl Method. This means that within each of their practise groups, participants should do the following: Assign two participants to serve as the group Facilitators. These two group Facilitators will conduct the activity as practise.
  - Assign 5 to 7 participants as activity participants (i.e. those for whom the two Facilitators are conducting the practise activity).
  - Assign 3 to 5 participants in their group to serve as observers. The observers will watch the Facilitators conduct the activity with participants and note how they incorporate the Journeys Principles of Facilitation.
- One workshop Facilitator should assign themselves to a practise group (so that each practise group has a trained Facilitator monitoring them) to ensure the Fishbowl is set-up correctly and to monitor the activity. This workshop Facilitator should ensure their practise group has positioned its chairs correctly for the Fishbowl (refer to Annex for Fishbowl set-up diagram if needed). The two practise group Facilitators are positioned in the middle of the group, facing the ‘participant group’.
The observers are positioned outside the group so that they can observe the activity and evaluate the presentation against the Journeys Principles of Facilitation.

Once each group is set-up for the Fishbowl, they may begin the practise session, first by reviewing and planning for Activity 1.5: Student Well-Being on page 35 of the Journeys Activity Handbook for Community Members.

Ask participants to turn to the Activity Planning Form on page 19 of the Handbook. Give approximately 15 minutes to the practise groups to review and plan the activity. The groups should write the plan in their journals.

Bring the observers’ attention to the Journeys Principles of Facilitation, posted on flip chart paper on the wall during yesterday’s session. Ask them to be prepared to discuss how successful the group Facilitator was in applying the Journeys Principles of Facilitation.

When the practise group is ready, the two selected group Facilitators implement Activity 1.5: Student Well-Being.

When the activity is completed, still working in their groups, invite volunteers from the observer group to share their observations about the application of the Journeys Principles of Facilitation.

Note: Guide feedback by observers to focus on Journeys facilitation principles.

Plenary Discussion

When the groups have finished, get everyone’s attention, and lead a discussion about the experience. Below are some talking points.

- Ask 2 to 3 volunteers to briefly discuss the importance of paying attention to the things mentioned in the practise as important for pupil well-being and how actions or characteristics of school and community environment that promote pupil well-being can be encouraged.
- Ask, ‘If you were a group Facilitator, what were you most and least comfortable with?’
- Question for everyone: ‘Did you enjoy the activities?’
- Ask, ‘Which Journeys Principles of Facilitation were strong? Which ones need improvement?’

Note: Guide feedback by observers to focus on Journeys Principles of Facilitation.

Post-Morning Check-In

Day 2, Duration: 1:00 PM – 1:15 PM

Facilitator’s Note

Throughout the training program, Facilitators are expected to provide time to get feedback from the participants to make sure they have understood and are comfortable with the material covered and/or the Journeys activities they are learning. Consider the following illustrative questions. Whenever the session calls for a check-in, these types of questions should be used to elicit comments, clarify questions, and address the participants’ concerns. These questions are provided for this check-in session only.

1. How did you feel about this session? What did you learn?
2. Do you have any comments or questions?
3. Are you comfortable with the Journeys activities that were introduced?
4. Are you confident that you will be able to successfully facilitate this activity in the school? Why or why not?
5. What special considerations should be taken into account for you to be successful?
Lunch 1:15 PM – 2:15 PM
(60 minutes)

Session 2.5: Is it Discipline or Punishment?

Demonstration Session: Activity 1.7, page 40

Day 2, Duration: 2:15 PM – 3:15 PM
(60 minutes)

Facilitator’s Note

Demonstrate the session as it is shown in the Handbook. After, the participants will review and evaluate the session.

Because of the large number of participants, instead of two groups (see number 5, page 41 of the Handbook) you will need to set up clusters of tables (a suggestion is to have three tables per cluster). Assign one Facilitator to each cluster of tables.

During the plenary discussion, be sure to read the Note to Facilitators on page 42.

Competence

Participants will be able to identify positive discipline and will understand how it is difficult from punishment.

Lesson Procedure

- Demonstrate Activity 1.7 exactly as it appears in the handbook. Considering the large number of participants in the training, rather than splitting them into two groups as suggested in number five of the activity instruction on page 41, you will need to have more discussion tables.
- Arrange three to four discussion tables in a cluster so that you have at least three tables in each cluster. Each cluster will work with one of the scenarios given on page 42.
- Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ notes on page 42. This will reinforce the main message of the activity for all participants.

Review and Evaluate

- Give the participants 5 minutes to review Activity 1.7: Is it Discipline or Punishment beginning on page 40. Check in with participants to ensure they understand the activity and clarify any questions.
- After the session, ask participants to provide a few examples of positive discipline and a few examples of corporal punishment.
- Ask for a volunteer to state the difference between discipline and punishment.
- Ask participants what their role is in advocating for positive discipline rather than punishment.
- Ask, ‘How does positive discipline contribute to better learning for pupils?’
- Ask, ‘How is this important to community members?’
- Ask the participants to evaluate the session according to the Journeys Principles of Facilitation and point out the Journeys Principles of Facilitation posted on the flip charts in the room. Facilitate this evaluation by mentioning each of the Journeys Principles of Facilitation and inviting participants to comment on each principle.
Session 2.6: Listening Game

Parallel Practise Session: Activity 2.2, page 47

Day 2, Duration: 3:15 PM – 4:15 PM (60 minutes)

Facilitator’s Note

All Facilitators should be familiar with the Fishbowl technique to effectively guide the participants in their practise. The Fishbowl technique is explained in the Annex of this guide. Familiarise yourself with Activity 2.2: Are You a Good Listener? on page 47 so that you can effectively assist participants in reviewing, planning, and practising this activity.

Competence

Participants will be able to observe and identify the good listening practises and listening techniques.

Lesson Procedure

- Organise participants into three practise groups (approximately 12 – 15 people per group. If there are more than 45 participants at the training, increase the number of participants per group, but keep to three groups).
- Groups will organise according to the Fishbowl Method. This means that within each of their practise groups, participants should do the following:
  - Assign two participants to serve as the group Facilitators. These two group Facilitators will conduct the activity as practise.
  - Assign 5 – 7 participants to be activity participants (i.e. those for whom the two Facilitators conduct the practise activity).
  - Assign 3 – 5 participants to serve as observers. The observers will watch the Facilitators conduct the activity with participants and note how they incorporate the Journeys Principles of Facilitation.
- One workshop Facilitator should assign themselves to a practise group so that each practise group has a training Facilitator monitoring them. This will ensure the Fishbowl is set-up correctly and monitor the activity. The training Facilitator should ensure their practise group has positioned their chairs correctly for the Fishbowl set-up (refer to Annex for Fishbowl set-up diagram if needed).
- The two practise group Facilitators are positioned in the middle of the group, facing the participant group.
- The observers are positioned outside the group so that they can observe the activity and evaluate the presentation against the Journeys Principles of Facilitation.
- Bring the observers’ attention to the Journeys Principles of Facilitation, which was posted on flip chart paper on the wall during yesterday’s session. Ask them to be prepared to discuss how successful the group Facilitator was in applying the principles.
- When the practise group is ready, the two selected group Facilitators should implement Activity 2.2.
- When the activity is completed, still working in their groups, invite volunteers from the observers to share their observations about the application of the Journeys Principles of Facilitation.

Note: Guide observers to give feedback that focuses on Journeys Principles of Facilitation.

Plenary Discussion

When the groups have finished, get everyone’s attention, and lead a discussion about the experience. Below are some talking points:

- Ask 2 – 3 volunteers to briefly discuss the importance of paying attention to the things mentioned in the practise as important for pupil well-being. How can we improve pupil well-being.
- Ask group Facilitators only, ‘What were you most comfortable with and least comfortable with?’
- Did you enjoy the activities?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?

Once the activity is complete, whilst the participants are still in their practise groups, ask volunteers from the observers to share their remarks about the application of the Journeys Principles of Facilitation.

**Session 2.7: Status Game**

**Parallel Practise Session: Activity 2.4, page 53**

*Day 2, Duration: 3:15 PM – 4:15 PM (60 minutes)*

**Facilitator’s Note**

All Facilitators should be familiar with the Fishbowl technique to effectively guide participants in their practise. The Fishbowl technique is explained in the Annex of this guide. Additionally, all Facilitators should familiarise themselves with Activity 2.4: Status Game on page 53 of the handbook to effectively assist participants in reviewing, planning, and practising the activity.

**Competence**

Participants will understand how power affects individuals' behaviour. They will have a sense of what it feels like to be someone with either more power than most people or with less power than most people, and how that level of power affects their actions.

