USAID | Uganda Literacy Achievement and Retention Activity

Journeys Handbook for Teachers and School Staff:
Facilitator Guide

December 2020
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USAID/Uganda Literacy Achievement and Retention Activity

1. Introduction – A Note to the Facilitator

The Facilitation Guide is a guide for you, the Facilitator, to take your participants (teachers) through the Journeys Activity Handbook for Teachers and School Staff. Journeys uses an empathetic approach to inspire change towards creating positive and supportive schools that are free from violence in any form. The Journeys approach uses specific activities to spark discussion and collaboration amongst school stakeholders for the ultimate goal of improving the lives of children within their schools. Journeys is comprised of four handbooks (found on shared.rti.org)

- Journeys Activity Handbook for Teachers and School Staff
- Journeys Activity Handbook for Community Members
- Journeys Activity Handbook for Pupils
- Journeys Plus Activity Handbook for Pupils

This Facilitation Guide focuses only on the Journeys Activity Handbook for Teachers and School Staff. As the facilitator of this 5-day training, you will use this Guide to train teachers on how to use their Journeys Activity Handbook to lead Journeys activities within their respective schools. At the end of the training, teachers should feel ready to return to their schools and lead the Journeys activities with their colleagues.

It is important to note 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, but should be conducted sequentially as they appear in the handbook. This is very important.

There are six types of sessions included in this Guide:

1. Demonstration Sessions
2. Practise Sessions
3. Plan and Review 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 Guide. During Demonstration Sessions, the facilitator will model the activity provided in the same way it is arranged in the Journeys Handbook. The purpose of this type of session is to expose participants to the different types of activities and how they flow. During Practise Sessions you, the Facilitator, will ask participants to review 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 own schools.

The goal of the Guide is to train facilitator teachers, or school change agents, that return to their schools, and together with their head teacher, establish a weekly professional development meeting with all the school staff. In each weekly meeting, the school change agents, use their Journeys activity plan to hold a discussion and plan a collective action.

Journeys for Teachers and School Staff helps teachers work together, through a series of discussions and collective actions, that creates a school that is positive and supportive atmosphere to work and learn.

Teachers and school staff are empowered to act with kindness and empathy.
for their colleagues at school. The purpose of this session is to only practice the reviewing and planning portion of activity preparation, rather than conducting the activity itself (teachers will conduct all the activities when they return to school).

This Guide requires the facilitator to demonstrate facilitating several activities each day, some of which require materials and preparation in advance. Please review each day’s activities the night before (or sometime in advance) to be sure you, the Facilitator, have the materials needed prepped (i.e. specific flipcharts) in advance 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 this carefully at least the night before as it will inform: 1) help prepare you to lead each session for the participants; 2) inform you of the materials needed; and 3) note which flipcharts you should prepare in advance. You will also notice at the beginning of each session is a “Competence” note that it explains why participants are being asked to work through this activity.

The Journeys process for inspiring change begins with the facilitator’s training of teachers. The facilitator creates a conducive learning environment where participants are encouraged to participate, attentively listen to others, brainstorm together and constantly reflect. Before beginning 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
- Opportunity for School Change Agents to Plan Their Activities after Returning to their Schools
- Facilitating the Daily Programme
- Time Management

**PROGRAM**

**Day 1**

**Materials needed:** journals and pens/pencils for participants

**Prepare the following flip charts:**

- **Flip Charts 1.1-1.12** (found throughout the morning sessions of Day 1 in the Facilitation Guide)
- **Flip Chart from Activity 1.4** on page 30 of the Journeys Handbook
- **Prepare one piece of flip chart paper** titled “Parking Lot.”
- **Prepare a flip chart with the U-Model found in Day 1, Session 1.13 of the Facilitation Guide**

<table>
<thead>
<tr>
<th>Day</th>
<th>Session Number</th>
<th>Session Type/Materials needed</th>
<th>Activity</th>
<th>Duration (Minutes)</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>8:00-8:30am</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Icebreaker</td>
<td>Safe and Caring School Community</td>
<td>20</td>
<td>8:30-8:50am</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Information</td>
<td>Journeys’ Background</td>
<td>30</td>
<td>8:50-9:20am</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>9:20-9:50am</td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
<td>Information</td>
<td>Introduction to the Handbook</td>
<td>20</td>
<td>9:50-10:10am</td>
</tr>
<tr>
<td>1</td>
<td>1.6</td>
<td>Information</td>
<td>Types of Activities</td>
<td>20</td>
<td>10:10-10:30am</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Tea Break</strong></td>
<td>30</td>
<td>10:30-11:00am</td>
</tr>
</tbody>
</table>
Day 2

**Materials needed:** small pieces of paper (the size of post it notes to write on), tape, markers or other writing utensils, blank pieces of flip chart paper.

**Prepare the following flip charts:**

- Refer to page 34 of the Journeys Handbook and prepare one flip chart per dimension of a positive and supportive school climate (there are eight in total)
- One flip chart that says “Discipline” and one that says “Punishment” with the definitions of each found on page 45 of the Journeys Handbook
- One flip chart with the definition of positive reinforcement on page 53 of Journeys

<table>
<thead>
<tr>
<th>Day</th>
<th>Session Number</th>
<th>Session Type/ Materials needed</th>
<th>Activity</th>
<th>Duration (Minutes)</th>
<th>Schedule</th>
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<tbody>
<tr>
<td>2</td>
<td>2.1</td>
<td>Reflection and Discovery</td>
<td>Check-In</td>
<td>30</td>
<td>8:00-8:30am</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Practise</td>
<td>Working on the U-Model</td>
<td>30</td>
<td>8:30-9:00am</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Demonstration</td>
<td>Dimensions of a Positive and Supportive School Climate</td>
<td>120</td>
<td>9:00-11:00am</td>
</tr>
<tr>
<td></td>
<td></td>
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<td><strong>Tea Break</strong></td>
<td>30</td>
<td>11:00-11:30am</td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>Plan and Review</td>
<td>Positive School Artwork</td>
<td>30</td>
<td>11:30am-12:00pm</td>
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<tr>
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<td>2.5</td>
<td>Practise</td>
<td>Teacher and Pupil Well-Being</td>
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<td>12:00-12:45pm</td>
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<td>2</td>
<td>2.6</td>
<td>Demonstration</td>
<td>Break the Cycle of Corporal Punishment</td>
<td>30</td>
<td>12:45-1:15pm</td>
</tr>
<tr>
<td></td>
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<td></td>
<td><strong>Post-Morning Check-In</strong></td>
<td>15</td>
<td>1:15-1:30pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Lunch</strong></td>
<td>60</td>
<td>1:30-2:30pm</td>
</tr>
<tr>
<td>Day</td>
<td>Session Number</td>
<td>Session Type/ Materials needed</td>
<td>Activity</td>
<td>Duration (Minutes)</td>
<td>Schedule</td>
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<td>3</td>
<td>3.1</td>
<td>Reflection and Discovery</td>
<td>Check-In and Break the Cycle Statements from Day 2</td>
<td>30</td>
<td>8:00-8:30am</td>
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<tr>
<td>3</td>
<td>3.2</td>
<td>Practise</td>
<td>Working on the U-Model</td>
<td>60</td>
<td>8:30-9:30am</td>
</tr>
<tr>
<td>3</td>
<td>3.3</td>
<td>Practise</td>
<td>Listening Game</td>
<td>60</td>
<td>9:30-10:30am</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tea Break</td>
<td>30</td>
<td>10:30-11:00am</td>
</tr>
<tr>
<td>3</td>
<td>3.4</td>
<td>Practise</td>
<td>Status Game</td>
<td>60</td>
<td>11:00am-12:00pm</td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>Plan and Review</td>
<td>Daily Schedules for Girls and Boys</td>
<td>30</td>
<td>12:00-12:30pm</td>
</tr>
<tr>
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<td></td>
<td>Post-Morning Check-In</td>
<td>15</td>
<td>12:30-12:45pm</td>
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<tr>
<td></td>
<td></td>
<td>Lunch</td>
<td>60</td>
<td>12:45-1:45pm</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
<td>Demonstration</td>
<td>Gender Box</td>
<td>90</td>
<td>1:45-3:15pm</td>
</tr>
<tr>
<td>3</td>
<td>3.7</td>
<td>Demonstration</td>
<td>The Meaning of Power and Consent</td>
<td>90</td>
<td>3:15-4:45pm</td>
</tr>
<tr>
<td>3</td>
<td>3.8</td>
<td>Practise</td>
<td>Exploring Attitudes: Vote with Your Feet</td>
<td>60</td>
<td>4:45-5:45pm</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Afternoon Check-In</td>
<td>15</td>
<td>5:45-6:00pm</td>
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<tr>
<td>3</td>
<td>3.7</td>
<td>Parallel Practise</td>
<td>Gender and HIV</td>
<td>80</td>
<td>3:00-4:20 pm</td>
</tr>
<tr>
<td>3</td>
<td>3.8</td>
<td>Practise</td>
<td>Working on the U-Model</td>
<td>60</td>
<td>4:20-5:20 pm</td>
</tr>
</tbody>
</table>

**Day 3**

Materials needed: small pieces of paper (the size of post it notes to write on), tape, markers or other writing utensils, A4 paper

Prepare the following flip charts:
- Gender box flip chart, activity 2.3 on page 65 of Journeys Handbook
- Write out power and consent scenarios on a flip chart from Journeys Activity 2.5 page 71
Day 4

Materials needed: paper and markers for each participant, small pieces of paper, the size of sticky notes (at least 50 small pieces), tape, blank flip chart paper

Prepare the following flip chart:
- Prepare flip chart paper from Journeys activity 3.1 on page 79

<table>
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<th>Day</th>
<th>Session Number</th>
<th>Session Type/ Materials needed</th>
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<tr>
<td>4</td>
<td>4.1</td>
<td>Reflection and Discovery</td>
<td>Check-In</td>
<td>30</td>
<td>8:00-8:30am</td>
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<tr>
<td>4</td>
<td>4.2</td>
<td>Practise</td>
<td>U-Model Practise: Completing the Activity Work Plans and the U-Model</td>
<td>60</td>
<td>8:30-9:30am</td>
</tr>
<tr>
<td>4</td>
<td>4.3</td>
<td>Practise</td>
<td>Hand of Rights</td>
<td>90</td>
<td>9:30-11:00am</td>
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</table>

Tea Break

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<td>4.4</td>
<td>Plan and Review</td>
<td>Protecting the Rights of Children</td>
<td>30</td>
<td>11:00-11:30am</td>
</tr>
<tr>
<td>4</td>
<td>4.5</td>
<td>Demonstration</td>
<td>Reflection on Hopes and Dreams</td>
<td>45</td>
<td>12:00-12:45pm</td>
</tr>
<tr>
<td>4</td>
<td>4.6</td>
<td>Demonstration</td>
<td>Images of Violence</td>
<td>45</td>
<td>12:45-1:30pm</td>
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</table>

Lunch

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<th>Duration (Minutes)</th>
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<tbody>
<tr>
<td>5</td>
<td>5.1</td>
<td>Reflection and Discovery</td>
<td>Check-In</td>
<td>30</td>
<td>8:00-8:30am</td>
</tr>
</tbody>
</table>

Day 5

Materials needed: paper and markers for each participant, blank flip chart paper, tape, prepare a designated blank wall space to hang flipcharts of images of violence that groups create

