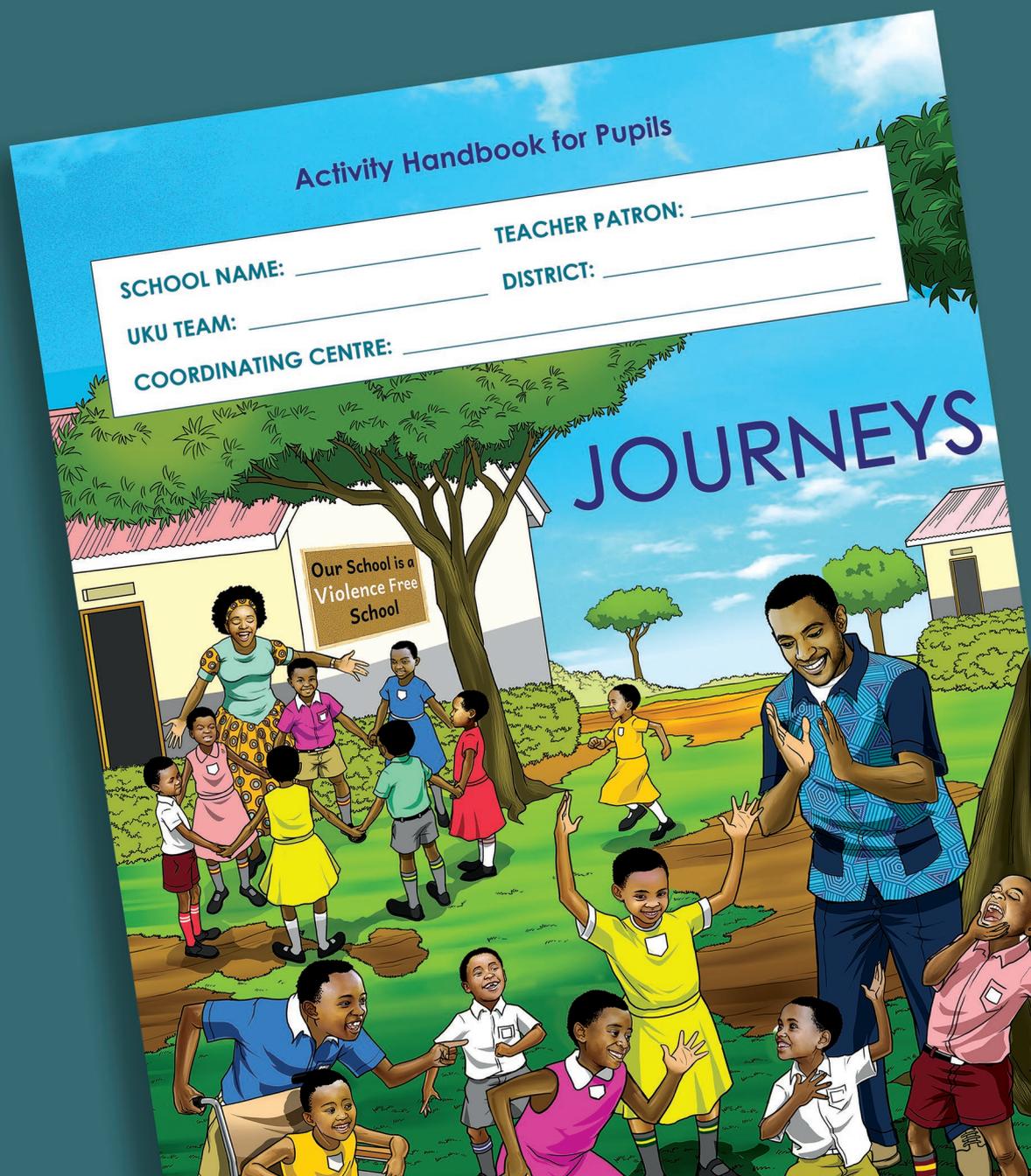


FACILITATOR'S GUIDE

For Journeys Activity Handbook for Pupils



USAID/Uganda Literacy Achievement and Retention Activity

**Journeys Activity Handbook for Pupils:
Facilitator's Guide**

March 2021

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USAID/Uganda Literacy Achievement and Retention Activity

Introduction – A Note to the Facilitator

This Facilitator's Guide is a guide for you, the Facilitator, to take your participants (i.e. Teacher Patrons) through the *Journeys Activity Handbook for Pupils*. The Journeys programme was developed to ensure that children and youth are protected, safe and healthy in their homes, communities, and learning environments. The programme empowers youth to practise positive behaviours and make informed decisions about their lives and relationships, which lead to improved learning outcomes. The programme is also an avenue to provide youth with a strong foundation and preparation for their future adulthood so that they are positive contributors to their immediate and wider community.