**Lesson Procedure**

- Organise participants into three practise groups according to the Fishbowl Method as you have done in previous sessions. Ensure that the practise groups consist of different participants than on the previous days of the workshop. Participants should practise with a different group each day. Assign a Co-Facilitator to each practise group.
- Ask the participants to work in their practise groups to review and prepare for Activity 2.4: Status Game on page 53 of the Handbook. Make sure that the participants understand the main message of the activity and know how to wrap up the activity using the main message given in the ‘Summarise’ text box on page 54.
- Ask the participants to turn to the Activity Planning Form in their handbooks (page 19). Give the practise groups approximately 10 minutes to plan the activity. The groups should write the plan in their journals.
- Direct the observers’ attention to the Journeys Principles of Facilitation posted on the flip chart paper on the wall. Ask them to be prepared to discuss how successful the group Facilitator was in applying the principles.
- Direct the groups to get into their positions for the Fishbowl practise and ask the selected group Facilitators to implement Activity 2.4.
- Once the activity is complete, whilst the participants are still in their practise groups, ask volunteers from the observers to share their thoughts about the application of the Journeys Principles of Facilitation.

**Plenary Discussion**

When the groups have finished, get everyone’s attention, and lead a discussion about the experience. Some talking points are provided below.
- If you were a group Facilitator, what were you most and least comfortable with?
Did you enjoy the activities?

Which *Journeys* Principles of Facilitation were strong? Which ones need improvement?

Have any of you witnessed someone more powerful in your community using that power in a bad way against someone weaker? What can you do to help in a situation like this?

**Session 2.8: Working on the U-Model**

**Practise Session: The Journeys Five-Step Process, page 12**

**Day 2, Duration: 4:15 PM – 5:15 PM** *(60 minutes)*

<table>
<thead>
<tr>
<th>Facilitator’s Note</th>
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<tbody>
<tr>
<td>This is the first day participants must implement the U-Model using an example they derive as a group. Please pay close attention to the groups as they work their way through the Five-Step Process for Inspiring Change (U-Model), introduced at the end of Day 1. Emphasise the importance of following this process and that participants should be mindful not to speed through a step. In groups, participants should discuss different initiatives they could do at their school, and then they should choose one of these to work on for the U-Model. Today, groups should only complete Step 1: Decide on a key issue.</td>
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</table>

**Competence**

Participants will be able to identify the causes of problems and issues that hinder their community and school from being safe for pupils to learn.

**Lesson Procedure**

- Each group should take out the paper they were given during yesterday’s session. Tell the groups that today, their only objective is to complete Step 1.
- As a group, they must think of an example from each of their schools to which they would like to apply the U-Model. Participants may refer to page 13 in their handbook for ideas on how to apply the U-Model to an example from their school.
- They should write this situation down next to Step 1 on the U-Model and discuss why it is an important problem to solve at their school.

**Afternoon Check-In 5:15-5:30 PM (15 minutes)**

<table>
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<th>Facilitator’s Note</th>
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| Throughout the training program, Facilitators are expected to provide time to get feedback from the participants to make sure they have understood and are comfortable with the material covered and the *Journeys* activities they are learning. These times are called “Check-ins.” Afternoon Check-ins are at the end of the day before departure. Please use this time to summarise what participants learned during the day and to answer any questions they have. Consider the following illustrative questions:  
  1. How did you feel about today’s sessions? What did you learn?  
  2. Do you have any comments or questions?  
  3. Are you comfortable with the *Journeys* activities that were introduced?  
  4. Are you confident that you will be able to successfully facilitate the activities in the school? Why or why not?  
  5. What special considerations should be taken into account for you to be successful? |
DAY 3

Session 3.1: Check-In

Day 3, Duration, 8:30 AM – 8:45 AM (15 minutes)

Facilitator’s Note
Similar to Afternoon Check-Ins, Morning Check-Ins should be conducted daily. Morning check-in is best done when participants are standing in a circle. Use the guiding questions provided below and give each participant a chance to say something. You can use a soft ball to throw it to a participant who you want to say something and after he/she contributes she/he throws the ball to another person of her/his choice until all are finished.

1. How did you feel about the sessions covered so far? What did you learn?
2. Do you have any comments or questions?
3. Are you comfortable with the Journeys activities introduced so far?
4. Are you confident that you will be able to successfully lead these activities in your school? Why or why not?
5. What special considerations should be considered for you to be successful?

The Morning Check-Ins are a good opportunity to see what participants recall from the day before and to outline the new learning for the day. Take this time to ask participants what they learned yesterday and if there are any questions. Then, provide a brief overview of the sessions for today.

Session 3.2: Daily Schedules

Demonstration Session: Activity 2.1, page 45

Day 3, Duration: 8:45 AM – 9:45 AM (60 minutes)

Facilitator’s Note
In this activity, you must demonstrate Activity 2.1: Daily Schedules for Girls and Boys on page 45 of the handbook. You will need to familiarize yourself with the activity to effectively demonstrate it.

Competence
Participants will be able to identify and recognise the pressure placed on children and some of the challenges they face that may inhibit their education.

Lesson Procedure

➢ Demonstrate Activity 2.1: Daily Schedules for Girls and Boys on page 45 exactly as it is in the handbook.

➢ Summarise the main message by wrapping up the session according to the ‘Summarise’ note on page 91 in the Journeys Activity Handbook for Community Members. This will reinforce the main message of the activity for all participants.

Review and Evaluate

➢ Give the participants 5 minutes to review Activity 2.1: Daily Schedules for Girls and Boys on page 45 of their handbooks. Check in with participants to ensure they understand the activity and clarify any questions.

➢ Ask participants to evaluate the session according to the Journeys Principles of Facilitation and point out the Journeys Principles of Facilitation posted on flip charts in the room. Facilitate this evaluation by mentioning each of the Journeys principles and inviting the participants to comment on each principle.
➤ Give the participants a chance to share any questions or concerns.
➤ Check in with participants to ensure they feel ready, prepared and committed to conducting this activity in their community.
➤ Ask participants what a community member’s role is in children’s daily schedules.

Session 3.3: The Meaning of Power and Consent

Practise Session: Activity 2.5, page 55

Day 3, Duration: 9:45 AM – 10:45 AM (60 minutes)

Facilitator’s Note

Explain that the purpose of this activity is to become more aware about status or power differences between two persons, which can lead to violence against the person with less power, especially when that person is a child.

This activity engages small groups in a discussion about scenarios, which is guided by talking points. Considering that this type of activity is quite common in Journeys, you and the Facilitators should make sure that participants are comfortable with the processes of organising participants into small groups and facilitating group work so that a productive plenary discussion will follow.

Time management is an important issue that you should be aware of in activities involving small group discussions about scenarios. Facilitators must adhere strictly to the time periods allocated for groups to read and discuss the scenarios and manage the time taken by groups to report their findings.

Review and prepare to demonstrate Activity 2.5: The Meaning of Power and Consent on page 55 of the Handbook. Facilitators should be mindful of the timeline to allow participants to cover all scenarios and talking points.

Competence

Participants will understand how differences in status or power can lead to violence against children.

Lesson Procedure

➤ Organise the participants into three practise groups, making sure that the participants are different from those in the practise groups from previous days. It is important that participants practise with a different group each day. Assign a Facilitator to each practise group.

➤ Ask the participants, whilst working in their practise groups, to review and prepare for Activity 2.5: Meaning of Power and Consent on page 55 of the Handbook. Make sure that participants understand the main message of the activity and know how to wrap up the activity by summarising the main message given in the ‘Summarise’ textbox on page 56.

➤ Ask participants to turn to the Activity Planning Form in the Handbook (pages 18 – 19). Give the groups about 10 minutes to plan the activity. All participants are encouraged to write the plan in their journals.

➤ Bring the participants’ attention to the Journeys Principles of Facilitation, posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful their group Facilitator was in applying the principles.

➤ After planning for the activity, tell the participants they will now practise the activity in groups, using the Fishbowl Method they learned yesterday.

➤ Divide the participants into groups for the Fishbowl method and have each group select Facilitators to lead their respective group in implementing Activity 2.5. Remember that each Fishbowl group should designate observers to watch and take notes on the facilitation of the activity in their group.
When the activity is completed, whilst still working in practice groups, ask volunteers from the observer group to share their thoughts about the application of the Journeys Principles of Facilitation.

**Note:** Guide observers’ feedback to focus on the Journeys Principles of Facilitation

**Plenary Discussion**

When the groups have finished, get everyone’s attention, and lead a discussion about the experience. Below are some talking points.

- What role do power and position play in promoting and preventing violence?
- If you were a group Facilitator, what were you most and least comfortable with?
- Did you enjoy the activities?
- Which Journeys Facilitation Principles were strong? Which ones need improvement?