Prepare the following flip chart:
- Prepare bystander response scenarios from Journeys activity 5.4 page 126
- Prepare flip chart 2.1 found in this Guide in Session 5.8
<table>
<thead>
<tr>
<th>Day</th>
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<th>Session Type/Materials needed</th>
<th>Activity</th>
<th>Duration (Minutes)</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5.2</td>
<td>Information</td>
<td>Introduction to Impact of Violence Against Children in Schools; Early Warning Signs; and Bystander Response and Reflection</td>
<td>15</td>
<td>8:30-8:45am</td>
</tr>
<tr>
<td>5</td>
<td>5.2.1</td>
<td>Practise</td>
<td>Group 1: Impact of Violence Against Children in Schools</td>
<td>60</td>
<td>8:45-9:45am</td>
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<tr>
<td>5</td>
<td>5.2.2</td>
<td>Practise</td>
<td>Group 2: Early Warning Signs</td>
<td>60</td>
<td>8:45-9:45am</td>
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<tr>
<td>5</td>
<td>5.2.3</td>
<td>Practise</td>
<td>Group 3: Bystander Response and Reflection</td>
<td>60</td>
<td>8:45-9:45am</td>
</tr>
<tr>
<td>5</td>
<td>5.3</td>
<td>Demonstration</td>
<td>Positive Bystander Response: Role Play</td>
<td>60</td>
<td>9:45-10:45am</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tea Break</td>
<td>30</td>
<td>10:45-11:15am</td>
</tr>
<tr>
<td>5</td>
<td>5.4</td>
<td>Plan and Review</td>
<td>Mapping Danger Zones</td>
<td>30</td>
<td>11:15-11:45am</td>
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<tr>
<td>5</td>
<td>5.5</td>
<td>Demonstration</td>
<td>Open Space</td>
<td>75</td>
<td>11:45am-1:00pm</td>
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<td></td>
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<td>Post-Morning Check-in</td>
<td>15</td>
<td>1:00-1:15pm</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Lunch</td>
<td>60</td>
<td>1:15-2:15pm</td>
</tr>
<tr>
<td>5</td>
<td>5.6</td>
<td>Review and Plan</td>
<td>Presentation of the U-Model and Action Plan</td>
<td>45</td>
<td>2:15-3:00pm</td>
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<tr>
<td>5</td>
<td>5.7</td>
<td>Information</td>
<td>Introduction to Talking Circles</td>
<td>15</td>
<td>3:00-3:15pm</td>
</tr>
<tr>
<td>5</td>
<td>5.7.1</td>
<td>Practise</td>
<td>Group 1: Identifying Barriers to Reporting</td>
<td>60</td>
<td>3:15-4:15pm</td>
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<td>5.7.1</td>
<td>Practise</td>
<td>Group 2: Addressing the Barriers to Reporting</td>
<td>60</td>
<td>3:15-4:15pm</td>
</tr>
<tr>
<td>5</td>
<td>5.8</td>
<td>Plan and Review</td>
<td>School Change Agent Planning Session</td>
<td>60</td>
<td>4:15-5:15pm</td>
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<tr>
<td></td>
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<td></td>
<td>Final Check-in</td>
<td>30</td>
<td>5:15-5:45pm</td>
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</table>

**DAY 1**

**Journeys Activities Introduced**

**Session 1.1: Introduction to the Workshop**

**Information Session**

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

**Facilitator Tip**

Ask participants to volunteer for roles such as timekeeper, energizer (3 per day), welfare monitor. Change your volunteers every day giving every participant a role over the training.

Ask volunteer participants to write comments on flip charts during group check-ins and discussions.
Facilitator's Note

This Guide will incorporate a training tactic called a “Parking Lot,” which is a piece of paper where you, the Facilitator, will write questions from participants throughout the week. The Parking Lot houses items to be discussed that might not fit in 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 grey callout box below, titled “Flip Chart 1.1” and transcribe contents onto a sheet of flipchart paper for use during the day’s session.

Welcome and Check-In

- Welcome and introduce the facilitators
- Acknowledge people by district/coordinating centres

Ask everyone to write their name on a piece of tape with a marker and stick it on their shirt or dress

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 Facilitator’s Note).

Logistics and Administrative Announcements

- Everyone must sign the register everyday
- Be ready to begin at 8:00AM sharp
- Assign your daily timekeepers, energizers and welfare monitors

Ground Rules

- Ask participants to volunteer ground rules for the workshop as a co-facilitator writes them on the flip chart. If 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 and 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: 8:30am – 8:50am (20 minutes)
This activity serves two purposes. It gives participants a chance to get to know each other and to begin reflecting on the main topic of *Journeys: A Safe and Caring School Community*.

**Icebreaker Procedure**
- **Hand out small papers** and markers for each participant and ask each participant to write one quality of a safe and caring school community.
- Give participants approximately 15 minutes to walk around, introduce themselves to each other and share their ‘quality’ for a safe and caring school 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 community. The facilitator writes these on a flip chart.

**Session 1.3: Journeys’ Background**

**Information Session**

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

**Facilitator’s Note**
In this activity, the facilitator describes the reason that *Journeys* was developed. The facilitator underscore that the Ministry of Education and Sports (MoES) Journeys Programme is the MoES initiative to support the Government’s Children’s Act and other child protection requirements.

Prepare Flip charts 1.2 and 1.3 by reviewing content in two grey callout boxes below, titled “Flip Chart 1.2 and Flip Chart 1.3” and transcribe contents onto a sheet of flip chart paper for use during the day’s session.

**Competence**
Participants identify their role in child protection as an employee of the MoES and how using Journeys with all teachers and school staff in their school will create a safe school.

**Competence**
Participants will be able to summarize the legal and policy requirements of child protection in schools.

**Lesson Procedure**
- **Present Flip Chart 1.2**, which lists the key policies and laws of child protection in Uganda.
- Highlight that, through *Journeys*, the MoES supports translating these policies and laws of child protection into Practise within schools.
- Present Flip Chart 1.3 noting that these bullets represent some of the instruments for child protection and discuss the expectations that the MoES has for Journeys.

**Flip Chart 1.2: Policies and Laws of Child Protection in Uganda**
- MoES Reporting, Tracking, Referral and Response Guidelines.
- 2006 and 2015 MoES circulars banning corporal punishment and other forms of VACiS.
- 2016 Amendment of the Children’s Act, which makes corporal punishment and all forms of violence against children directly punishable by law.
Discuss the following points:

- Journeys is a government programme that supports the MoES to ensure that the instruments of child protection are enforced in schools.
- Journeys implementation in schools is supported by the following:
  - Carefully selected school change agents, who are supported by head teachers, implement Journeys in the school.
  - The school change agents engage as many members of the school staff as possible (both teaching and non-teaching staff) in the Journeys activities and school initiatives for preventing violence.
  - The head teacher, together with the school change agents, leads school teaching and non-teaching staff and pupils to initiate low-cost activities that will lead to a safer and more caring school and eliminate violence. These might include clearing bushes, suggestion boxes and anti-bullying campaign.

Flip Chart 1.3: Expectations of the Journeys programme

- Journeys is implemented in all schools and communities.
- All staff members participate in all the Journeys activities in the handbook.
- All staff members share the responsibility to end VACiS.
- Everyone has a role to play as individuals and as a community.
- Schools/staff members who commit to implementing Journeys are accountable for reducing VACiS cases.

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: 9:20AM – 9:50AM (30 minutes)

Facilitator’s Note
In this activity, guided reflection is used to introduce the goal of the Journeys programme. When the facilitator begins this session, some participants may not feel comfortable closing their eyes. This is fine. At the end of the activity, the facilitator can explain the reflection technique. The facilitator must speak slowly and gently as they read the reflection script and should allow time (at least 5-10 seconds) between each series of guiding statements.

Competence
Participants will be able to describe their vision of a safe and caring school and the climate that exists 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 that we will now prepare for and begin a guided reflection.** Reflection is an important technique for a facilitator 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, unless otherwise noted.
Guided reflection: A Safe and Caring School Community

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

b. 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 that children might run into who might hurt them?

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

d. Think about the classroom. Do teachers treat children with respect and kindness? Do they help pupils with their homework?

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

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

g. Think about what this means. What is the path to and from school like? How do children feel when they walk to school? Are children welcomed when they arrive at school?

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

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

j. 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).

k. 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 towards the closed door. Open the door. What do you see?

l. 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.

m. 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: 9:50AM – 10:10AM (20 minutes)
Facilitator’s Note

It is important to remember that this session is a brief orientation only. Participants will have plenty of time to learn and practice everything in their Handbooks.

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 Journeys Activity Handbook and describe the thematic areas.

Lesson Procedure
➢ **Hold up** the *Journeys Activity Handbook for Teachers and School Staff* and explain that the handbook is made up of activities that the teacher facilitators / school change agents will lead in the school community to achieve the goal of *Journeys*, which is ‘*to develop a positive and supportive school climate for learning, which 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 an
  - Activity Handbook for Community Members and
  - Activity Handbook for Pupils.

➢ Explain that
  - The 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 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. These are linked to the thematic life skills curriculum.
  - The three handbooks work together to build positive and supportive school communities that are free from violence.

➢ Ask the participants to follow with you in their handbooks whilst you walk them through each section. The facilitator can walk around to make sure participants are on the same page of the handbook and following.
  - Table of Contents: **Point out** to participants that activities in the *Journeys Handbook* cover the following themes:
    - Understanding Positive and Supportive Schools
    - Barriers to Positive and Supportive Schools
    - Child Protection Basics
    - VACiS
    - Response to VACiS
  - Forward
  - Acknowledgement
  - Introduction
  - Guidelines on Using the Handbook
  - Five-Step Process for Inspiring Change (known as the U-Model):
Tell participants that an entire session will be dedicated to explaining the U-Model

- Community-Based Case Management
- Activity Planning Form
- Activity Evaluation Form
- Activities by Theme
- Annexes 1-6:
  - Emphasise to participants that it is very important that they review the information in these annexes before conducting Journeys activities.

Refer to Activity 1.1 on page 23. Introduce the standard elements of this activity and tell participants that these standard elements (below) are found in every activity:

- Main Message
- Activity Objective
- Preparation
- Explain
- Begin
- Discuss
- Summarise

Emphasise that they should always read the “preparation” section in each activity before conducting an activity in their school.

Bring attention to the tips for certain activities included in the Journeys Handbook. These tips are important as they may assist in mitigating any challenges to conducting Journeys in resource-constrained environments.

- Facilitator Tips (example found in Journeys Activity 2.2, page 64)
- Do More (example found in Journeys Activity 1.5, page 36)
- Another Way (example found in Journeys Activity 4.2, page 91)
- Note to Facilitator (example found in Journeys Activity 1.4, page 30)

**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, but should be conducted sequentially as they appear in the Handbook. This is very important.

**Session 1.6: Types of Activities**

**Information Session**

**Day 1, Duration: 10:10am – 10:30am**

(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 practice the activities during the week.

Inform the participants that after each activity they should be able to identify what type of activity it is.

Prepare Flip Chart 1.4 by reviewing content in grey callout box below, titled “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 nine types of activities used in training adults (Experiential Learning Techniques).

Lesson Procedure

- **Present Flip chart 1.4** and briefly discuss each type of activity in the Handbook.
- **Reflection**
  - 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.

Facilitator’s Note
In this activity, the Facilitator gives participants a chance to work in groups with their colleagues to learn the Journeys guiding principles of facilitation.

The session 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).

Facilitator Tip
Participants should practice all Experiential Learning Techniques during this week of training. As the facilitator, ask teachers throughout the week, what technique they are using as they practice these activities.

Flip Chart 1.4: Types of Activities in the Handbook
- Reflection
- Idea Generation
- Art and Discussion
- Games
- Small Group Discussion
- Talking Circles
- Talking points
- Open Spaces
- Five-Step Process for Inspiring Change

Tea Break 10:30am – 11:00am

Session 1.7: Journeys Approach to Facilitation

Information Session

Day 1, Duration: 11:00am – 11:50am (50 minutes)
Prepare Flip Chart 1.5 by reviewing content in grey callout box below, titled “Flip Chart 1.5” and transcribe contents onto a sheet of flipchart paper for use during the day’s session. Leave this flip chart up for the remainder of the training.

**Competence**
The participants will be able to role play examples of the five principles of facilitation.

**Lesson Procedure**
> Present Flip chart 1.5 and ask the participants to read the guiding principles found at the bottom of page 9 of the handbook. Mention that in this activity, you will be covering the first four guiding principles.