Journeys is the approach to inspire change within school communities toward creating positive and supportive learning environments that are free from violence in any form. The *Journeys* approach uses specific activities to spark collaboration amongst school stakeholders for the ultimate goal of improving children's lives at school. *Journeys* is composed of four handbooks:

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

The goal of this Guide is to train Teacher Patrons, that return to their schools, and with their pupils (through Journeys teams, referred to as "UKU teams" in the Handbook) to hold regular meetings to conduct the activities in the Journeys Activity Handbook for pupils and use their Journeys activity plan to hold a discussion and plan a collective action.

This Facilitator's Guide focuses only on the *Journeys Activity Handbook for Pupils*. As the Facilitator of this 5-day training, you will use this guide to train Teacher Patrons on how to use the *Journeys Activity Handbook for Pupils* to lead Journeys activities within their respective pupil groups. At the end of the training, Teacher Patrons should feel ready to return to their schools and lead the Journeys activities with their pupils. 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 – they should be conducted sequentially as they appear in the handbook. This is very important.

There are seven 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 Sessions
7. Discovery Sessions

The first three sessions listed above are the main session types you will see throughout this guide. During Demonstration Sessions, you will model the activity provided in the same way it is arranged in the Journeys Activity Handbook. The purpose of this type of session is to expose participants to the different types of activities

Journeys activities help pupils work together, through a series of discussions and collective actions, thereby creating a school that is positive and supportive. *Journeys* helps begin an age-appropriate conversation with peers. Topics include how to develop healthy relationships and behaviours built on social and emotional competencies so that pupils are equipped to protect themselves and others from violence.

Journeys activities help pupils to develop socially and build the agency to act with confidence and seek help when needed. Pupils are empowered to act with kindness and empathy.

and how they flow. During Practise Sessions, you will ask participants to review and implement the activities listed in this guide within their practise groups (without any demonstration beforehand). Finally, Plan and Review Sessions provide participants with the opportunity to review and plan a Journeys activity as if they were planning one for their team at school. The purpose of this session is *only* to practise the reviewing and planning portion of the activity– not to conduct the activity itself (Teacher Patrons will conduct the activity when they return to their school).

This guide requires the Facilitator to demonstrate several activities each day, some of which require materials and advance preparation. **Please review each day's activities the night before** (or sometime in advance) to be sure you have prepared the materials needed (i.e. specific flip charts) to ensure the sessions transition smoothly and time is not lost. At the beginning of each session is a callout box, 'Facilitator's Note'. Please read these carefully in advance (i.e. at least the night before the session) as the notes will (1) help prepare you to lead each session for participants, (2) inform you of the materials needed and (3) list which flip charts you should prepare in advance. You will also notice at the beginning of each session is a 'Competence' note that explains why participants are being asked to work through this activity.

The Journeys process for inspiring change begins with the Facilitator's training of Teacher Patrons. The Facilitator and Co-Facilitator(s) create a conducive learning environment where participants are encouraged to participate, attentively listen to others, brainstorm, and constantly reflect. **Before beginning with Day 1, please review the following materials in the annex of this guide:**

- Principles of Adult Learning
- Providing Support for Emotionally Stressed Participants
- The Fishbowl Practise Method
- Opportunity for Teacher Patrons/Participants to Plan Their Activities After Returning to Places of Work
- Facilitating the Daily Programme
- Time Management

Programme

Day 1 Preparation

Materials needed: Journals, pens/pencils for participants, markers and small pieces of paper (like sticky notes)

Prepare the following flip charts (used in Day 1 sessions and beyond):