**Tea Break 10:45 AM – 11:15 AM (30 minutes)**

**Session 3.4: Gender Box**

**Demonstration Session: Activity 2.3, page 49**

**Day 3, Duration: 11:15 AM – 12:15 PM (60 minutes)**

**Facilitator’s Note**

The Gender Box activity is a critical Journeys activity, but it is complex. Therefore, Facilitators and must be thoroughly prepared to demonstrate.

First, all Facilitators should read through the Gender Box activity in the Handbook and ensure they understand it in its entirety before conducting the Demonstration Session. In this activity, a game and discussion are used to demonstrate the different expectations that individuals and society have for boys and girls and to consider how these expectations impact children’s lives. In Part 1 (page 49), describes how to play the Gender Box game. Be sure that the responses given include the three types of characteristics, namely biological traits such as breasts or beard; personality traits such as shy or aggressive; and types of work at home or future occupations such as car mechanic, doctor, or fetching water. In Part 3, participants will discuss the difference between biological qualities of boys and girls and qualities of girls and boys created and imposed by society.

- Be sure to post the talking points on a flip chart in preparation for this activity.
- The Facilitator should be mindful of the time to allow participants to cover all scenarios and talking points.

**Competence**

Participants will be able to list the biological and society prescribed roles for boys and girls, their society expectations and the choices they make at the end of day (e.g. nurses are girls)

**Session Procedure**

- Demonstrate Activity 2.3: Gender Box (page 49) exactly as it is given in the handbook.
- Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ note on page 52 of the handbook. This will reinforce the main message of the activity for all participants.

**Review and Evaluate**

- Give the participants 10 minutes to review Activity 2.3. Check with participants to ensure they understand the activity and clarify any questions. Use the following questions to guide the review process:
What are biological roles versus societal roles for both girls and boys?
What are our expectations for boys and what are expectations for girls?
What are the gender issues boys and girls should be thinking about that will help them as they age into adults?
How can we support boys and girls to grow into responsible adults?
How could this session be used to change roles that are dictated to be for boys and girls?

➢ Ask the participants to evaluate the session according to the Journeys Facilitation Principles and point out the principles posted on the flip charts in the room. Facilitate this evaluation by mentioning each of the Journeys principles and inviting the participants to comment on each one.

Session 3.5: Hand of Rights

Practice session: Activity 3.1: Understanding the Rights of the Child, page 63

Day 3, Duration: 12:15 PM – 1:15 PM (60 minutes)

Facilitator’s Note

You will support participants to practise the session as it appears in the Handbook. Then, the participants will evaluate the session. Journeys’ focus, in regard to activities about children’s rights, is on the roles that parents and other community members must play to protect the rights of the child, as provided under the Uganda Children’s Act and the United Nations Convention on the Rights of the Child. In Activity 3.1, participants are guided to recognise what they can do to protect children’s rights. Participants will also reflect on the ways in which parents and other community members serve to deny pupils these rights.

Review the table of themes below to further explore children’s rights. The table provides the key themes for child rights and examples.

Competence

Participants will be able to list the different rights of children and how community members can protect these rights in their communities and schools.

Lesson Procedure

➢ Organise participants into three practise groups, making sure that the participants are different from those in previous exercises. Participants should form practise groups to gain a different perspective. Assign a lead Facilitator to each practise group.
➢ Ask participants to work in their practise groups to review and prepare for Activity 3.1: Hand of Rights on page 63 of the handbook.
➢ Ask participants to turn to the Activity Planning Form in their handbooks (page 19). Give them approximately 10 minutes to plan the activity. The groups should write the plan in their journals.
➢ After planning for the activity, ask the group to get into their positions for the Fishbowl practise and have the selected group Facilitators implement Activity 3.1 (page 63).
➢ Direct the observers’ attention to the Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group Facilitator was in applying the Journeys Principles of Facilitation.
➢ Once the activity is complete, whilst still in their practise groups, ask for volunteers from amongst the observers to share their thoughts about the application of the Journeys Principles of Facilitation.

Plenary Discussion

When the groups have finished, get everyone’s attention, and lead a discussion about the experience. Some
talking points are provided below.

- If you were a group Facilitator, what were you most and least comfortable with?
- Did you enjoy the activities?
- Which Journeys facilitation principles were strong? Which ones need improvement?

**Review and Evaluate**

- Give the participants 10 minutes to review Activity 3:1 Hand of Rights. Check-in with the participants to ensure that they understand the activity and clarify any questions.
- Ask participants to evaluate the session according to the Journeys Principles of Facilitation and point out the Journeys Principles of Facilitation posted on the flip charts in the room. Facilitate this evaluation by mentioning each of the Journeys principles and inviting participants to comment on each one.
- Ask what responsibility community members have in ensuring children’s rights are not violated. Why is this important?

**Themes and Examples of Children’s Rights**

The content in the table below was taken from the United Nation’s Human Rights Office of the High Commissioner, Convention on the Rights of the Child, 1989 [https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx](https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx)

<table>
<thead>
<tr>
<th>Number</th>
<th>Theme/Type</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 1.     | Survival rights. A child’s right to life and the basic needs required for the child’s existence | • Right to love and care  
• Right to parental guidance  
• Right to health care  
• Right to an identity, e.g. a name  
• Right to clean water, nutritious foods, etc. |
| 2      | Development rights. What children need to reach their full potential. | • Right to education  
• Right to relax and play  
• Right to freedom of religious expression  
• Right to access information |
| 3      | Protection rights. Require that children be protected from all forms of abuse, neglect and exploitation | • Right to protection from defilement  
• Right to protection from physical, sexual and emotional abuse  
• Right to protection from harmful cultural practises, e.g. early marriage  
• Right to protection from child labour  
• Right to protection from discrimination |
| 4      | Participation rights. Children should play an active role in decisions that affect their lives | • Right to express their views and opinions  
• Right to receive respect on their views on all decisions that affect their lives. |

**Post Morning Check-In**

*Day 3, Duration 1:15 PM – 1:30 PM (15 minutes)*

**Facilitator’s Note**

Throughout the training, Facilitators are expected to provide time to get feedback from the participants to make sure they have understood and are comfortable with the material covered and
Throughout the training, Facilitators are expected to provide time to get feedback from the participants to make sure they have understood and are comfortable with the material covered and the Journeys activities they are learning.

Consider the following illustrative questions. Whenever the session calls for a ‘check-in’ these types of questions should be used to elicit comments, clarify questions, and address the concerns of participants. These questions are only provided for this check-in session.

1. How do you feel about the activities introduced so far? What did you learn?
2. Do you have any comments or questions?
3. Are you comfortable with the Journeys activities introduced so far?
4. Are you confident that you will be able to successfully lead these activities in the community? Why or why not?
5. What special considerations should be taken into account for you to be successful?

Lunch 1:30 – 2:30 PM (60 minutes)

Session 3.6: Protecting the Rights of Children

Plan and Review Session: Activity 3.2, page 65

Day 3, Duration: 2:30 PM – 3:00 PM (30 minutes)

In this session, you will not demonstrate the activity and participants will not practise. Instead, the focus is on planning exactly how the activity will be conducted when the participants, i.e. community change agents, return to their community to begin their work.

You should familiarise yourself with the activity to effectively support participants as they review and plan the activity for the field.

The Protecting the Rights of Children activity emphasises the responsibilities that parents and other school community members have in protecting children’s rights. This activity gives parents and other members an opportunity to reflect on the types of things they do on a day-to-day basis that serve to protect or to deny children of their rights.

Facilitator’s Note

In this session, you will not demonstrate the activity and participants will not practise. Instead, the focus is on planning exactly how the activity will be conducted when the participants, i.e. community change agents, return to their community to begin their work.

You should familiarise yourself with the activity to effectively support participants as they review and plan the activity for the field.

The Protecting the Rights of Children activity emphasises the responsibilities that parents and other school community members have in protecting children’s rights. This activity gives parents and other members an opportunity to reflect on the types of things they do on a day-to-day basis that serve to protect or to deny children of their rights.

Competence

Participants will understand that certain rights of children are protected by laws in Uganda.

Session Procedure

- Organise participants into three practise groups. Make sure a co-Facilitator monitors each group.
- Have participants work in their practise groups and review Activity 3.2 on page 65. The Facilitator assigned to each group should check with the group to ensure they understand the activity.
- Ask participants if they can think of any reason(s) this activity would be difficult to implement in the school. Assign a note-taker in each group to write down these ideas and report back during plenary.
- Have all participants complete the Community Activity Planning Form on page 18. Adaptations to the activity or ‘Another Way’ (Handbook page 91 in Activity 4.6) should be added to the planning form if a participant does not have the materials recommended for the activity.