> Divide the participants into small groups of four to eight and explain the activity. Tell participants that in this activity, they will be assigned one of the first four guiding principles and that, within their group, they will role-play an example of facilitation using the Journeys approach and also role play an example of the discouraged behaviour.

> Demonstrate the group activity for the first guiding principle: Listen to participants rather than talk
  - First demonstrate the discouraged behaviour: Model talking to participants and not listening to them.
  - Secondly, demonstrate the encouraged behaviour: Listening to participants rather than talking. After the demonstration, ask the participants for comments or questions to ensure that they understand the activity.

> Assign one of the next three guiding 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.

> Explain that the last principle: Follow the instruction guidelines for each activity rather than “doing your own thing” is self-explanatory and therefore will not be modelled.

**Plenary Discussion**
When groups have finished, invite each group one at a time to present an example of the discouraged behaviour then the Journeys encouraged behaviour for each of the guiding principles in plenary.

**Session 1.8: Defining Workshop Objectives**

**Information Session**

*Day 1, Duration: 11:50am – 12:15am (25 minutes)*

**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 grey callout box below, titled “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 learning expectations from the workshop to the training content.

**Lesson Procedure**
- Ask the participants to join two or three other participants 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 participants’ expectations and the planned objectives.
- Following this discussion, ask participants to stay in their groups for the next activity on roles and responsibilities.

**Session 1.9: Roles and Responsibilities**

**Information Session**

**Day 1, Duration: 12:15pm – 12:40pm**  
**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 the overall goal of the Journeys programme.
Prepare Flip Charts 1.7-1.11 by reviewing content in grey callout boxes below and transcribe contents onto a sheet of flip chart paper for use during the day’s session.

**Competence**
Participants will be able to define their roles and those of other players to successfully achieve the overall goal of Journeys.

**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 head teacher, invite participants to mention the roles and responsibilities they assigned to this actor.
- Start a flip chart paper for each actor and write the roles and responsibilities mentioned by the participants. Present Flip Charts 1.8 –1.11 and discuss the similarities and differences between the roles as-
signed by participants and the planned roles given by *Journeys*.

- Repeat this, one at a time, for each of the other actors, e.g. school change agents and other members of school staff.

**Flip Chart 1.8: Head Teacher**
- Offers leadership
- Responsibility to set up the core change agent team
- Supports school change agents to facilitate activities
- Provides locally available materials, where possible
- Provides oversight
- Ensures that teachers and school staff are mobilised and attend session
- Ensure Journeys activities take place

**Flip Chart 1.9: SMC Member**
- Mobilizes school community members
- Attends and participates in Journeys activities
- Participates and supports school and community initiatives
- Supports change agents

**Flip Chart 1.10: School Change Agents**
- Orient the school community to Journeys and solicits buy-in and interest
- Organises school community meetings
- Plans Journeys activities
- Stimulates and supports school initiatives using the 5-Step Process for Inspiring Change (i.e. U Model)

**Flip Chart 1.11 Pupils**
- Attends and participates in Journeys for Pupil activities
- Participates and supports school initiatives
- Provides feedback on Journeys activities

**POST-MORNING CHECK-IN**

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

**Facilitator’s Note**

Prepare Flip Chart 1.12 before the Post-Morning Check-In by reviewing content in grey callout box below, titled “Flip Chart 1.12” and transcribe contents onto a sheet of flip chart paper for use during the day’s session. Leave this flip chart posted on the wall for the duration of the training as you will refer to it during your Post-Morning and Afternoon Check-Ins.

Throughout the training programme, the facilitator is expected to find time to get feedback from the participants. This is to make sure participants have understood and are comfortable with the material covered and the *Journeys* activities they are learning. Usually, a quick recap or ‘touch base’ before breaking for lunch is a good time to do this. These are called Post-Morning Check-Ins. *Show Flip Chart 1.12* to participants.

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

1. How did you feel about the activities introduced so far? What have you learned?
2. Do you have any comments or questions?
3. Are you comfortable with the Journeys activities that have been introduced so far?
4. Are you confident that you will be able to successfully lead these activities in the school community? Why or why not?
5. What would you need to do to successfully implement Journeys?

Note: For subsequent days, please use the same procedure to check participants’ understanding and conduct a brief recap of all activities for the day (10 minutes or less) at the end of each day to refresh participants.

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 1:00pm – 2:00pm

Session 1.10: Reflection on My Life at School

Demonstration Session: Activity 1.4, page 30

Day 1, Duration: 2:00pm – 3:00pm (1 hour)

Facilitator’s Note
Remind participants that guided reflection activities provide a chance for teachers and school staff to think about their own experiences as a child to understand some of the challenges that children face. Mention that in this activity there will be two guided reflections. The facilitators will introduce the technique for Activity 1.4: Reflection on My Life at School.

Prepare the Flip Chart found in the Journeys Handbook Activity 1.4 by reviewing and transcribing content onto a sheet of flip chart paper for use during the session.

Competence
Participants will be able to describe what life is like for children and the challenges they face. Participants will also be able to facilitate Journeys guided reflection activity.

Lesson Procedure
- Prepare for and conduct Activity 1.4: Reflection on My Life at School on page 30, 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 32. Include in your summary a recap of the “Main Message” and “Note to Facilitator” found in Activity 1.4. This reinforces the activity’s main message.

Review and Evaluate
- Give participants 5 minutes to review Activity 1.4 in their handbooks. 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: Reflecting on My Leadership Skills

**Practise Session: Activity 1.3, page 28**

**Day 1, Duration: 3:00pm – 4:30pm (1 hour 30 minutes)**

The facilitator should thoroughly familiarise themselves with Activity 1.3: My Leadership Skills on page 28 of the *Journeys Handbook* so that they can effectively provide oversight and support to the participants during the practice sessions.

Be familiar with the ‘Fishbowl’ practice method (in the Annex of this Guide), as described below. Pay attention to the diagram of the physical set-up for this activity as illustrated in the Annex as the participants should sit according to the Fishbowl set-up.

Participants work within one of three practice groups during practice sessions and one facilitator is assigned to assist and coach each practice group.

According to the ‘Fishbowl’ practice method, participants organise themselves in the practice groups as follows:

1. Five to seven participants will be the observers (see further description under the ‘Lesson Procedure’ below).
2. A facilitator from the training will be assigned to each group to monitor the Fishbowl Method. Make sure that everyone brings the handbook, their journal and a pen to the groups.

**Competence**

The ability to facilitate *Journeys* guided reflection activities and will be able to define their personal leadership qualities and skills, which are essential for creating a positive place for children’s learning.

**Lesson Procedure**

- Organise the 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; keep the total number of groups at three).
- Organise the participants according to the Fishbowl Method as directed in the Facilitator’s Notes above.
- The facilitator(s) from the training should assign themselves to a Practise group (so that each Practise group has a training facilitator monitoring them) to ensure the Fishbowl is set-up correctly and to monitor the activity. This 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.
- Once each group is set-up for the Fishbowl, they may begin the Practise Session, first by reviewing and planning Activity 1.3: Reflecting on My Leadership Skills, found on page 28 of the Handbook.
- Ask participants to turn to the Activity Planning Form on page 19 of the Handbook. Give approximately 15 minutes for 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 (this was Flip Chart 1.5). 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 1.3: Reflection on My Leadership Skills.
- 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 facilitation principles.

**Plenary Discussion**

- When all groups have finished, get everyone’s attention and lead a discussion about the experience. Some talking points are provided below.
  - What were the group facilitators most comfortable with and least comfortable with?
  - How did it feel to lead the guided reflection?
  - Did the participants enjoy the activities?
  - Which Journeys facilitation principles were strong? Which ones need improvement?

**Session 1.12: Introduction to Community-Based Case Management**

**Information Session: Activity 5.8, page 139**

*Day 1, Duration: 4:30pm – 5:15pm* (45 minutes)

**Facilitator’s Note**

In this session participants will learn about the Community-Based Case Management (CBCM) systems that are being introduced in the school communities. In preparation for this information session, the facilitator should read the “Community Based Case Management” section on page 17 of the Handbook. The facilitator should also be familiar with and be prepared to demonstrate Activity 5.8: Introduction to Community-Based Case Management on pages 139 – 141 of the Handbook.

The school 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 violence when someone hears about a case of violence perpetrated against a child in or around the school.

Session 1.12 (or Activity 5.8?) provides participants with a ‘hands-on experience’ that will help participants familiarise themselves with the CBCM systems found in the schools and communities, which are linked to the Journeys Programme. Community-based organisations (CBOs) implement the Journeys Activity Handbook for Community Members and help establish the CBCM in the community. The CBCM committee has representatives from the school and the cases registered in the school should be discussed at the CBCM.

The facilitator should explain to the school change agents that if community change agents are available and willing to participate, they should be included to help co-facilitate Journeys activities (dialogues and collective actions). If the CBCM has not been established in the school community at the time of this training, change agents should try their best to involve the community change agents (through the SMC) and other community members to establish a CBCM if possible. As noted in the “Note to Facilitators” textbox at the top of page 140 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 information session, the facilitator 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 140).

**Competence**

Participants will be able to describe the purpose of reporting and tracking cases of violence against children and the seven essential steps of case management.

**Lesson Procedure**

- Demonstrate Activity 5.8: Introduction to Community-Based Case Management on page 139 of the handbook.
- Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ notes on page 141 in the Handbook. This will reinforce the main message of the activity.

**Review and Evaluate**

- Give the participants 10 minutes to (1) read the material on page 17: Introduction to the Community-Based Management System and (2) review Activity 5.8: 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 facilitation principles. Point out the Journeys facilitation principles posted on the flip chart 1.5 in the room. Facilitate this evaluation by mentioning each of the Journeys principles 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 talking points are presented below.

- What were you most comfortable with and least comfortable with?
- Which Journeys facilitation principles 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 school? Why or why not? Encourage participants to write down some of their thoughts in their journals.

**Session 1.13: Five-Step Process for Inspiring Change**

**Information Session: The Journeys Five Step Process, page 12**

**Day 1, Duration: 5:15pm – 6:00pm**

**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 school change agents is to inspire teachers and school staff to work together to develop and implement actions that will contribute to safe and caring schools that are free from violence. When school staff 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 climate for learning, which is free from violence.
Following the activity, the facilitator organises the participants into groups of 10. These 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. During this session, all 5-steps of the model will be reviewed with the participants. Participants will then work with the model during the remainder of the training.

Note: Collective actions can be small, low-cost collective actions that emerge out of the Journey dialogues. For example, if the teachers in the schools complete the Journey activity on bullying, and they feel this is an issue in their school, they would begin with the first step of U-model to reduce this form of violence.

**Competence**

Participants will be able to define collective action and describe each of the 5-steps in the process to inspire change.

**Lesson Procedure**

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

- **Go through each step on the U-Model with participants.** You might say something like “This process is referred to as the U-Model (Present Flip Chart 1.12). When implementing the 5 steps, teachers and school staff go on a ‘journey.’ The journey looks like this”:
  - Teachers and staff come together as a group, around an issue that they feel is important, and identify a key problem.
  - They then learn about how that problem and how it interferes with children’s well-being in the school and the community.
  - They take the time to think about what has been learned (Note that this step can often be a challenge as many want to jump to the first action but thinking about all the possibilities is an important step of the process). Please refer to the example given for step 3 on page 15 of the Journeys Activity Handbook for Teachers and School Staff. Teacher and school staff 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 emphasising the importance of organising teachers 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 organising collective action to create positive change in a school.

- Working in groups of 10 participants, ask participants to turn to page 12 of their Handbook and review and discuss each step of the U-Model. Give them about 20 minutes for this. Check-in with the participants to make sure that they have all read and discussed the 5 steps.