- *Parking Lot (Session 1.1)*
- *Approach to Workshop Learning (Session 1.1)*
- *Ground Rules (Session 1.1)*
- *Matrix of Thematic Life Skills and Values (Session 1.7)*
- *What Do You Understand as a Positive and Supportive School Climate (Session 1.2)*
- *Children's Hopes and Dreams (Session 1.4)*
- *Challenges Children Face" (Session 1.4)*
- *Qualities of a Trusted Adult (Session 1.5)*
- *Outcomes for Young People when Problems Go Unnoticed (Session 1.5)*
- *Social and Emotional Learning (SEL) Competencies (Session 16)*

- *Talking Points of SEL Competencies (Session 1.6)*
- *Actions that Comfort (Session 1.8)*
- *U-Model (Session 1.10)*
- *Types of Activities in the Journeys Activity Handbook for Pupils (Session 1.11)*
- *Journeys Principles of Facilitation (Session 1.12)*

Day	Session Number	Session Type	Activity	Duration (Minutes)	Schedule
1	1.1	Information	Introduction to the Workshop	30	8:30–9:00 am
1	1.2	Icebreaker	Safe and Caring Space for Sharing	20	9:00–9:20 am
1	1.3	Reflection	Hopes, Dreams and Challenges of Children”	20	9:20–9:40 am
1	1.4	Game	Dialogue Walk	30	9:40–10:10 am
1	1.5	Information	Introduction to the <i>Journeys Activity Handbook for Pupils</i>	20	10:10–10:30 am
Tea Break (30 minutes: 10:30 am – 11:00 am)					
1	1.6	Discovery	Social and Emotional Learning Competences	60	11:00am –12:00 pm
1	1.7	Reflection and Discovery	Relating Social and Emotional Learning Life Skills	30	12:00–12:30 pm
1	1.8	Group Discovery	Providing Emotional Support	30	12:30–1:00 pm
1	1.9	Participatory Learning	What Teacher Patrons Do When Pupils Disclose Cases of Violence	30	1:00–1:30 pm
POST-MORNING CHECK-IN (10 minutes: 1:30 pm – 1:40 pm)					
LUNCH BREAK (40 minutes: 1:40 pm – 2:20 pm)					
1	1.10	Information	U-Model: Five Steps for Inspiring Change	45	2:20–3:05 pm
1	1.11	Information	Types of Activities	20	3:05–3:25 pm
1	1.12	Information	Journeys Approach to Facilitation	50	3:25–4:15 pm
AFTERNOON CHECK-IN (15 minutes: 4:15pm – 4:30 pm)					
DEPARTURE					

DAY 2 Preparation

Materials needed: Journals, pens/pencils for participants, masking tape, markers small pieces of paper (like sticky notes) and extra blank flip chart paper for the U-Model

Prepare the following flip charts (used in Day 2 sessions and beyond):

- *Parking Lot*
- *Knowing My School: Pupil-Pupil Relations (Session 2.6)*

Day	Session Number	Session Type	Activity	Duration (Minutes)	Schedule
MORNING CHECK-IN (15 minutes: 8:30 am – 8:45 am)					
2	2.1	Demonstration	Making a New Friend	45	8:45–9:30 am
2	2.2	Practise	Why I Want to Be a Cow	60	9:30–10:30 am
2	2.3	Demonstration	Talents, Interests, and Personal Qualities	60	10:30–11:30 am
TEA BREAK (30 minutes: 11:30 am – 12:00 pm)					
2	2.4	Demonstration	The Blindfold Walk	60	12:00–1:00 pm
2	2.5	Practise	My Life at School	60	1:00–2:00 pm
LUNCH BREAK (30 minutes: 2:00 pm – 2:30 pm)					
2	2.6	Review and Plan	Knowing My School: Pupil-Pupil Relations	30	2:30–3:00 pm
2	2.7	Practise	Working on the U-Model	60	3:00–4:00 pm
AFTERNOON CHECK-IN (20 minutes: 4:00 pm – 4:20 pm)					
DEPARTURE					

Day 3 Preparation

Materials needed: Journals, pens/pencils for participants, markers and small pieces of paper (like sticky notes)