Facilitator Tips

- Ensure that all participants actively participate.
- All participants are required to complete a planning form by copying the form and putting it in their journal or notebook.
Plenary Discussion
Ask for as many volunteers as possible to comment on how prepared they feel to deliver this activity in schools. Ask them to share any special ways they came up with to conduct the activity using ‘Another Way’ based on the context. Some questions to guide the discussion are below.

➢ Do you feel confident in your ability to conduct this activity in the community?
➢ What changes in the activity do you think might be necessary?
➢ Does anything need clarification?
➢ How is this activity important for community members and pupils’ learning?

Session 3.7: Vote with Your Feet

Practise Session: Activity 2.6, page 59

Day 3, Duration: 3:00 PM – 4:00 PM (60 minutes)

Facilitator’s Note
You should be familiar with the Fishbowl technique to effectively guide participants in this practise session. The Fishbowl technique is explained in the Annex of this guide. Additionally, you should familiarise yourself with Activity 2.6: Vote with your Feet on page 59 of the Handbook to effectively assist participants in reviewing, planning, and practising this activity.

Competence
Participants will be able to identify different points of view (attitudes and beliefs) about gender norms and set up a non-threatening process to discuss views.

Session Procedure
➢ Organise participants into three practise groups and ensure that the practise groups consist of different participants than on the previous days of the workshop. The participants should practise with a different group each day. Assign a lead Facilitator to each practise group.
➢ Ask participants to work in their practise groups to review and prepare for Activity 2.6: Vote with Your Feet on page 59 of the Handbook.
➢ Ask participants to turn to the Activity Planning Form in the Handbook (pages 18 – 19). Give the practise groups approximately 10 minutes to plan the activity. The groups should write the plan in their journals.
➢ Direct the observers’ attention to the Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group Facilitator was in applying the principles.
➢ After planning for the activity, tell the groups to get into their positions for the Fishbowl practise and ask the selected group Facilitators to implement Activity 2.6.
Once the activity is complete, whilst the participants are still in their practise groups, ask observer volunteers to share their thoughts about the application of the Journeys Principles of Facilitation.

Facilitator Tips
➢ Ensure that all participants are actively involved.
➢ Support the groups by asking leading questions to get the conversation started.

Plenary Discussion
When the groups have finished, get everyone’s attention and lead a discussion about the experience. Some talking points are provided below.
➢ If you were a group Facilitator, what were you most and least comfortable with?
Did you enjoy the activities?
Which Journeys Principles of Facilitation were strong? Which ones need improvement?

**Session 3.8: Working on the U-Model**

**Practise Session: The Journeys Five-Step Process for Inspiring Change, page 12**

**Day 3, Duration: 4:00 PM – 5:00 PM**

**Facilitator’s Note**

Participants should use this time to continue working through what they begun in yesterday’s U-Model activity (Day 2, Session 2.7). Walk around the room and make sure that each group is using the example they identified yesterday in their U-Model groups and are only focusing on Steps 2 and 3 of the U-Model today.

**Competence**

Participants will apply Steps 2 and 3 of the Journeys Five-Step Process for Inspiring Change (U-Model) to real life examples (e.g. ‘Because of insecurity, parents escort children to school daily’).

**Lesson Procedure**

- Remind participants that their U-Model group will remain the same throughout the week and that they should be with the same group as yesterday. Each group should also retrieve the same sheet of paper with their U-Model, which they have been using throughout the week.
- Ask the groups to review the issue they identified yesterday in Step 1.
- Instruct the groups that today they will work only on Steps 2 and 3.
- Reiterate the importance of Step 3, ‘Reflect’. Remind participants that they can reflect in their journals or quietly with their eyes closed when their group arrives at this step, but they should leave ample time for the reflection process. If they would like to discuss their personal reflection with their group, they may do so.

**Afternoon Check-In**

**Day 3, Duration: 5:00 PM – 5:15 PM**

**Facilitator’s Note**

Throughout the training program, Facilitators are expected to provide time to get feedback from the participants to make sure they have understood and are comfortable with the material covered and the Journeys activities they are learning. These times are called “Check-ins.” Afternoon Check-ins are at the end of the day before departure. Please use this time to summarise what participants learned during the day and to answer any questions they have. Consider the following illustrative questions:

1. How did you feel about today’s sessions? What did you learn?
2. Do you have any comments or questions?
3. Are you comfortable with the Journeys activities that were introduced?
4. Are you confident that you will be able to successfully facilitate the activities in the community? Why or why not?
5. What special considerations should be taken into account for you to be successful?
DAY 4

Session 4.1: Check-In

Day 4, Duration: 8:30 AM – 8:45 AM

Facilitator’s Note

Similar to Afternoon Check-Ins, Morning Check-Ins should be conducted daily. Morning Check-Ins are best done when participants are standing in a circle. Use the guiding questions provided below and give each participant a chance to say something. You can use a soft ball to throw it to a participant who you want to say something and after he/she contributes she/he throws the ball to another person of her/his choice until all are finished.

1. How did you feel about the sessions covered so far? What did you learn?
2. Do you have any comments or questions?
3. Are you comfortable with the Journeys activities introduced so far?
4. Are you confident that you will be able to successfully lead these activities in your school? Why or why not?
5. What special considerations should be considered for you to be successful?

The Morning Check-Ins are a good opportunity to see what participants recall from the day before and to outline the new learning for the day. Take this time to ask participants what they learned yesterday and if there are any questions. Then, provide a brief overview of the sessions for today.

Session 4.2: Images of Violence

Demonstration Session: Activity 4.2, page 74

Day 4, Duration: 8:45 AM – 9:45 AM

Facilitator’s Note

Participants are highly impacted when they draw pictures of violence and see the many images of violence posted in the room after the activity.

Notice the silence in the room when participants walk around and view the images. It can be useful to direct the group’s attention to the silence and mention that you sense the images may have disturbed them. Invite people to share their feelings about seeing the images.

Competence

Participants will be able to identify and illustrate the different forms of violence that children face in their communities.

Lesson Procedure

➢ Demonstrate Activity 4.2: Images of Violence (page 74) exactly as it is given in the Handbook.
➢ Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ note on page 75. This will reinforce the main message of the activity for all participants.

Review and Evaluate

➢ Give participants 5 minutes to review Activity 4.2: Images of Violence on page 74 of their handbooks. Check in with participants to ensure they understand the activity and clarify any questions.
➢ Ask participants to evaluate the session according to the Journeys Principles of Facilitation and point out the Journeys Principles of Facilitation posted on flip charts in the room. Facilitate this evaluation
by mentioning each of the principles and inviting the participants to comment on them.

- Ask 2 to 3 volunteers to explain how they can identify pupils faced with violence.
- Ask, ‘Using the skills gained in this training, how will you support community members to support children facing violence?’

**Session 4.3: School-Related Gender-Based Violence (SRGBV) Deep Dive**

**Information Session**

**Day 4, Duration: 9:45 AM – 10:00 AM**

**Facilitator’s Note**

During this short 15-minute session, you will introduce participants to the content they are about to learn: a deep dive into the different forms of SRGBV. So that you are well-prepared to lead the deep-dive session, it is imperative that you review Activity 4.3: Bullying, Activity 4.4: Corporal Punishment and Activity 4.5: Sexual Harassment and Abuse in the Handbook before beginning this session.

This can be very difficult content. Please inform participants that everyone will react to the content in their own way, based on their own experiences, and that participants should give their colleagues the space they need to process this content.

**Competence**

Participants will be able to define school-related gender-based violence and list the different gender-related forms of violence.

**Lesson Procedure**

- Introduce this session by telling participants that during the next hour and a half, they will be introduced to the different forms of school-related gender-based violence, also referred to as SRGBV.
- Ask if anyone can name the different forms of SRGBV (e.g. bullying, corporal punishment, and sexual harassment and abuse). Write these on a flip chart or blackboard.
- Explain that the first SRGBV Deep Dive will be a demonstration that you will lead on Activity 4.5: Sexual Harassment and Abuse, on page 84 of the Handbook. Ask participants to turn to the activity in their handbook.
- Inform participants that after the Demonstration Session on sexual harassment and abuse, they will be divided into two Practise Session groups. One group will work on Activity 4.3: Bullying, on page 76 of the Handbook. The second group will work on Activity 4.4: Corporal Punishment, on page 80 of the Handbook. Ask participants to flip to both activities in their Handbooks now to familiarise themselves with both. Give 10 minutes to do this.

**Sub-session 4.3.1 SRGBV Deep Dive – Sexual Harassment and Abuse**

**Demonstration Session: Activity 4.5, page 84**

**Day 4, Duration: 10:00 AM – 11:00 AM**

**Facilitator’s Note**

During the SRGBV Deep-Dive activities, participants brainstorm about the many acts of violence that are associated with the three forms of SRGBV: bullying, corporal punishment, and sexual violence.