- During this review, the facilitator(s) 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.
- Complete this session by briefly mentioning all the steps of the U Model, referring to Exhibit 3. 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 last for 5 minutes, it is a necessary step in completing the rest of the U-Model).
- Organise the participants into groups of 10. The 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. Tomorrow they will begin and work on step 1. 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: 5:15PM – 5:30PM (15 minutes)

Facilitator’s Note
Afternoon Check-Ins serve the same purpose as a Post-Morning Check-In. To review the purpose of the Post-Morning Check-In, please refer to the Facilitator’s Note on page 13 of this Guide. For the Afternoon Check-in, try and summarize the entire day and ask for feedback and thoughts from participants. Make sure to address any questions from the day they may have.

DAY 2

Session 2.1: Check-In

Day 2, Duration: 8:00am – 8:30am (30 minutes)
Facilitator's Note
This Day 2 check-in is best done when participants are standing in a circle. Use the guiding questions provided.

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?

Session 2.2: Working on the U-Model

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

**Day 2, Duration: 8:30AM – 9:00AM**

**Facilitator's Note**
This is the first day participants have to implement the U-Model in an example they derive as a group. Please pay close attention to the group as they work their way through the five-step process. Emphasise the importance of following this process and that participants should be mindful not to speed through a step. In their 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 an issue.

**Competence**
Participants will be able to identify root causes and a key issue that may stop their school from being safe and positive for everyone.

**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 Journeys Handbook for ideas on how to apply the U-Model to an example from their school. Ideas are often generated through the activities themselves and the discussions.
- They should write this situation down next to Step 1 on the U-Model and discuss why it is important problem in their school.

Session 2.3: Dimensions of a Positive and Supportive School Climate

**Demonstration Session: Activity 1.5, page 33**

**Day 2, Duration: 9:00AM – 11:00AM**

**Facilitator's Note**
Activity 1.5 is a critical activity of *journeys* and 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 school staff.

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, as in most of the activities in the Journeys Handbook for Teachers and School Staff, a facilitator is assigned to each discussion group.

Using illustrations gives all school staff (teaching and non-teaching) a voice and access to all the other ideas generated in the activity, regardless of their literacy level.

Please review the “Special Preparation” section below when preparing for and planning this activity.

**Special Preparation**

To demonstrate this activity, you will set up eight stations, one for each of the eight dimensions of school climate. Assign one participant to serve as a co-facilitator for each station. The co-facilitators will log participants’ ideas on a flip chart (either by posting pieces of paper with pictures drawn by group members or by drawing or writing words on a flip chart paper).

Similar to the “Note to Facilitators” description on page 35 of the Handbook, half of the room will visit Stations 1 – 4, covering the first four dimensions. The other half will visit Stations 5 – 8, covering the second four dimensions. These dimensions are listed in the “Dimensions of School Climate” text box on page 34 of the Handbook.

Remember to prepare for the plenary discussion. Identify a wall space for each of the eight dimensions of school climate and post the score cards for each dimension on the wall space, leaving room for co-facilitators to post their ‘flip chart of ideas’.

**Competence**

Participants will be able to identify the different aspects of a positive and supportive school environment and to plan for, lead and evaluate an activity.

**Lesson Procedure**

- Prior to beginning the activity, bring the participants’ attention to the ‘Note to Facilitator’ textbox on page 33 of the Handbook and discuss. Assure the participants that there is flexibility in the numbers of dimensions covered but that all should be covered, even if it is over the course of more than one school staff meeting.

- Demonstrate the activity exactly as it is in the Handbook.

- Have a check-in with all participants after they have visited all their 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 might see as a challenge delivering the activity in the school. Brainstorm as a group how to address any issues arising.

- Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ textbox on page 36. This reinforces the main message of the activity for all participants and the importance of techniques when the participants repeat the activity when they return to their school.

**Review and Evaluate**

- Give participants 5 – 10 minutes to review the activity they just did. Check with participants to ensure that they understand the activity and clarify any questions.

- Ask participants to evaluate the session according to the Journeys facilitation principles. Facilitate this evaluation by mentioning each of the Journeys principles and inviting participants’ 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 11:00am – 11:30am

Session 2.4: Positive School Artwork

Plan and Review Session: Activity 1.6, page 37

Day 2, Duration: 11:30–12:00PM (30 mins)

Facilitator’s Note

This is the first activity in which the facilitator will be assisting participants as they independently review an activity and develop a plan for implementing it in their schools. The procedure outlined here is similar to all daily sessions that call for participants to ‘plan and review’.

In the ‘plan and review’ activities, the facilitator will not demonstrate the activity and participants will not practice. The focus is on planning exactly how the activity will be conducted when the participant or school change agent returns to their schools to begin their work.

In this activity, the facilitator(s) assist participants in reviewing and planning Activity 1.6: Positive School Artwork (page 37). You will need to familiarise yourself with the activity to effectively support the participants.

Competence

Participants will be able to plan a Journey’s activity, describe why planning is important and generate ideas of how the activity can be done without materials. Participants will also have a shared vision of a school that is supportive of children’s learning and free of violence.

Lesson Procedure

➢ Ask participants to turn to page 38 of their handbook and read the ‘Summarise’ box at the bottom of the page.
➢ Inform participants that after learning about the dimensions of a positive school climate in Activity 1.5, art activities provide an opportunity for school staff to come up with their own vision of a positive and supportive school.
➢ Organise the participants into three groups and assign a co-facilitator to each group.
➢ Give the following instructions:
  • In your groups, review Activity 1.6: Positive School Artwork, found on page 37.
  • Using the Activity Planning Form on page 18-19 of the handbook, plan the session the way you would deliver it at your school. Complete the form in your journals.
  • Groups will have 30 minutes to complete this task.

Note: Ensure that all participants develop a plan and write it in their journals.

Plenary Discussion

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

➢ What did you learn from this activity?
➢ Did you create a shared vision of a positive and supportive school that is free of violence? How?
➢ Why is planning important to the successful implementation of an activity?
➢ What strategy did you develop to substitute materials?

Check-in with participants to ensure they feel knowledgeable about and committed to carrying out this activity in their schools. Before moving onto the next activity, provide them with the opportunity to ask any questions or share concerns.

Facilitator Tip

Mention two things:

• Schools will have a limited materials for Journeys. As school change agents participants are encouraged to be creative in using local materials.
• If few materials are available, pictures of a ‘positive school’ can be developed by drawing on the ground, using objects for structures, etc.
Session 2.5: Teacher and Pupil Wellbeing

Practise Session: Activity 1.7, page 39

Day 2, Duration: 12:00 PM – 12:45PM (45 minutes)

**Facilitator’s Note**

Familiarise yourself with Activity 1.7: Teacher and Student Wellbeing on page 39 of the handbook so that you can effectively oversee and support the participants in their practice 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 Facilitation Guide so that you can effectively support the group practice.

**Competence**

Participants will be able to list elements of teacher and pupil wellbeing and how this contributes to creating a positive and supportive school, free from violence.

**Lesson Procedure**

- Organise the participants into three Practise groups, making sure that the participants who make up the Practise groups are different from those in the Practise groups from the previous day of the workshop. It is important that participants Practise with a different group each day. Assign a facilitator to each Practise group.

- Ask the participants, working in their Practise groups, to review and prepare for Activity 1.7: Teacher and Pupil Wellbeing on page 39 of their handbook. Make sure that the 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 41.

- Ask participants to turn to the Activity Planning Form in their handbook (page 18-19). Give the Practise groups about 10 minutes to plan the activity. All participants are encouraged to write the plan in their journals.

- Bring the attention of the participants to the *Journeys* facilitation principles, posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful their group facilitator was in applying *Journeys* facilitation principles.

- After planning for the activity, tell the participants they will now have the opportunity to 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 1.7. 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 the Practise groups, ask volunteers from the observer group to share their observations about the application of the *Journeys* facilitation principles.

**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:

- If you were a group facilitator, what were you most comfortable with and least comfortable with?
- Question for everyone: what did you enjoy/learn most about the activity?
- Which *Journeys* facilitation principles were strong? Which ones need improvement?
Session 2.6: Break the Cycle of Corporal Punishment

Demonstration Session: Activity 1.8, page 42

Day 2, Duration: 12:45PM – 1:15PM (30 minutes)

Facilitator’s Note

After demonstrating the activity, the facilitator will 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.

Facilitators are reminded 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 be able to describe the cycle of violence, different types of violence, and how it impacts individual attitudes and behaviour.

Lesson Procedure
- Demonstrate, with the participants, this activity exactly as it is in the Handbook.
- Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ notes on page 44. This reinforces the main message of the activity for all participants and the importance of wrapping up the session with the main message.

Review and Evaluation
- Give participants 5 minutes to review the activity. Check with participants to ensure that they understand the activity and clarify any questions. Use the discussion points below:
  - How did you learn your individual behaviours and attitudes?
  - How can you change your cycle of violence?
  - How can we stop corporal punishment in schools in order to create safe schools? How can we as educators work to change school culture so that it is a safe and caring space for learning?
- Ask participants to evaluate the session according to the Journeys facilitation principles, pointing out the Journeys facilitation principles posted in the room. Facilitate this evaluation by mentioning each of the Journeys principles and inviting participants’ comments for each.

Homework Assignment
Participants will work individually at the end of the day.
- Review and plan Activity 1.8 on page 42 of the Handbook. For the homework, participants will develop ‘break the cycle statements’ for bullying, sexual harassment and abuse.
- Examples of the statements are provided on page 43; however, participants are encouraged to develop more statements so that there are at least 10 for each type of violence.
- Participants will write their break the cycle statements in their journals for sharing during check-in on Day 3.

Homework Assignment
Participants will work individually at the end of the day.
- Review and plan Activity 1.8 on page 42 of the Handbook. For the homework, participants will develop ‘break the cycle statements’ for bullying, sexual harassment and abuse.
- Examples of the statements are provided on page 43; however, participants are encouraged to develop more statements so that there are at least 10 for each type of violence.
- Participants will write their break the cycle statements in their journals for sharing during check-in on Day 3.
Post-Morning Check-in

Day 2, Duration: 1:15PM – 1:30PM  (15 minutes)

Lunch 1:30pm – 2:30pm

Session 2.7: Is it Discipline or Punishment?

Demonstration Session: Activity 1.9, page 45

Day 2, Duration: 2:30PM – 3:15PM  (45 mins)

Facilitator’s Note

The Facilitator will demonstrate the session as it in the handbook, and then, the participants will review and evaluate the session.

If there is a large numbers of participants in the training, instead of two groups (see number 5, page 46 of the Handbook), the facilitator will need to set up clusters of tables (a suggestion is to have three tables per cluster). The facilitator(s) will be assigned to each cluster of tables.

During the plenary discussion, be sure to make note of the Note to Facilitator box on page 46.

Competence

Participants will be able to compare and contrast discipline and punishment.

Lesson Procedure

➢ Demonstrate Activity 1.9 exactly as it is in the Handbook.
➢ Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ notes on page 47. This will reinforce the main message of the activity for all participants.

Review and Evaluation

➢ Give the participants 5 minutes to review Activity 1.9: Is it Discipline or Punishment beginning on page 47 of their Handbook. Check-in with the participants to ensure that they understand the activity and clarify any questions. Use the discussion points below:
   ▪ What did you learn from this activity?
   ▪ How can we create a “punishment” free culture in our school?
   ▪ How can we use positive discipline instead of corporal punishment?
➢ Ask the participants to evaluate the session according to the Journeys facilitation principles and point out the Journeys facilitation 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 principle.

Session 2.8: Positive Discipline for Behaviour Challenges

Demonstration Session: Activity 1.10, page 48

Day 2, Duration: 3:15PM – 4:00PM  (45 minutes)

Facilitator’s Note

Familiarise yourself with Activity 1.10: Positive Discipline for Behaviour Challenges on page 48 of the Handbook. The facilitator must demonstrate the session with the participants as it given in the Handbook. Then, the participants will review and evaluate the session.
Learning Outcome

Competence
Participants will be able to discuss how to correct undesirable pupil behaviour, the long-term benefits on positive discipline techniques and impact on school climate.