You and trainers of trainers should thoroughly review Activity 4.5: Sexual Harassment and Abuse.
on page 84 of the Handbook. You will need to be prepared to demonstrate the activity. This activity was selected for demonstration because it is the most complicated of the three to organise, mainly because the participants are organised into small same-sex groups (i.e. all men and all women groups). In the practise session, participants will practise either Activity 4.3: Bullying or Activity 4.4: Corporal Punishment.

Although you will be demonstrating Activity 4.5 (page 84), it is critical that all Facilitators and trainers of trainers are familiar with the three SRGBV Deep-Dive activities. Everyone should review and be prepared to assist participants with Activity 4.3 and Activity 4.4.

Do not forget to review the illustration on page 85, which demonstrates ways to place participant ‘ideas’ on the wall.

Finally, during the Review and Evaluate section, make sure that participants understand the importance of the Note to Facilitator text boxes (e.g. pages 83 and 87).

**Competence**

Participants will understand what sexual harassment and abuse are and how it negatively impacts children.

**Lesson Procedure**

- Demonstrate Activity 4.5, page 84, exactly as it is given in the handbook.
- Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ note on page 88. This will reinforce the main message of the activity for all participants.

**Review and Evaluate**

- Give participants 10 minutes to review Activity 4.5 (page 84). Check-in with the participants to ensure they understand the activity and clarify any questions.
- Have the participants carefully review the Notes to Facilitators text boxes on pages 86 – 88 and ensure they understand the contents.
- Ask participants to evaluate the session according to the Journeys Principles of Facilitation and point out the principles posted on the flip charts in the room. Facilitate this evaluation by mentioning each of the Journeys Principles and inviting participants to comment on each one.

**Plenary Discussion**

- Hold a brief plenary for participants to discuss their experiences during this demonstration session.
- Ask participants to name types of sexual harassment and abuse.
- Ask participants how they think community members can protect children from this type of violence.

**Tea Break 11:00 AM – 11:30 AM**

(30 minutes)

**Session 4.4: Bullying and Corporal Punishment**

Practise Session Group 1: Activity 4.3, page 76
Practise Session Group 2: Activity 4.4, page 80

**Day 4, Duration: 11:30 PM – 12:30 PM**

(60 minutes)

**Facilitator’s Note**

You should be familiar with all the SRGBV Deep-Dive activities (4.3 - 4.5), as well as the Fishbowl Method to effectively guide the participants in their practise. The Fishbowl Method is explained in the Annex of this guide.
Note that in this activity, participants practise in two groups (not three). One group will practise Activity 4.3: Bullying, while the other practises Activity 4.4: Corporal Punishment.

**Competence**

Participants will be able to use the Idea Generation method to plan, implement and evaluate Activity 4.3 and Activity 4.4. They will be able to identify the different acts of bullying and corporal punishments.

**Lesson Procedure**

- In this practise session, organise participants into two groups. One group will practise Activity 4.3: Bullying, while the other practises Activity 4.4: Corporal Punishment. A Facilitator should monitor each practise group.
- Give participants 15 minutes to work in their groups to review and prepare the materials for Activities 4.3 and 4.4 on pages 76 and 80, respectively.
- Ask participants to review the Facilitator Tips embedded in the activity to which they are assigned.
- After reviewing and planning for the activity, have the groups assign members the roles of group Facilitators, participants and observers using the Fishbowl Method.
- Group Facilitators implement the activity with the assigned participants, while observers evaluate the activity based on the five Journeys Principles of Facilitation.
- When the activity is complete, the group should review it. The group Facilitators should briefly discuss how they would evaluate themselves, and the observers should provide comments on their evaluation.

**Plenary Discussion**

When the groups have finished, get everyone’s attention, and lead a discussion about the experience. Before proceeding to the talking points below, wait to see if participants raise their hands without prompting to provide general feedback on their thoughts and experiences during this session.

- If you were a group Facilitator, what were you most and least comfortable with?
- Did you enjoy the activities?
- What was, if anything, difficult about this particular practise session?
- What are different acts of bullying that children in our communities experience?
- Which Journeys facilitation principles were strong? Which ones need improvement?
- How can community members help stop bullying and corporal punishment in school and the community?

**Session 4.5: Children At-Risk and How to Protect Them**

**Demonstration Session: Activity 4.7, page 95**

*Day 4, Duration: 12:30 PM – 1:00 PM (30 minutes)*

**Facilitator’s Note**

Review and be prepared to demonstrate Activity 4.7: Children At-Risk and How to Protect Them on page 95 of the handbook.

It is important to be familiar with both the explanation of what it means to be at-risk for experiencing violence and the concept of protective factors. The definitions of ‘risk factors’ and ‘protective factors’ are on page 96 of the handbook. You and your fellow Facilitators must understand these definitions and be able to explain them as described in the ‘Explain’ section of the activity.

Although the activity only calls for three groups, if there are a large number of participants, create more groups. Assign the three scenarios to different groups. That is, two groups discuss Scenario 1 (page 97), two groups discuss Scenario 2 (page 98) and two groups discuss Scenario 3 (page 98).
**Competence**
Participants will be able to successfully list risks and protective factors and determine how community members can protect children from violence.

**Lesson Procedure**
- Demonstrate Activity 4.7: Children At-Risk and How to Protect Them (page 95) exactly as it appears in the Handbook.
- Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ note on page 97. This will reinforce the main message of the activity for all participants.

**Review and Evaluate**
- Give participants 5 minutes to review Activity 4.7 in the Handbook. Check with participants to ensure they understand the activity and clarify any questions.
- Ask participants to evaluate the session according to the Journeys Principles of Facilitation and point out the principles posted on the flip charts in the room. Facilitate this evaluation by mentioning each of the Journeys Principles and inviting the participants to comment on each one.
- Ask participants to briefly discuss measures that community members can use to stop violence in schools and the community.

**Lunch 1:00 PM – 2:00 PM**

**Post Morning Check-In**

**Day 4, Duration: 2:00 PM – 2:15 PM (15 minutes)**

**Facilitator’s Note**
Throughout the training program, Facilitators are expected to provide time to get feedback from the participants to make sure they have understood and are comfortable with the material covered and the Journeys activities they are learning.
Consider the following illustrative questions. Whenever the session calls for a ‘check-in’ these types of questions should be used to elicit comments, clarify questions, and address the concerns of participants. These questions are only provided for this check-in session.

1. How did you feel about the activities introduced so far? What did you learn?
2. Do you have any comments or questions?
3. Are you comfortable with the Journeys activities introduced so far?
4. Are you confident that you will be able to successfully lead these activities in the community? Why or why not?
5. What special considerations should be taken into account for you to be successful?

**Session 4.6: Impact of Violence Against Children in Schools (VACiS), Early Warning Signs and Bystander Response Reflection**

**Information Session**

**Day 4, Duration: 2:15 PM – 2:30 PM (15 minutes)**

**Facilitator’s Note**
In this session, you will handle three activities: (1) Activity 4.6: Impact of VACiS (page 89), (2) Activity 5.1: Early Warning Signs (page 101) and (3) Activity 5.4: Bystander Response: Reflection (page 110).
The focus of Activity 4.6 is on the impact of violence rather than the imbalanced power relations highlighted in Activity 2.5: The Meaning of Power and Consent. The focus of Activity 5.1 is on learning about pupil behaviours or appearances that should signal teachers and school staff that the pupil is distressed, experiencing violence or other challenges that may lead to their dropping out of school. The goal of Activity 5.4 is to build awareness about the different types of responses (both positive and negative) that a witness can have to a violent act.

Three groups should be established; each group will practise one activity and the activities will run at the same time. The groups will each complete their activity in one hour.

Lesson Procedure

➤ Introduce the activities by telling participants that during the next hour, they will learn more about violence against children in schools, also referred to as VACiS.

➤ Tell participants they will be divided into three groups and that each group will participate in parallel practise sessions:
  - Group 1: Activity 4.6: Impact of VACiS, page 89 (Session 4.6.1)
  - Group 2: Activity 5.1: Early Warning Signs, page 101 (Session 4.6.2)
  - Group 3: Activity 5.3: Bystander Response: Reflection, page 110 (Session 4.6.3)

Whilst still in plenary, ask participants to turn to and review Activities 4.6, 5.1 and 5.3 in their handbooks. Give them 10 minutes for this.

Session 4.6.1: Impact of Violence Against Children in Schools (VACiS)

Parallel Practise Session: Activity 4.6, page 89

Day 4, Duration: 2:30 PM – 3:30 PM (60 minutes)

Facilitator’s Note

You should be familiar with the Fishbowl Method to effectively guide participants in their practise. The Fishbowl Method is explained in the Annex of this guide.

Familiarise yourself with Activity 4.6: Impact of VACiS on page 89 of the handbook so that you can effectively provide oversight and support to participants. This includes reading the scenarios on pages 91-94.