Lesson Procedure

- Demonstrate Activity 1.10: Positive Discipline for Behaviour Challenges exactly as it is given in the activity handbook.
- Ensure participants have 15 minutes in their group to make a list of the positive and negative way that Ms. Obalo handled the situation (see page 49 of Journeys).
- Leave 10 minutes to lead the discussion as it is described on page 49 of Journeys.
- Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ note on page 50. This will reinforce the main message of the activity for all participants. Check for participant understanding with the following prompting questions: 1) what is the immediate effect of positive discipline techniques on pupil behaviour? What are the long-term benefits on positive discipline techniques? How does this impact on school climate? Ask if participant have any clarify any questions.

Review and Evaluate

- Give the participants 5 minutes to review Activity 1.10: Positive Discipline for Behaviour Challenges. Check that the participants understand the activity and clarify any questions.
- Ask the participants to evaluate the session according to the Journeys facilitation principles and point out the Journeys facilitation 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 principle.

Session 2.9: Positive Reinforcement Scenarios

Demonstration Session: Activity 1.11, page 53

Day 2, Duration: 4:00PM – 4:45PM (45 minutes)

Facilitator’s Note

Familiarise yourself with Activity 1.11: Positive Reinforcement Scenarios on page 53 of the handbook. The Facilitator must demonstrate the session as it is given in the handbook. Then, the participants will review and evaluate the session.

Learning Outcome

Participants will understand how to apply positive discipline as an alternative to corporal punishment.

Competence

Participants will be able to identify six positive discipline techniques.

Lesson Procedure

- Demonstrate Activity 1.11: Positive Reinforcement Scenarios (page 53) exactly as it is given in the handbook.

Facilitator Tips

- During ‘Discuss’, be sure to review the Note to Facilitator boxes on pages 49 and 50. These will be used to help guide the discussion about the scenarios.
- Ensure that the participants understand the importance of the information in these boxes.

Facilitator Tips

- For ‘Discussion’, rather than asking all participants to share, ask for as many volunteers as possible.
- Ask the participants to write their comments evaluating the session in the journals provided.
When you divide participants into groups to prepare a skit of a scenario, give them 15 minutes to prepare this in their groups.

You will see on page 55 of the Journeys Handbook that each group will then present their skit. Each group should have 3-5 minutes (5 minutes maximum) to perform their skit.

Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ note on page 55. This will reinforce the main message of the activity for all participants. Check for participant understanding by asking participants to list, as a group, as many positive discipline techniques as they can and their assessment (from experience) of their effectiveness.

Review and Evaluate
- Give participants 5-10 minutes to review Activity 1.11: Positive Reinforcement Scenarios. 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 facilitation principles and point out the Journeys facilitation 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 principle.

Session 2.10: Practical Examples of Discipline and Punishment

Demonstration Session: Activity 1.12, page 56

Day 2, Duration: 4:45PM – 5:30PM (45 minutes)

Facilitator’s Note

Familiarise yourself with Activity 1.12: Practical Examples of Discipline and Punishment on page 56 of the Activity Handbook. The Facilitator must demonstrate the session as it is given in the Handbook. Then, the participants will review and evaluate the session.

Competence
Participants will be able to define discipline and punishment, and create a list of positive discipline techniques.

Lesson Procedure
- Demonstrate Activity 1.12: Practical Examples of Discipline and Punishment exactly as it is given in the activity handbook.
- Give each group 10-15 minutes to complete the bullets under point #3 on page 57 in Journeys.
- During the “Discuss” section of this activity, each group should have 2-3 minutes to present their examples. Leave an additional 5-10 minutes for discussion.
- Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ note on page 57. This will reinforce the main message of the activity for all participants.

Review and Evaluate
- Give the participants 5 minutes to review Activity 1.12: Practical Examples of Discipline and Punishment.
- Check to ensure that participants understand the activity by reviewing the competency with them and

Facilitator Tips

It would be helpful to expand upon the example on page 57 to ensure understanding.
- After presenting the example on page 57, ask the participants to look at the example in the ‘Discipline versus Punishment’ table (shaded example row). Ask volunteers to provide examples for ‘Discipline is – Acknowledging or rewarding efforts and good behaviour’ and ‘Punishment is – Reacting to misbehaviour’.
- Remind the participants that one purpose of this activity is to brainstorm about the many different techniques of positive discipline.
Afternoon Check-In

Day 2, Duration: 5:30PM – 5:45PM (15 minutes)

DAY 3

Session 3.1: Check-In and Break the Cycle Statements from Day 2

Day 3, Duration: 8:00AM – 8:30AM (30 minutes)

Facilitator’s Note

Ask participants to find their Break the Cycle statements they wrote down in Day 2 Session 2.6. Tell the participants to gather in a circle for this morning’s check-in. Begin with one participant and ask him or her to share their Break the Cycle statements. Move to the participant to their right and ask them to share their statement. Continue to work around the circle. After all participants have shared their statements, ask everyone in the circle the following:

1. Do you agree with your colleagues’ break the cycle statements? Why or why not?
2. Which statements surprised you?
3. What have you learned from this activity that you will take back to your classrooms?

Session 3.2: Working on the U-Model

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

Day 3, Duration: 8:30AM – 9:30AM (1 hour)

Facilitator’s Note

Participants should use this time to continue working through what they begin in yesterday’s U-Model activity (Day 2, Session 2.2). 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.

Learning Outcome

Participants will Practise employing Steps 2 and 3 of the Journeys Five-Step Process using a real-life example (previously identified on Day 2 during Session 2.2).

Facilitator Tips

• Remind participants that solutions need to be no or low cost. For example, the school has identified the collecting of water as dangerous for younger student because they must cross a road to the pump and children are fighting to use the pump. The ideas emerge
  o Build a fence around the school
  o Orient during assembly on road safety,
  o Prefects/parents to assist younger children across road in morning, lunch and after school
  o Sign asking drivers to slow down
  o Teacher monitor at water pump to ensure children line up, take their turn and no bullying occurs.
  o Conduct Journeys activity around bullying with pupils and have them identify their collective actions.
• In this example, what are low cost actions that can improve safety and reduce violence?
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 with 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 that 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.

Session 3.3: Listening Game
Practise Session: Activity 2.2, page 63

Day 3, Duration: 9:30–10:30AM (1 hour)

Learning Outcome
Participants will understand why it is important to be a good listener.

Competence
Participants will be able to observe and identify good listening practices and techniques

Lesson Procedure
- Organise the participants into three Practise groups and ensure that the Practise groups consist of different participants than those on the previous days of the workshop. The participants should practise with a different group each day. Assign a facilitator to each Practise group.
- Ask the participants to work in their Practise groups to review and prepare for Activity 2.2: Are You a Good Listener? on page 63. Make sure 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 64.
- Ask the participants to turn to the Activity Planning Form in their Handbooks (page 18-19) and give the Practise groups about 10 minutes to plan the activity. The groups should write the plan in their journals.
- Direct the observers’ attention to the Journeys facilitation principles 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 Journeys facilitation 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 2.2: Are You a Good Listener?
- Once the activity is complete, whilst the participants are still in their Practise groups, ask volunteers from the observers to share observations about the application of the Journeys facilitation principles.
Plenary Discussion

- When the groups have finished, get everyone’s attention, and lead a discussion about the experience. Some talking points are presented below.
  - If you were a group facilitator, what were you most comfortable with and least comfortable with?
  - Question for all participants: Did you enjoy the activities?
  - Which Journeys facilitation principles were strong? Which ones need improvement?

Tea Break 10:30am – 11:00am

Session 3.4: Status Game

Practise Session: Activity 2.4, page 69

Day 3, Duration: 11:00AM – 12:00PM (1 hour)

Facilitator’s Note

All Facilitators should be familiar with the Fishbowl technique to effectively guide the participants in their practice. The Fishbowl technique is explained in the Annex of the Facilitation Guide. Additionally, all Facilitators should familiarise themselves with Activity 2.4: Status Game on page 69 of the handbook to effectively assist participants in their review, planning and practice of this activity.

Competence

Participants will be able to identify a person’s status in society and how their status allows them to have more or less individual power. Participants will be able to describe how individuals can use their power and status to either create or detract from a positive and supportive school climate. Participants will be able to identify which individuals have the least power and how, as teachers, they can use their power to protect others.

Facilitator Tips

- Although only two participants will be selected to be group Facilitators, all the participants should practice reading through the activities.
- During the “Plan and Review” period, participants may read and review the activity with a partner.

Lesson Procedure

- Participants remain in their Practise groups established in the morning. However, they must reassign their facilitator, observer, and participant roles to ensure all participants are practicing the different roles each time they Practise.
- Ask the participants to work in their Practise groups to review and prepare for Activity 2.4: Status Game on page 69 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 70.
- Ask the participants to turn to the Activity Planning Form in their Handbooks (page 18-19) and 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 facilitation principles posted on the flip chart paper on the wall. Ask them to be prepared to discuss how successful the group facilitator was in applying Journeys facilitation 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 2.4: Status Game on page 69 of the Handbook.
- Once the activity is complete, whilst the participants are still in their Practise groups, ask volunteers...
from the observers to share their observations about the application of the *Journeys* facilitation principles.

**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 comfortable with and least comfortable with?
  - Question for all participants: what did you enjoy or learn doing the activities?
  - Which *Journeys* facilitation principles were strong? Which ones need improvement?

### Session 3.5: Daily Schedules for Girls and Boys

**Plan and Review Session: Activity 2.1, page 61**

**Day 3, Duration: 12:00PM – 12:30PM (30 minutes)**

**Facilitator's Note**

In this activity, the Facilitator assist participants in reviewing and planning Activity 2.1: Daily Schedules on page 61 of the Handbook. The facilitator will need to familiarise themselves with the activity to effectively support the participants.

**Competence**

Participants will be able to define and identify the following three things: 1) personality trait; 2) physical characteristic; and 3) chore or occupation, and how these can put pressure on children and act as barriers to the attainment of their career dreams.

**Lesson Procedure**

- Participants remain in their Practise groups established in the morning. However, they must reassign their facilitator, observer, and participant roles to ensure all participants are practicing the different rolls each time they Practise. Give the following instructions:
  - In your groups, review Activity 2.1: Daily Schedules on page 61 of the Handbook.
  - Using the Activity Planning Form on page 18 of your Handbooks, plan the session as you would deliver it at your school and complete the form in your journal or
  - Ensure that all participants develop a plan in their journal or notebook.

**Plenary Discussion**

- Give the participants a chance to share any questions or concerns.
- Ask them what changes in the activity they feel might be necessary because of the context.
- Check for participant understanding by asking participants to list, as a group, their examples of 1) personality trait; 2) physical characteristic;

**Facilitator Tips**

- Ensure that all participants are actively involved in their groups.
- Support the groups by asking leading questions to get the conversation moving.

- When demonstrating the activity please emphasise the following to participants the following:
  - When you are facilitating this activity in schools, pay special attention to the response teachers shout out during the slap-clap-snap rhythm of this exercise.
  - It is important that during the slap-clap-snap rhythm teachers identify the following three things: 1) personality trait; 2) physical characteristic; and 3) chore or occupation. This is important because society determine the different expectations for boys and girls which can determine personality, chores, and occupation. Physical characteristics are the only characteristics determined biologically. For example, only a woman can have a baby.
and 3) chore or occupation. Ask if participant have any clarify any questions.

- Why would this be an important topic in your school?

**Post-morning Check-in**

*Day 3, Duration: 12:30pm-12:45pm (15 minutes)*

**Lunch 12:45pm – 1:45pm**

**Session 3.6: Gender Box**

**Demonstration Session: Activity 2.3, page 65**

*Day 3, Duration: 1:45PM – 3:15PM (1 hour 30 minutes)*

**Facilitator’s Note**

The Gender Box activity is a critical *Journeys* activity, but it is complex. Therefore, the facilitator(s) must be thoroughly prepared to demonstrate and lead the practice activity. The facilitator(s) should read through the Gender Box activity in the *Journeys Handbook* first and ensure they understand it in its entirety before conducting this 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 66), the Gender Box game is presented, while Part 2 (page 68) includes small group discussions that are guided by the specific talking points given on page 65 and presented on a flip chart.

Be sure to post the talking points on a flip chart in preparation for this activity.

**Competence**

Participants will be able to list biological and society prescribed roles for girls and boys, describe how these prescribed roles set our expectations of girls and boys, and how this impacts girls’ and boys’ life choices.

**Session Procedure**

- Demonstrate Activity 2.3: Gender Box (page 65) 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 68. 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 Gender Box. Check for participant understanding by asking participants to list, as a group, biological roles, societal role for girls and boy. Ask if participant have any clarify any questions.
- Ask the participants to evaluate the session according to the *Journeys* facilitation principles and point out the *Journeys* facilitation 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 principle.

**Session 3.7: The Meaning of Power and Consent**

**Demonstration Session: Activity 2.5, page 71**

*Day 3, Duration: 3:15PM – 4:45PM (1 hour 30 minutes)*
Explain that the purpose of this activity is to become more aware that differences in status or ‘power’ between two persons 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, lead Facilitators and trainers of trainers should make sure that they are comfortable with the processes of organising participants into small groups and facilitating group work so that a productive plenary discussion will follow.

allocated for groups to read and discuss the scenarios and manage the time taken by groups to ‘report out.’

Review and prepare to demonstrate Activity 2.5: The Meaning of Power and Consent on page 71 of the activity handbook.

Facilitator’s Note

Competence
Participants will identify the roles power and position play in leading to violence.

Lesson Procedure
➢ Demonstrate Activity 2.5: The Meaning of Power and Consent (page 71) 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 72. This will reinforce the main message of the activity for all participants.

Review and evaluate
➢ Give the participants 5 minutes to review Activity 2.5. Check for participant understanding by asking participants to list, as a group, 1) who has the most and least power in a school? 2) how can those with power coerce other? 3) how can those with power use it to create a positive and supportive school? Ask if there are any questions. Ask the participants to evaluate the session according to the Journeys facilitation principles and point out the Journeys facilitation 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 principle.

Session 3.8: Exploring Attitudes: Vote with Your Feet

Practise Session: Activity 2.6, page 75

Day 3, Duration: 4:45PM – 5:45PM (1 hour)

Facilitator’s Note

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.

**Lesson Procedure**

- Ask the participants to work in their practise groups to review and prepare for Activity 2.6: Vote with Your Feet on page 75 of the Handbook.
- Ask the participants to turn to the Activity Planning Form in their Handbook (page 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* facilitation principles 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* facilitation 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, while the participants are still in their practise groups, ask volunteers from the observers to share their observations about the application of the *Journeys* facilitation principles.

**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 comfortable with and least comfortable with?
  - Question for all participants: Did you enjoy the activities?
  - Which *Journeys* facilitation principles were strong? Which ones need improvement?

**Afternoon Check-in**

*Day 3, Duration: 5:45PM – 6:00PM*  
(15 minutes)

**DAY 4**

**Session 4.1: Check-In**

*Day 4, Duration: 8:00AM – 8:30AM*  
(30 minutes)

**Facilitator’s Note**

This activity is best done whilst the participants are standing in a circle. Use the guiding questions provided below.

1. How do you feel about the sessions covered so far? What have you learned?
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 community? Why or why not?
5. How would you describe the process of using the U-Model to inspire change? (Prompt the participants to share any challenging issues relating to the application of the U-Model.)
Session 4.2: U-Model Practise: Completing the Activity Work Plans and the U-Model

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

Day 4, Duration: 8:30AM – 9:30AM (1 hour)

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 1.13, 2.2, and 3.2. During this session they should focus on Steps 4 and 5.

Learning Outcome
Participants will practise employing the Journeys U-Model toward a real-life example.

Lesson Procedure
➢ The participants should make a final copy of the U-Model. This should be a clean version that will be used for a presentation.
➢ Remind the participants that they will display their work on day 5 and present it to other members.
➢ Members from 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 key person presenting from each group to the other members.
➢ Other members of the group must be ready to answer questions from their peers.

Session 4.3: Hand of Rights

Practise Session: Activity 3.1: Understanding the Rights of the Child, page 79

Day 4, Duration: 9:30AM – 11:00AM (1 hour 30 minutes)

Facilitator’s Note
Review Activity 3.1: Understanding the Rights of the Child, to effectively assist participants in their review, planning and practise of this activity. Review the Table on Child Rights found at the end of this session (on page 40) to help participants understand the rights of the child and examples of each right. Remind participants that all people regardless of age have rights.

In Journeys, our focus in regard to activities about children’s rights, is on the roles that parents and other school 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 (UNCRC).

In Activity 3.1, participants are guided to recognize what they can do to protect children’s rights. Participants will also reflect on the ways in which teachers, parents and other school community members may deny pupils these rights.

Competence
Participants will be able to list the rights of children and how teachers can protect these rights through their actions.

Lesson Procedure
➢ Organise the participants into three practise groups, ensuring that the participants practise with a different group each day. Assign a facilitator from the training to each Practise group.
➢ Give the participants 10 minutes to work with their practise groups to review and prepare the materials
for Activity 3.1 (page 79).

- Remind the participants to complete a copy of the Activity Planning Form (page 18-19) for this activity in their notebooks. These plans can be used when the participant / school change agent implements the same activity in their schools.

- After reviewing and planning for the activity, the groups should assign persons to the roles of group facilitator, participant, and observer for the Fishbowl practise.

- The facilitators assign in the participant groups should implement the activity with the assigned participants for the practise.

- The observers should evaluate the activity based on the five Journeys facilitation principles.

- Once the activity is complete, participants should review the activity. Ask the assigned facilitators to briefly discuss how they would evaluate themselves and the observers to provide comments on their evaluation.

**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 comfortable with and least comfortable with?
  - Question for all participants: Did you enjoy the activities?
  - Which Journeys facilitation principles were strong? Which ones need improvement?

- The table below provides the key themes for child rights and examples as referenced in the Facilitator’s Note in the beginning of this session.

**Themes and Examples of Child Rights**

**Number** | **THEME/TYpe** | **EXAMPLES**
--- | --- | ---
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 Practices 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 respect for their views on all decisions that affect their lives.

(United Nations, 1989)

**Tea Break 11:00am – 11:30am**
Session 4.4: Protecting the Rights of Children

Plan and Review Session: Activity 3.2, page 81

Day 4, Duration: 11:30AM – 12:00PM (30 minutes)

Facilitator’s Guide: Journeys Handbook for Teachers and School Staff

Facilitator’s Note
In the Review and Plan activities, the facilitator 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 participant (school change agent) returns to their schools to begin their work.

The facilitator(s) should familiarize themselves with the activity to effectively support the participants as they review and plan the activity for their school.

The Protecting the Rights of Children activity emphasises the responsibilities that teachers, parents and other school community members have in protecting children’s rights. This activity gives teachers, parents and other school staff 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.

Learning Outcome
Participants will understand the relevant articles from the United Nations Convention on the Rights of the Child (UNCRC) and their own roles in upholding these rights of the child. Additionally, the participants will understand Activity 3.2: Protecting the Rights of Children and will complete an Activity Planning Form (page 18) in their notebook to guide the delivery of this activity in the field.

Competence
Participants will be able to plan a school activity using the Activity Planning Form and conduct the activity with their fellow teachers.

Lesson Procedure
➢ Organise the participants into three practise groups. Make sure a facilitator from the training monitors each group.
➢ Have the participants work in their practise groups and review Activity 3.2 on page 81. The Facilitator assigned to each group should check with their group to ensure that they understand the activity.
➢ Ask the participants if they can think of any reason(s) that this activity would be difficult to implement in the school. Assign a note-taker in each group to write down these ideas to report back during plenary.
➢ Have all the participants complete the Activity Planning Form on page 18. Adaptations to the activity or ‘Another Way’ (see page 9, section 1.5 of this Guide and in the Journeys Handbook on page 91 in Activity 4.2) should be added to the planning form, if the teacher does not have the materials recommended for the activity.

Plenary Discussion
➢ Ask for as many volunteers as possible to comment on their preparedness to deliver this activity in the schools and share any special ways they came up with to conduct the activity in ‘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 your school?
  ➢ What changes in the activity do you think might be necessary?
  ➢ Does anything need clarification?

Facilitator’s 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.
Session 4.5: Reflection on Hopes and Dreams

Demonstration Session: Activity 4.1, page 87

Day 4, Duration: 12:00PM – 12:45PM (45 minutes)

**Facilitator’s Note**

The Facilitator should have reviewed and prepared themselves to lead Activity 4.1: Reflection on Hopes and Dreams on page 87 of the Handbook.

Additionally, the Facilitator should have practiced the guided reflection in the shaded box on page 88.

**Competence**

Participants will be able to use the guided reflection technique and list strategies to respond effectively when participants feel deeply about their own experiences.

**Lesson Procedure**

- Demonstrate Activity 4.1: Reflection on Hopes and Dreams (page 87) 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 89. This will reinforce the main message of the activity for all participants. Check for participant understanding by asking participants to list, as a group, 1) What were the emotions you felt when doing this activity? 2) what are some strategies you can use if your participants feel badly, they think about lost hopes and dreams?

**Review and Evaluate**

- Give the participants 5 minutes to review Activity 4.1: Reflection on Hopes and Dreams. 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 facilitation principles and point out the Journeys facilitation 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 principle.

Session 4.6: Images of Violence

Demonstration Session: Activity 4.2, page 90

Day 4, Duration: 12:45PM – 1:30PM (45 minutes)

**Facilitator’s Note**

When participants draw pictures of violence and view the many images of violence posted after the activity, it has quite an impact.

Notice the silence in the room when participants walk around and view the images of violence. 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 the feelings that they experienced when viewing the images.

**Competence**

Participants will be able to conduct list and illustrate various forms of violence that children face.

**Lesson Procedure**

- Demonstrate Activity 4.2: Images of Violence (page 90) 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 91. This will reinforce the main message of the activity for all participants. Check for participant understanding by asking participants to list, as a group, 1) How did seeing these images make you feel? 2) How do you think children feel in your school today?

Review and Evaluate

- Give the participants 5 minutes to review Activity 4.2: Images of Violence on page 90 of their handbooks. Check that the participants understand the activity and clarify any questions.
- Ask the participants to evaluate the session according to the Journeys facilitation principles and point out the Journeys facilitation principles 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.

Lunch 1:30 – 2:30pm After Lunch Check-in

Day 4, Duration: 2:30PM – 2:45PM

Session 4.7: School-Related Gender-Based Violence (SRGBV) Deep Dive

Information session

Day 4, Duration: 2:45PM – 3:00PM

Facilitator’s Note

During this short session of 15 minutes, you will introduce the participants to the content they are about to learn: a deep dive into the different forms of SRGBV. This can be very difficult content for some. Please inform participants that everyone will absorb 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.

So that you, the Facilitator, are well-prepared to lead the Deep Dive session, it is imperative that you review the Activities 4.3 “Bullying”, 4.4 “Corporal Punishment” and 4.5 “Sexual Harassment and Abuse” in your Journeys Handbook before beginning this Information Session.

Competence

Participants will be able to define SRGBV and list its different forms.

Lesson Procedure

- Facilitator introduces the afternoon by telling participants that during the next hour and a half, they will be introduced to the different forms of SRGBV.
- Ask participants if anyone can name the different forms of SRGBV (bullying, corporal punishment, 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 100 of the Journeys Handbook. Ask participants to turn to that activity now in their Handbooks.
- 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 92 of Journeys. The second group will work on Activity 4.4: Corporal Punishment, on page 96 of Journeys. Ask participants to flip to both activities in their Handbooks now to familiarise themselves with both. Give 10 minutes to do this.
Sub-session 4.7.1: SRGBV Deep Dive—Sexual Harassment and Abuse

Demonstration Session:
Activity 4.5, page 100

Day 4, Duration: 3:00PM – 3:30PM (30 minutes)

Facilitator’s Note

In the set of 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.