Competence

Participants will be able to describe the long-term, negative impacts of violence on the lives of children and successfully conduct Activity 4.6: Impact of VACiS.

Lesson Procedure

➤ Organise participants into three practise groups, making sure that the participants who make up the practise groups are different from those in previous exercises. Participants should form practise groups with other participants who are not from their school to gain a different perspective. Assign a Facilitator to each group.

➤ Ask participants to work in their practise groups to review and prepare for Activity 4.6: Impact of VACiS on page 89 of the Handbook.

➤ Ask participants to turn to the Activity Planning Form in their handbooks (page 19). Give them approximately 10 minutes to plan the activity. The groups should write the plan in their journals.

➤ Direct the observers’ attention to the Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group Facilitator was in applying the
Journeys Principles of Facilitation.

- After planning for the activity, ask the groups to get into their positions for the Fishbowl practise and have the selected group Facilitators implement Activity 4.6 (page 89).
- Once the activity is complete, whilst still in their groups, ask for observer volunteers to share their thoughts about the application of the Journeys Principles of Facilitation.

**Plenary Discussion**

When the groups have finished, get everyone’s attention, and lead a discussion about the experience. Some talking points are provided below.

- If you were a group Facilitator, what were you most and least comfortable with?
- Did you enjoy the activities?
- What were the long-term impacts of violence identified through the session?
- Can these acts be avoidable? How can community members avoid these acts?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?

**Session 4.6.2: Early Warning Signs**

**Parallel Practise Session: Activity 5.1, page 101**

**Day 4, Duration: 2:30 PM – 3:30 PM (60 minutes)**

**Facilitator’s Note**

This activity is another application of the Idea Generation method used in Activity 1.4: Dimensions of a Positive and Supportive School Climate (page 31) and the SRGBV Deep Dive Activities 4.3 - 4.5 (pages 76 - 84).

You should be familiar with the Fishbowl Method to effectively guide participants in their practise. The Fishbowl Method is explained in the Annex of this Guide.

Familiarise yourself with Activity 5.1: Early Warning Signs on page 101 of the handbook so that you can effectively provide oversight and support to the participants. Note the illustration on page 102. When you join your practise groups, bring this illustration to the attention of the participants as they review the activity.

**Competence**

Participants will be able to identify early warning signs that a pupil may be experiencing violence, and can develop strategies to intervene and prevent violence against children.

**Lesson Procedure**

- Organise participants into three practise groups, making sure that the participants who make up the groups are different from those in the practise groups on the previous days. Assign a lead Facilitator to each group.
- Ask participants to work in their practise groups to review and prepare for Activity 5.1 on page 101 of the Handbook.
- Ask participants to turn to the Activity Planning Form in their handbook (page 19). Give the practise groups approximately 10 minutes to plan the activity. The groups should write the plan in their journals.
- Direct the observers’ attention to the Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group Facilitator was in applying the principles.
- After planning for the activity, tell the groups to get into their positions for the Fishbowl practise and have the selected group Facilitators implement Activity 5.1.
Once the activity is complete, whilst still in their practise groups, ask for observer volunteers to share their thoughts about the application of the Journeys Principles of Facilitation.

**Plenary Discussion**

- When the groups have finished, get everyone’s attention and lead a discussion about the experience. Some talking points are given below.
  - If you were a group Facilitator, what were you most and least comfortable with?
  - Did you enjoy the activities?
  - What were indicators, or early warning signs that a pupil may be experiencing violence?
  - How can community members intervene to help pupil experiencing violence without causing more violence?
  - Which Journeys Principles of Facilitation were strong? Which ones need improvement?

**Session 4.6.3: Bystander Response: Reflection**

**Parallel Practise Session: Activity 5.4, page 110**

*Day 4, Duration: 2:30 PM – 3:30 PM (60 minutes)*

**Facilitator’s Note**

You should be familiar with the Fishbowl Method to effectively guide participants in their practise. The Fishbowl Method is explained in the Annex of this guide.

Familiarize yourself with Activity 5.4: Bystander Response: Reflection on page 110 of the Handbook so that you can effectively provide oversight and support to participants within their practise groups.

Familiarise yourself with the standard procedures for leading a guided reflection. As a reminder, you can refer to Activity 1.3 “Reflection on my Life as a Child” on page 28 of the Handbook to refamiliarize yourself with guided reflection.

**Competence**

Participants will be able to identify the actions that demonstrate positive and negative bystander responses and how and when they can react.

**Lesson Procedure**

- Remind practise groups that this activity is similar to other activities they have practised and involves a standard guided reflection procedure. Mention Activity 1.3: “Reflection on my Life as a Child” (page 28).
- Ask all participants to read through the guided reflection given in the shaded box on page 124.
- Ask participants to work in their practise groups to review and prepare for Activity 5.4: Bystander Response: Reflection (page 110).
- Ask participants to turn to the Activity Planning Form in their handbook (page 19). Give the practise groups approximately 10 minutes to plan the activity. The groups should write the plan in their journals.
- Direct the observers’ attention to the Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group Facilitator was in applying the principles.
- After planning for the activity, ask the groups to get into their positions for the Fishbowl practise and have the selected group Facilitators implement Activity 5.4 (page 110).
- Once the activity is complete, whilst still in their practise groups, ask for observer volunteers to share their thoughts about the application of the Journeys Principles of Facilitation.
Plenary Discussion
➢ When all three groups have completed their activity, ask volunteers from each group to share what they learned.
  ➢ Ask, ‘What actions can people take to be a positive bystander?’
  ➢ Ask, ‘How can some actions of a positive bystander be perceived as negative?’

Afternoon Check-In

Day 4, Duration: 3:30 PM – 3:45 PM

Facilitator’s Note
Throughout the training program, Facilitators are expected to provide time to get feedback from the participants to make sure they have understood and are comfortable with the material covered and the Journeys activities they are learning. These times are called “Check-ins.” Afternoon Check-ins are at the end of the day before departure. Please use this time to summarise what participants learned during the day and to answer any questions they have. Consider the following illustrative questions:
1. How did you feel about today’s sessions? What did you learn?
2. Do you have any comments or questions?
3. Are you comfortable with the Journeys activities that were introduced?
4. Are you confident that you will be able to successfully facilitate the activities in the school? Why or why not?
5. What special considerations should be taken into account for you to be successful?


Day 4, Duration: 4:00 PM – 5:00 PM

Facilitator’s Note
In this session, participants are given time to complete the U-Models they have been working on since Day 1 in Sessions 1.12, 2.7, and 3.7. During this session they should focus on Steps 4 and 5.

Competence
Participants will be able to finalize their copy of the U-model and identify what is done at every step of the U-Model process.

Lesson Procedure
➢ Participants should make a final copy of the U-Model. This should be a clean version that will be used for a presentation.
➢ Remind participants that they will display their work on Day 5 and present it to other participants so that members of other groups will have the opportunity to see what their colleagues have been working on.
➢ The work will be presented as a gallery walk with a designated person presenting from each group to the other participants.
➢ Other group members must be ready to answer questions from their peers.

Facilitator Tips
➢ Ask participants how the Five-Step Process builds on learning abilities and behaviour change in community and school.
➢ Ask, ‘What is parents’ role for its success in the community?’
Day 5, Duration: 8:30 AM – 8:45 AM

Session 5.1 Check-In

Day 5, Duration: 8:30 AM – 8:45 AM  (15 minutes)

**Facilitator’s Note**

Similar to Afternoon Check-Ins, Morning Check-Ins should be conducted daily. Morning Check-Ins are best done when participants are standing in a circle. Use the guiding questions provided below and give each participant a chance to say something. You can use a soft ball to throw it to a participant who you want to say something and after he/she contributes she/he throws the ball to another person of her/his choice until all are finished.

1. How did you feel about the sessions covered so far? What did you learn?
2. Do you have any comments or questions?
3. Are you comfortable with the Journeys activities introduced so far?
4. Are you confident that you will be able to successfully lead these activities in your school? Why or why not?
5. What special considerations should be considered for you to be successful?

The Morning Check-Ins are a good opportunity to see what participants recall from the day before and to outline the new learning for the day. Take this time to ask participants what they learned yesterday and if there are any questions. Then, provide a brief overview of the sessions for today.

Session 5.2: Positive Bystander Response: Role Play

Demonstration Session: Activity 5.5, page 113

Day 5, Duration: 8:45 AM – 9:45 AM  (60 minutes)

**Facilitator’s Note**

This activity calls on participants to work in groups and develop skits that demonstrate a negative bystander response and a positive bystander response. You will distribute scenarios that portray different bystander responses to small groups of participants. The groups will review them and develop two skits: one to portray the negative bystander response and another to portray the positive bystander response.