The facilitators will demonstrate Activity 4.5: Sexual Harassment and Abuse on page 100 of the Handbook. The Sexual Harassment and Abuse Deep Dive was selected for demonstration because, of the three Deep Dive Activities, this one is the most complicated to organise. In this Deep Dive activity, the participants are organised into small same sex groups (i.e. all men and all women groups).

Although you will be demonstrating Activity 4.5 (page 100), it is critical that the facilitator(s) review and be prepared to assist participants with Activity 4.3 (Bullying) and Activity 4.4 (Corporal Punishment) in their practise groups. Therefore, facilitator(s) must be familiar with all the SRGBV Deep Dive activities.

In the practise session, the participants will Practise either Activity 4.3: Bullying or Activity 4.4: Corporal Punishment.

Thoroughly review Activity 4.5: Sexual Harassment and Abuse on page 100 of the handbook. Be prepared to demonstrate it.

As you review this activity, look at the illustration on page 94. This illustration shows how the ‘ideas’ placed on pieces of paper by the participants can be organised on the gallery wall for each form of violence.

This activity is slightly more complex than the Deep Dive activities for bullying and corporal punishment because the participants are initially divided up into same-sex groups. That is, small groups of men engage in the Idea Generation activity separate from small groups of women. Note that on page 103 in the Handbook, in the section titled ‘Discuss’, the instructions suggest that the plenary discussion should also be performed separately for men and women. This is optional. The Facilitators may choose to hold the plenary discussion with the group as a whole. Regardless of how the groups are formed, this is an important issue that needs to be explained to the teachers.

In the Review and Evaluate section (below), make sure that the participants understand the importance of the Note to Facilitator text boxes, such as the ones on pages 102, 103, and 104 of the Sexual Harassment and Abuse Activity. All of the Activities covered in the Deep Dive sessions include important notes to the Facilitators.

Learning Outcome
Participants will define the different acts of SRGBV, including sexual harassment and abuse.

Competence
Participants will be able to apply the Idea Generation method (as referenced in Session 1.6 of this guide) and will be able to plan, implement and evaluate the SRGBV Deep Dive Activity 4.5: Sexual Harassment and Abuse).

Lesson Procedure
- Demonstrate Activity 4.5: Sexual Harassment and Abuse, page 100, 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 104. This will reinforce the main message of the activity for all participants.

**Review and Evaluate**

- Give the participants 10 minutes to review Activity 4.5: Sexual Harassment and Abuse (page 100). Check for participant understanding of the task and if any participants have any clarifying questions. Have the participants carefully review the Facilitator Notes text boxes on pages 102 -104 and ensure that they understand the contents.

- Ask the participants to evaluate the session according to the *Journeys* facilitation principles and point out the *Journeys* facilitation 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 principle.

**Plenary Discussion**

- Hold a brief plenary for participants to discuss their experiences during this demonstration session. 1) why did the idea generation methodology work as a facilitation technique? Does anyone have questions on the content?

**Session 4.7.2: Bullying and Corporal Punishment**

**Practise Session Group 1: Activity 4.3, page 92**

**Practise Session Group 2: Activity 4.4, page 96**

*Day 4, Duration: 3:30PM – 4:30PM (1 hour)*

**Facilitator’s Note**

Be familiar with all the SRGBV Deep Dive Activities (4.3-4.5) as well as the Fishbowl technique to effectively guide the participants in their practise. The Fishbowl technique is explained in the Annex of this Facilitation Guide.

Note that in this activity, participants practice in two practice groups (not three). One group will practise Activity 4.3: Bullying, while the other practises Activity 4.4: Corporal Punishment.

**Learning Outcome**

Participants will understand the different acts of SRGBV, including bullying and corporal punishment.

**Competence**

Participants will be able to use the Idea Generation method and to plan, implement and evaluate the SRGBV Deep Dive Activities (Activity 4.3: Bullying and Activity 4.4: Corporal Punishment).

**Lesson Procedure**

- In this practise session, organise the participants into two practise groups. One group will Practise Activity 4.3: Bullying, while the other practises Activity 4.4: Corporal Punishment. A facilitator from the training should monitor each Practise group.

- Give the participants 15 minutes to work in their practise groups and review and prepare the materials for Activities 4.3 and 4.4 on pages 92 and 96, respectively.

- Ask the participants to review the Facilitator Tips embedded in the Deep Dive Activity to which they were assigned.

- After reviewing and planning for the activity, have the groups assign the roles of group facilitators, participants and observers of the Fishbowl Practise.

- The co-facilitators implement the activity with the assigned participants for the practise.

- The observers evaluate the activity based on the five *Journeys* principles of facilitation.

- When the activity is completed, it should be reviewed. The assigned 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 to provide general feedback on their thoughts and experiences during this session. Some talking points are provided below.
  - If you were a group a Facilitator, what were you most comfortable with and least comfortable with?
  - Question for all participants: Did you enjoy the activities? What was difficult about this particular practise session?
  - Which Journeys facilitation principles were strong? Which ones need improvement?

**Session 4.8: Children At-Risk and How to Protect Them**

**Demonstration Session: Activity 4.7, page 111**

**Day 4, Duration: 4:30PM – 5:30PM**

(1 hour)

**Facilitator’s Note**

Review and be prepared to demonstrate Activity 4.7: Children At-Risk and How to Protect Them on page 111 of the Handbook.

In this activity, 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 presented on page 112 of the Handbook.

It is important for the facilitator(s) to understand these definitions and to 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 large numbers of participants create more groups with participants seated at different tables. Assign the three scenarios to different groups. That is, two groups will discuss Scenario 1 (page 113), two groups will discuss Scenario 2 (page 114) and two groups will discuss Scenario 3 (page 114).

**Competence**

Participants will be able to list risk and protective factors and what can be done to protect children from violence.

**Lesson Procedure**

- Demonstrate Activity 4.7: Children At-Risk and How to Protect Them (page 111) 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 113. This will reinforce the main message of the activity for all participants.

**Review and Evaluate**

- Give the participants 5 minutes to review Activity 4.7: Children At-Risk and How to Protect Them in their Handbooks. 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 facilitation principles and point out the Journeys facilitation 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 principle.

**Afternoon Check-In**

**Day 4, Duration: 5:45PM – 6:00PM**

(15 minutes)
DAY 5

Session 5.1 Check-In

Day 5, Duration: 8:00AM – 8:30AM

Facilitator's Note

This activity is best done while the participants are standing in a circle. Use the guiding questions provided below.

1. How do you feel about the sessions covered in the last four days? What have you learned?
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 community? Why or why not?

Session 5.2: Impact of Violence Against Children in Schools (VACiS), Early Warning Signs and Bystander Response Reflection

Information Session

Day 5, Duration: 8:30AM – 8:45AM

Facilitator's Note

In this session, you will handle three activities: (1) Activity 4.6: Impact of VACiS (page 105), (2) Activity 5.1: Early Warning Signs (page 117) and (3) Activity 5.3: Bystander Response: Reflection (page 123).

Activity 4.6: Impact of VACiS's learning focus 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: Early Warning Signs, is on learning about pupil behaviours or appearance that should signal to 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 5.3: Bystander Response Reflection, is to build awareness about the different types of responses (both positive and negative) that a witness to a violent act can have.

Three groups should be established; each group will practice one activity. The groups will each complete their activity in one hour. Each of these activities has its own Facilitator’s notes, learning outcome and competences and procedure, as outlined below.

Lesson Procedure

➢ Facilitator introduces the morning by telling participants that during the next hour and a half, they will learn more about violence against children in schools (VACiS).

➢ Tell participants they will be divided into three groups and that the three groups will participate in parallel practise sessions:
  ▶ Group 1: Activity 4.6, The Impact of VACiS, on page 105 (Session 5.2.1)
  ▶ Group 2: Activity 5.1, Early Warning Signs, on page 117 (Session 5.2.2)
  ▶ Group 3: Activity 5.3, Bystander Response: Reflection, on page 123 (Session 5.2.3)

➢ While still in plenary, ask participants to turn to and review Activities 4.6, 5.1 and 5.3 in their Handbooks. Give 10 minutes for this.
Session 5.2.1: Impact of VACiS

Practise Session: Activity 4.6, page 105

Day 5, Duration: 8:45AM – 9:45AM (1 hour)

Facilitator’s Note

The facilitator(s) 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 Facilitation Guide.

Familiarise yourself with Activity 4.6: Impact of VACiS on page 105 of the Handbook so that you can effectively provide oversight and support to the participants. This includes reading the scenarios on pages 107 -110.

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 the participants again 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 practise group.

- Ask the participants to work in their practise groups to review and prepare for Activity 4.6: Impact of VACiS on page 105 of the handbook.

- Ask the participants to turn to the Activity Planning Form in their handbooks (page 18). 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 facilitation principles 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 facilitation 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 4.6: Impact of VACiS (page 105).

- Once the activity is complete, while still in their practise groups, ask for volunteers from amongst the observers to share their observations about the application of the Journeys facilitation principles.

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 comfortable with and least comfortable with?
  - Question for all participants: Did you enjoy the activities?
  - Which Journeys facilitation principles were strong? Which ones need improvement?

Session 5.2.2: Early Warning Signs

Practise Session: Activity 5.1, page 117

Day 5, Duration: 8:45AM – 9:45AM (1 hour)

Facilitator’s Note

This activity is another application of the Idea Creation method used in Activity 1.5: Dimensions of a Positive and Supportive School Climate (page 33) and the SRGBV Deep Dive Activities 4.3 -4.5 (pages 92 – 104).
The facilitator(s) should be familiar with the Fishbowl technique to effectively guide the participants in their practice. The Fishbowl technique is explained in the Annex of this Facilitation Guide.

Familiarise yourself with Activity 5.1: Early Warning Signs on page 117 of the Handbook so that you can effectively provide oversight and support to the participants. Note the illustration on page 118.

When you join your practice groups, bring this illustration to the attention of the participants as they review the activity.

**Competence**

Participants will be able to list early warning signs and strategies to intervene to prevent violence against children.

**Lesson Procedure**

- Organise the participants into three Practise groups, making sure that the participants who make up the practise groups are different from those in the Practise groups on the previous days. Assign a lead facilitator to each practise group.
- Ask the participants to work in their practise groups to review and prepare for Activity 4.6: Impact of VACiS on page 117 of the Handbook.
- Ask the participants to turn to the Activity Planning Form in their handbook (page 18). 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 Journeys principles of facilitation.
- 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 4.6: Impact of VACiS.
- Once the activity is complete, while still in their Practise groups, ask for volunteers from amongst the observers to share their observations about the application of the Journeys facilitation principles.

**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 comfortable with and least comfortable with?
  - Question for all participants: did you enjoy the activities?
  - Which Journeys facilitation principles were strong? Which ones need improvement?

**Session 5.2.3: Bystander Response: Reflection**

**Practise Session: Activity 5.3, page 123**

*Day 5, Duration: 8:45AM – 9:45AM (1 hour)*
The facilitator(s) should be familiar with the Fishbowl technique to effectively guide the participants in their practice. The Fishbowl technique is explained in the Annex of this Facilitation Guide.

Familiarise yourself with Activity 5.3: Bystander Response Reflection on page 123 of the Handbook so that you can effectively provide oversight and support to the participants within their practice groups.

Familiarise yourself with the standard procedures for leading a guided reflection. These are presented in Activity 1.3: Reflecting on My Leadership Skills (page 28), Activity 1.4: Reflection on My Life at School (page 30) and Activity 4.1: Reflection on Hopes and Dreams (page 87).