You should be familiar with what it means to provide a positive bystander response and a negative bystander response (described on page 115). Review and be prepared to demonstrate Activity 5.5: Positive Bystander Response: Role Play (page 113).

Divide participants into eight groups. Distribute the four scenarios across the eight groups (i.e. groups 1 and 2 have Scenario 1, groups 3 & 4 have Scenario 2, etc.). The bystander response scenarios are given on page 115, immediately after the instructions for Activity 5.5. Each bystander skit will be done by two groups.

Inform participants that each group has only 4 minutes to present its skits.

If you are short on time, you may need to select only one group to present for each bystander response scenario.

**Competence**

Participants will be able to explain the meaning of positive and negative bystander response to violence and will know how to respond to incidents of violence they see.

**Lesson Procedure**

- Demonstrate Activity 5.5: Positive Bystander Response: Role Play (page 113) exactly as it is given in the
Handbook. Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ note on page 114. This will reinforce the main message of the activity for all participants.

**Review and Evaluate**

- Give participants five minutes to review Activity 5.5 on page 113 of their handbooks. Check in with participants to ensure they understand the activity and clarify any questions.
- Ask participants to evaluate the session according to the Journeys Principles of Facilitation and point out the principles posted on flip charts in the room. Facilitate this evaluation by mentioning each of the Journeys Principles and inviting participants to comment on each one.

**Plenary Discussion**

When the groups have finished, get everyone’s attention, and lead a discussion about the experience. Some talking points are provided below.

- If you were a group Facilitator, what were you most and least comfortable with?
- Did participants enjoy the activities?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?
- What traditional or societal perceptions impact how we view violence and how we react to it?
- Is there some form of violence we view as acceptable? Perhaps violence in marriage? Violence by the police? Violence by parents against children or by teachers against pupils?
- What kinds of violence are we silent about? Why? Should we be silent?

**Session 5.3: Presentation of the U-Model and Action Plan**

**Day 5, Duration: 9:45 AM – 11:30 AM (105 minutes)**

**Facilitator’s Note**

Each group should have the opportunity to present their U-Model today. As each group presents, ensure that they describe the model’s five steps in relation to the issue they are trying to address using the U-Model.

**Competence**

Participants will be able to summarise and evaluate the U-Model process and will know how to apply it to address problems collectively in their communities.

**Session Procedure**

- Ask for a volunteer group to present first. Give each group 7 minutes to present their U-Model and the issue they worked through as a team.

**Plenary Discussion**

- Ask participants if they found the U-Model helpful and why. Ask for volunteers to talk about how they will use the U-Model in their school and community. Ask what they found difficult about the U-Model.

**Tea Break 11:30 AM – 12:00 AM (30 minutes)**

**Session 5.4: Talking Circles**

**Parallel Practise Session**

**Group 1: Activity 5.7: Identifying the Barriers to Reporting, page 121**
Day 5, Duration: 12:00 PM – 1:00 PM
(60 minutes)

Facilitator’s Note

In this session, you will cover two activities: Activity 5.7: Identifying the Barriers to Reporting (page 121) and Activity 5.8: Addressing the Barriers to Reporting (page 124).

The focus of Activity 5.7 is to learn about the many reasons why pupils, teachers, parents, and community members do not report cases of violence against children.

The focus of Activity 5.8 is to enable participants to better understand how to address barriers to reporting cases of violence against children.

Organise participants into four groups. Each activity will be practised by two groups and the activities will run at the same time. Each group will complete its assigned activity in 1 hour.

Assign one trainer of trainers to each group. If there are not enough trainers of trainers, they should go between groups and monitor the participants.

Competence

Participants will be able to identify the barriers to reporting violence against children and will understand the value of reporting cases of violence.

Session Procedure

➢ Ask participants to work in their groups to review and prepare for Activity 5.7: Identifying Barriers to Reporting on page 121. Give the groups approximately 15 minutes to review the activity.

➢ After reviewing the activity, ask the groups to get into their positions for the Fishbowl practise and have the selected group Facilitators implement Activity 5.7.

➢ Direct the observers’ attention to the Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss the group Facilitators’ areas of strength and those that might need improvement during a group review following the activity.

➢ Whilst in their practise groups, invite observer volunteers to share their thoughts about the application of the Journeys Principles of Facilitation.

Plenary Discussion

When the groups have finished, get everyone’s attention, and lead a discussion about the experience. Some talking points are provided below.

➢ If you were a group Facilitator, what were you most and least comfortable with?

➢ Did you enjoy the activity?

➢ Which Journeys Principles of Facilitation were strong? Which ones need improvement?

➢ What can be done to lessen the barriers to reporting?

➢ What can you do to report cases of violence in your community?
Group 2: Activity 5.8: Addressing the Barriers to Reporting, page 124

Facilitator’s Note

This is part 2 of Session 5.4. The participants will review, plan, and demonstrate the session as it is given in the handbook using the Fishbowl Method. The Fishbowl Method is explained in the Annex of this guide. Ask participants to write their comments relating to the session evaluation in their journals. For the discussion, ask for as many volunteers as possible to share.

Competence

Participants will identify ways to address barriers to reporting cases of violence against children.

Lesson Procedure

- Ask participants to work in their groups to review and prepare for Activity 5.8: Addressing the Barriers to Reporting on page 124. Give the groups approximately 15 minutes to review the activity.
- After reviewing the activity, ask the groups to get into their positions for the Fishbowl practise and have the selected group Facilitators implement Activity 5.8.
- Direct the observers’ attention to the Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss the group Facilitators’ areas of strength and those that might need improvement during a group review following the activity.
- Whilst in their practise groups, invite observer volunteers to share their thoughts about the application of the Journeys Principles of Facilitation.

Plenary Discussion

When the groups have finished, get everyone’s attention, and lead a discussion about the experience. Some talking points are provided below.

- Ask for volunteers from each group to share their experience on how the activity can help community members identify or address barriers to reporting.
- Ask participants to think about the U-Model and what steps they can take as a collective to address barriers to reporting.
- Ask, ‘If you were a group Facilitator, what were you most and least comfortable with? How did it feel to lead the guided reflection?’
- Ask, ‘Did you enjoy the activities?’
- Which Journeys Principles of Facilitation were strong? Which need some improvement?

Session 5.5: Community Change Agent Planning Session

*Day 5, Duration: 1:00 PM – 1:30 PM (30 minutes)*

Facilitator’s Note

This last session is critical to implementing Journeys. It is expected that community change agents will leave the training with an action plan for conducting Journeys activities on a regular basis with their fellow community members. Therefore, it is important to monitor the participant working groups in this session to ensure they develop concrete and comprehensive action plans. To ensure the participants include all the necessary information in their action plans, please prepare flip chart 2.1 in advance of this session.

Competence

Participants will develop an action plan and strategies to engage community members to implement Journeys activities in their communities.
**Lesson Procedure**

- Group participants according to their villages/sub-counties. Within their groups, participants should discuss an action plan for how they can begin to implement Journeys with their community members as soon as they return home.

- Point to flip chart 2.1 (which you should have prepared in advance). Tell participants that their action plans should include the points listed.

- Inform participants that their first point of action is to conduct a general meeting with the community leaders, head teachers, and school management committee members to discuss how they will conduct Journeys activities. Refer to the Community Activity Planning Form on page 18 of the Handbook, which may be used to prepare meeting participants for Journeys implementation.

- Allow the participants to remain in groups and develop their plans for 25 minutes.

- Ask community change agents to assign a scribe within each group who will write down or outline the action plan discussed.

- At the end of the 25 minutes, ask each group to tape their action plan to the wall.

- Give participants 15 minutes to walk around the room and read other groups’ action plans.

- After 15 minutes, reconvene the groups into plenary for the final check-in session after the lunch break.

**Lunch 1:30 PM – 2:00 PM** (30 minutes)

**Final Check-In**

*Day 5, Duration: 2:00 PM – 3:00 PM* (60 minutes)

**Facilitator’s Note**

This is the final opportunity during the training for participants to ask questions and for you to re-emphasize the learning of key points discussed during the past week.

Ensure that all questions on the ‘Parking Lot’ flip chart paper were answered.

Ask for volunteers to name the Journeys Principles of Facilitation (refer to the flip chart paper you taped to the wall on the first day that lists these principles). Ask participants if they feel ready and comfortable using the Principles of Facilitation when they conduct Journeys in their communities.

Remind participants why their role as a community change agent is so important and what the ultimate goal of Journeys is to mobilize the school community to take deliberate steps to increase, foster, and promote a safe and caring school community that is free from violence (refer to page 6 of the Handbook).

Close the training by answering any final questions and by providing final and concluding remarks you find necessary. Be sure to congratulate and thank the participants for being selected as community change agents and for their participation in and completion of the training.

**Works Cited**


Principles of Adult Learning

Adults Learn Best by:

- CONTINUOUSLY REFLECTING AND EVALUATING (daily reflections and evaluations are built into Journeys)
- LEARNING TOGETHER (constant inquiry, and discussion is built into Journeys)
- DOING (less lecture, more dialogue)
- TAKING RESPONSIBILITY FOR THEIR OWN LEARNINGS (encourage participants to take on roles and responsibilities during training (i.e. note taker, ice breakers leader, etc))
- FINDING PERSONAL MEANING IN THE LEARNING (Facilitator should frequently encourage participants to discuss meaning of the learning to them)
- THEIR INDIVIDUAL LEARNING STYLES (Journeys takes into account the different learning styles we all have. It is important to remember that everyone has a different style of learning)
Providing Support for Emotionally Stressed Participants

Some of the reflections and activities can move participants emotionally. It is important to provide emotionally stressed colleagues with support. This section provides guidance to Facilitators so that they will be keenly aware of the emotional state of participants during the activity. This section intends to assist Facilitators in identifying those who seem to be disturbed by the activity and equipping them with the knowledge to respond appropriately and with love and kindness.

Opting out of an activity with Sensitive Content

- Inform participants that their involvement in activities with sensitive content (like SRGBV) is optional. If a participant opts out, the Facilitator should follow up with the participants to learn why and ensure he or she does not need additional support.

Identifying participants who experience emotional distress

- Some participant may have experienced or witnessed some form of violence. Recalling these experiences during training can cause them to be upset. The following are signs that a participant may be in distress:
  - Limited or no participation in activity
  - Avoidance of activity through disruptive behaviours, inappropriate laughter, or looking through bag
  - Showing signs of nervousness such as holding their head down, crying or shaking
  - Abruptly leaving the room

Response by the Facilitator

➢ As the Facilitator, it is important to monitor your session in watching for signals of distress amongst your participants. If you think you see a participant in emotional distress, there are several ways to respond as seen below.

Immediate actions to be taken by the Facilitator that comfort:

- Be available immediately to provide the participant with assistance and support. At this time, also ensure that the other participants are not left idle. You may designate someone from the group to lead the other participants in an activity or to write a reflection in their journal while you attend to the participant in distress.
- Bring the participant to a safe place, away from his or her peers. Make sure the place feels safe to the participant and is not seen as a threat to them.
- Focus on the participant. Ask the participant what they would like to do at that moment (e.g., go home, refrain from participating in the session or sit in a different location, speak with a supportive person, etc.) Help the participant to follow through with whatever he or she decides.
- Be flexible and meet the participant’s needs.
- Listen to what the participant says. Provide the participant with understanding, support and assistance. Do not attempt to tell the participant how he or she feels. Assure them that it is normal to feel upset and that their feelings are justified.
- Be compassionate and do not judge. Provide support and information to the participant regardless of personal feelings, beliefs or attitudes.
- Do not overwhelm the participant with information, questions or advice.
Negative response from the Facilitator towards a distressed participant is never appropriate. A Facilitator should not blame, laugh, humiliate or ignore a participant when they show signs of distress or verbally communicate their distress.

The following actions do not comfort and should be avoided:

- Do not interrupt, ridicule or shame the participant.
- Do not blame the participant.
- Do not criticise the participant.
- Do not interrogate the participant.
- Do not judge the participant.
- Do not place the participant in a threatening setting.
- Do not try to distract or divert the participant’s attention from his or her feelings e.g. by talking about your own distress.
- Do not discuss the participant’s situation with others.

The Fishbowl Practice Method

The Fishbowl Practice is a facilitation technique. To set up a Fishbowl, participants organise themselves into two circles: (1) an outer circle and (2) an inner circle. Inner circle participants discuss the issue or undertake an activity, while the outer circle participants are observers who record behaviours and main points.

During the Fishbowl, participants in the outer circle should observe the following core values (see Fishbowl image below):

1. Listening
2. Understanding
3. Allowing discovery
4. Encouraging responsibility
5. Following the script
Opportunity for School Teacher Patrons to Plan their Activities after Returning to Places of Work

The first thing that participants are required to undertake upon completing the training is to return to their schools and organise their first journeys meeting with the pupil. All pupils should be assigned in one of many multi-age groups. To help school teacher patrons prepare for that first meeting, and every subsequent meeting, one activity in the Facilitator Guide has been dedicated to demonstrate how school teacher patrons should develop a structured activities plan, which they will complete when they return to their schools. It is essential that school teacher patrons feel comfortable with how to plan their school events and that, from the start, they rally the support of other respected school community members. In addition, we have included in this training a form outlining a process to monitor the activity. In the training, the school teacher patrons will be given a head start to their planning for implementing the journeys activities in the Handbook and monitoring the school community’s reaction and response to the activities. It is important to repeat that journeys begins with the activity that creates discussion. The key is that school communities set intention to act by first identifying issues that they want to address, finding out more about them, reflecting on possible solutions, implementing an initiative and, finally, evaluating its effects.

Facilitating the Daily Programme

All Facilitators need to be engaged ALL the time.

Facilitators must prepare every evening for the next day of training. Each day of training should be reviewed the day prior and all materials and flip charts prepared in advance.

When facilitating a Journeys activity, bring attention to the ‘Facilitator Notes’ and ‘Facilitator Tips.’”

All Facilitators must be thoroughly familiar with ALL activities found in the Journeys Handbook.

Regularly check in with participants to see how well they have understood the activity and if they feel confident in implementing it in their school communities.

Summarise the end of each session and remind participants of the main message of the Journeys activity.
Facilitators are responsible for guiding the process and, most importantly, ensuring that they respond to the needs and interests of the participants, as well as moving them through the activities.

Exhibit 1. Strategies to improve time management

<table>
<thead>
<tr>
<th>Causes of lost time</th>
<th>Strategy to improve time management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening late or opening remarks take longer than anticipated</td>
<td>Use a staged or staggered start. Honour those that are on time by beginning on time and covering issues that are least critical (e.g. amenities, overall schedule of tea breaks, establishing daily monitors and other roles). Make sure to brief the guest speaker(s) on how much time they have and make sure that they adhere to their time. Ask upcoming presenters to limit their time. After day one, use the opening time by discussing previously covered issues or reflections from the previous day.</td>
</tr>
<tr>
<td>Late arrivals</td>
<td>Develop a group practice that everyone agrees to and will abide by. For instance, late arrivals may be asked to do an energiser or exercise. Consequences for late arrivals should encourage everyone to be on time and should not be punitive.</td>
</tr>
<tr>
<td>Participants forming small groups, moving in and out of groups, and moving to plenary</td>
<td>First, split participants into groups – ask them to move into place quickly – then finish the explanation and verify if they understand the instructions. Specify the amount of time they have and ask them to move into place quickly. Facilitators should use a variety of methods to get participants to pay attention (‘hello/hi’, a song, rhythmic clapping, a bell, etc.)</td>
</tr>
<tr>
<td>Prolonged group work</td>
<td>At the beginning of the workshop, there should be consensus with participants on the level of engagement throughout the training. Participants should be encouraged to see themselves as a self-managed team responsible for their learning. Self-managed teams engage in activities, with minimum intervention. They are time-conscious and punctual.</td>
</tr>
</tbody>
</table>

1. Asking questions to deepen learning

Facilitators are responsible for making the learning experience participatory for learners. Facilitators need to prepare questions in advance.

Ask open-ended questions. Start the question with ‘who’, ‘what’, ‘when’, ‘why’ and ‘how’. For example, instead of asking a question, such as ‘Do you feel the training was a success?’ that can be answered by ‘yes’ or ‘no’, ask ‘What is it about the training that worked for you?’

Exhibit 2. Examples of questions to deepen learning

<table>
<thead>
<tr>
<th>Question for clarification</th>
<th>What do you mean by ____________?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is your main point?</td>
</tr>
<tr>
<td></td>
<td>Could you put it another way?</td>
</tr>
<tr>
<td>Ask about assumptions</td>
<td>What are you assuming?</td>
</tr>
<tr>
<td></td>
<td>What could be another assumption?</td>
</tr>
<tr>
<td>Ask about reason and evidence</td>
<td>What would be an example?</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>Could you explain your reasons to us?</td>
</tr>
<tr>
<td><strong>Viewpoints or perspective question</strong></td>
<td>How would other groups of people respond? Why?</td>
</tr>
<tr>
<td></td>
<td>Can anyone see this another way?</td>
</tr>
<tr>
<td><strong>Ask about implications and consequences</strong></td>
<td>What effect would that have?</td>
</tr>
<tr>
<td></td>
<td>What is the alternative?</td>
</tr>
</tbody>
</table>
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