**Competence**

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

**Lesson Procedure**

- Remind the practice groups that this activity is similar to other activities that they have Practised and involves a standard guided reflection procedure. Mention Activity 1.3: Reflecting on My Leadership Skills (page 28) and Activity 4.1: Reflection on Hopes and Dreams (page 87).
- Ask all participants to read through the guided reflection given in the shaded box on page 124.
- Ask the participants to work in their practice groups to review and prepare for Activity 5.3: Bystander Response: Reflection (page 123).
- Ask the participants to turn to the Activity Planning Form in their handbook (page 18). Give the practice groups approximately 10 minutes to plan the activity. The groups should write the plan in their journals.
- Direct the observers’ attention to the Journeys facilitation principles 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 facilitation 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 5.3: Bystander Response: Reflection (page 123).
- Once the activity is complete, whilst still in their practice groups, ask for volunteers from amongst the observers to share their observations about the application of the Journeys facilitation principles.

**NOTE:** When all three groups have completed their activity, ask volunteers from each group to share what they learned from that activity.

**Session 5.3: Positive Bystander Response: Role Play**

**Demonstration Session: Activity 5.4, page 126**

*Day 5, Duration: 9:45am – 10:45am (1 hour)*
This activity calls on participants to work in groups and develop skits that demonstrate a negative bystander response and a positive bystander response. Scenarios portraying different bystander responses are distributed to small groups of participants, who review them and develop two skits: one to portray the negative bystander response and another to portray the positive bystander response.

Facilitators should be familiar with what it means to provide a positive bystander response and a negative bystander response (described on page 127).

Review and be prepared to demonstrate Activity 5.4: Positive Bystander Response: Role Play (page 126).

Divide participants into eight groups. Distribute the four scenarios across the eight groups (i.e. Groups 1 & 2 have Scenario 1, Groups 3 & 4 have Scenario 2, etc). The bystander response scenarios are given on page 128, immediately after the instructions for Activity 5.4. Each bystander skit will be done by two groups.

All groups should be able to present their skits but should be encouraged to do so very quickly. No more than four minutes should be given for each group to present its skits.

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

**Competence**
Participants will Identify and act out positive bystander response to an act of VACiS.

**Lesson Procedure**
- Demonstrate Activity 5.4: Positive Bystander Response: Role Play (page 126) 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 127. This will reinforce the main message of the activity for all participants.

**Review and Evaluate**
- Give the participants 5 minutes to review Activity 5.4 on page 126 of their handbooks. 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 facilitation principles and point out the Journeys facilitation principles 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.

**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 comfortable with and least comfortable with?
  - For all participants: did you enjoy the activities?
  - Which Journeys facilitation principles were strong? Which ones need improvement?

**Tea Break 10:45am – 11:15am**

**Session 5.4: Mapping Danger Zones**

Plan and Review Session: Activity 5.2, page 120

**Day 5, Duration: 11:15AM – 11:45AM** (30 minutes)
The Facilitator must provide support to participants to review and plan Activity 5.2: Mapping Danger Zones (page 120). You must familiarise yourself with the activity to effectively support the participants.

**Facilitator’s Note**

**Competence**
Participants will be able to define a danger zone in, around and going to and from school.

**Lesson Procedure**

- Divide the participants into three groups and assign a facilitator from the training to assist and monitor each group.
- Ask each group to review Activity 5.2: Mapping Danger Zones and plan the session in the way that you would deliver it.
  - ‘During the plenary discussion, review the planning process’.
  - ‘Ask any questions you may have’.

**Session 5.5: Case Studies on Violence Against Children in Schools:**

**Demonstration Session: Activity 5.5, page 129**

**Day 5, Duration: 11:45AM – 1:00PM**

**Facilitator’s Note**

This is the final activity that involves participants in small groups discussing violence scenarios. The focus of these discussions is the prevention of acts of violence. After reading the scenario, the participants will brainstorm about what could have been done to prevent the violence from happening.

Review and be prepared to demonstrate Activity 5.5: Case Studies on Violence Against Children in Schools (Open Space) on page 129 of the Handbook.

Similar to Activity 1.3: Dimensions of Violence, Facilitators need to discuss the importance of change makers when deciding how many small groups can be supported in a single session when implementing this activity at the school level.

As noted in the Facilitator Tips text box on page 129, change makers may only cover two, three or four scenarios in one session, depending on the time they have to deliver the activity and the number of school staff that participate in the activity.

It is important that all six scenarios be covered and that all staff should have a chance to engage with all six scenarios in small peer groups.

For the demonstration, the Facilitators will need to decide in advance if they want to organise six and distribute one scenario to each table or if they want use 12 tables and assign each scenario to clusters of two tables.

**Competence**
Participants will use Open Space technique and summarise the main prevention messages.

**Lesson Procedure**

- Demonstrate Activity 5.5: Open Space (page 129) use 6 - 12 stations (or tables), each station has a 1 topic (and if using 12 stations then 2 stations would have the same topic). Participants spend 10 minutes at each station before moving to the next.

**Facilitator Tips**
If time is short, you may advise participants in their groups to discuss only the last two talking point questions related to preventing violence.
- Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ note on page 130. This will reinforce the main message of the activity for all participants.

**Review and Evaluate**

- Give the participants 5 minutes to review Activity 5.5 (page 129) of their handbooks. 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* facilitation principles and point out the *Journeys* facilitation principles 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.

**Plenary Discussion**

- When the groups have finished, get everyone’s attention, and lead a discussion about the experience. Some talking points are presented below.
  - If you were a group facilitator, what were you most comfortable with and least comfortable with?
  - Question for all participants: Did you enjoy the activities?
  - Which *Journeys* facilitation principles were strong? Which ones need improvement?

**Post-morning Check-in**

*Day 5, Duration: 1:00PM – 1:15PM*  
*(15 minutes)*

**Lunch 1:15pm – 2:15pm**

**Session 5.6: Presentation of the U-Model and Action Plan**

*Day 5, Duration: 2:15PM – 3:15PM*  
*(1 hour)*

**Facilitator’s Note**

Each group should have the opportunity to present their U-Model today. As each group presents, ensure that they describe the five steps of the U-Model in relation to their issue.

**Competence**

Participants will be able to summarize and evaluate the U-Model process.

**Lesson Procedure**

- Ask for a volunteer group to present first. Give each group at least 5 minutes to present their U-Model and the issue they worked through as a team.

**Plenary**

Ask participants how they found the U-Model helpful. Ask for volunteers to talk about how they will use the U-Model in their school. What did they find difficult about the U-Model?

**Session 5.7: Talking Circles**

**Practise Sub-Session 5.7.1 Group 1: Activity 5.6: Identifying Barriers to Reporting, page 129**

**Practise Sub-Session 5.7.2 Group 2: Activity 5.7: Addressing the Barriers to Reporting, page 136**

*Day 5, Duration: 3:15PM–4:15PM*  
*(1 hour)*
In this session, you will cover two activities: Activity 5.6: Identifying Barriers to Reporting (page 133) and Activity 5.7: Addressing the Barriers to Reporting (page 136).

The focus of Activity 5.6: Identifying Barriers to Reporting on page 133 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 5.7: Addressing the Barriers to Reporting (page 136) is to enable the participants to better understand how to address barriers to reporting cases of violence against children.

Organise four groups. Each activity will be practiced by two groups. The groups will each complete their assigned activity in 1 hour. Each of these activities has its own Facilitator’s notes, learning outcome and competences and procedures, as presented below. At this time, trainers of trainers should be assigned one to each group. If there are not enough trainers of trainers, they should go between groups and monitor.

Practise Sub-Session 5.7.1 Group 1: Activity 5.6: Identifying Barriers to Reporting, page 133

This is part 1 of 2 of Session 5.6. The participants will review, plan and demonstrate the session as it is given in the activity handbook, using the Fishbowl technique, as explained in the Annex of this Facilitation Guide.

Competence
Participants will identify Barriers to Reporting VACiS.

Lesson Procedure
- Ask the participants to work in their groups to review and prepare for Activity 5.6: Identifying Barriers to Reporting on page 133. 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 5.6: Identifying the Barriers to Reporting.
- 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 volunteers from amongst the observers to share their observations about the application of the Journeys facilitation principles.

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 comfortable with and least comfortable with?
  - Question for all participants: Did you enjoy the activities?
  - Which Journeys facilitation principles were strong? Which ones need improvement?

Facilitator Tips
- For discussion, rather than asking all participants to share, ask for as many volunteers as possible.
- Ask the participants to write their comments relating to the session evaluation in the journals provided.
Practise Sub-Session 5.7.2 Group 2: Activity 5.7: Addressing the Barriers to Reporting, page 136

**Facilitator’s Note**
This is part 2 of 2 of Session 5.7. The participants will review, plan and demonstrate the given session as it is given in the activity handbook using the Fishbowl technique. The Fishbowl technique is explained in the Annex of this Facilitation Guide.

**Competence**
Participants will identify strategies to addressing the barriers to reporting (page 136).

**Lesson Procedure**
- Ask the participants to work in their groups to review and prepare for Activity 5.7: Addressing the Barriers to Reporting on page 136. 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: Addressing the Barriers to Reporting.
- 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 volunteers from amongst the observers to share their observations about the application of the Journeys facilitation principles.

**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 comfortable with and least comfortable with? How did it feel to lead the guided reflection?
  - Question for all participants: Did you enjoy the activities?
  - Which Journeys facilitation principles were strong? Which need some improvement.

**Session 5.8: School Change Agent Planning Session**

*Day 5, Duration: 4:15PM – 5:15PM* (1 hour)

**Facilitator’s Note**
This last session is critical to the implementation of Journeys. It is expected that teachers will leave the training with an action plan for conducting Journeys activities on a regular basis in their school with their fellow teachers. Therefore, it is important to monitor the teacher working groups in this session to ensure they develop concrete and comprehensive plans of action. To ensure teachers include all of the necessary information in their action plans, please prepare Flip Chart 2.1 (illustrated below) in advance of this session.

**Competence**
Participants will be able to create a work plan for Journeys implementation and develop strategies to engage the teachers and non-teaching staff to complete the Journeys programme.

**Lesson Procedure**
- Group teacher change agents according to their school groups. Within their groups, teachers should
discuss an action plan of how they can begin to implement Journeys with their fellow teachers as soon as they return to school.

- **Point** to Flip Chart 2.1 you have prepared in advance and **inform** teachers their action plans should include the points listed.

- **Inform** participants that the first point of action they will do is to a general meeting with the head teachers, SMC and other teachers to discuss how they’ll conduct Journeys. **Refer** to the School Activity Planning Form on page 18 of the Journeys Handbook which participants may utilise to prepare their committee for Journeys implementation.

- Allow for teachers to remain in their groups and develop their plans for 45 minutes.

- Ask teachers to assign a scribe within each group to write down or outline the action plan discussed.

- At the end of the 45 minutes, ask each group to tape their action plan to the wall.

- Give teachers 15 minutes to conduct a Gallery Walk during which they may walk around the room and read other groups’ action plans.

- After 15 minutes, reconvene the groups into plenary for the final check-In session.

## Final Check-in

**Day 5, Duration: 5:15PM – 5:45PM (30 minutes)**

### Facilitator’s Note

This is the final opportunity within the training for participants to ask question or for the facilitator to re-emphasise learning of key points discussed during the past 5 days. Ensure that all questions on the flip chart paper titled “Parking Lot” have been 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 schools. Remind participants why their role as a teacher change agent is so important and what the ultimate goal of Journeys is. 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 change agents and for their participation in and completion of this training.

### Works Cited


Annex

Principles of Adult Learning

Adults Learn Best by:

- **CONTINUOUSLY REFLECTING AND EVALUATING**
  (daily reflections and evaluations are built into Journeys)

- **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)

- **LEARNING TOGETHER**
  (constant inquiry, and discussion is built into Journeys)

- **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).

- **DOING**
  (less lecture, more dialogue)
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 participants may have experienced or witnessed some forms 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.

**Facilitator’s Guide: Journeys Handbook for Teachers and School Staff**
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

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