Prepare the following flip charts (used in Day 3 sessions and beyond):

- *Parking Lot* (re-use from Day 1)

Day	Session Number	Session Type	Activity	Duration (Minutes)	Schedule
MORNING CHECK-IN (15 minutes: 8:30 am – 8:45 am)					
3	3.1	Demonstration	Knowing My School: Teacher-Pupil Relations	50	8:45–9:35 am
3	3.2	Review and Plan	Knowing My School: The Classroom	30	9:35–10:05 am
3	3.3	Practise	Knowing My School: The School Grounds and Travelling to School	55	10:05–11:00 am
TEA BREAK (30 minutes: 11:00 am – 11:30 am)					
3	3.4	Demonstration	Unwanted Attention	45	11:30am–12:15 pm
3	3.5	Practise	Watch Out	60	12:15–1:15 pm
3	3.6	Demonstration	Mapping Danger Zones	60	1:15–2:15 pm
LUNCH BREAK (45 minutes: 2:15 pm – 3:00 pm)					
3	3.7	Practise	Spider Gram	75	3:00–4:15 pm

3	3.8	Demonstration	Let's Decide	45	4:15– 5:00 pm
3	3.9	Practise	Working on the U-Model	30	5:00–5:30 pm
DEPARTURE					

Day 4 Preparation

Materials needed: Journals, pens/pencils for participants, markers and small pieces of paper (like sticky notes)

Prepare the following flip charts (used in Day 4 sessions and beyond):

- *Parking Lot*
- *Gender Box (Session 4.1)*

Day	Session Number	Session Type	Activity	Duration (Minutes)	Schedule
MORNING CHECK-IN (15 minutes: 8:30 am – 8:45 am)					
4	4.1	Demonstration	Gender Box	60	8:45–9:45 am
4	4.2	Parallel Practise	Solving Problems, Solving Problems Role Play and Vote with Your Feet	60	9:45–10:45 am
4	4.3	Review and Plan	Equal Job Opportunities	30	10:45–11:15 am
TEA BREAK (30 minutes: 11:15 am – 11:45 am)					
4	4.4	Demonstration	Status Game	60	11:45am–12:45 pm
4	4.5	Parallel Practise	Bullying, Corporal Punishment and Sexual Harassment	60	12:45–1:45 pm
4	4.6	Demonstration	Telephone Game 1	40	1:45–2:25 pm
LUNCH BREAK (35 minutes: 2:25 pm – 3:00 pm)					
4	4.7	Demonstration	Positive Bystander Response to Violence	60	3:00–4:00 pm
4	4.8	Practise	Working on the U-Model	40	4:00–4:40 pm
AFTERNOON CHECK-IN (20 minutes: 4:40 pm – 5:00 pm)					
DEPARTURE					

DAY 5 Preparation

Materials needed: Journals, pens/pencils for participants, markers and small pieces of paper (like sticky notes)

Prepare the following flip charts (used in Day 5 sessions and beyond):

- *Parking Lot*
- *Post-Violence Care, Treatment and Support (Session 5.2)*

Day	Session Number	Session Type	Activity	Duration (Minutes)	Schedule
MORNING CHECK-IN (15 minutes: 8:30 am – 8:45 am)					
5	5.1	Demonstration	Bystander Response Skits	60	8:45–9:45 am
5	5.2	Parallel Practise	Feelings Charades, Violence Stories 1, and Violence Stories 2	60	9:45–10:45 am
5	5.3	Review and Plan	Seeking Assistance, What Is Important to Me Telephone Game 2/Rumours and My Hero	30	10:45–11:15 am
TEA BREAK (30 minutes: 11:15 am – 11:45 am)					
5	5.4	Demonstration	Why Is Being Honest Important	60	11:45am–12:45 pm
5	5.5	Parallel Practise	All Tangled, Listen, Don't Listen	60	12:45–1:45 pm
5	5.6	Presentation	Presenting the U- Model Projects	60	1:45 pm – 2:45 pm
5	5.7	Planning	Teacher Patron Planning	30	2:45 pm – 3:15 pm
LUNCH BREAK (45 minutes: 3:15 pm – 4:00 pm)					
FINAL CHECK-IN (30 minutes: 4:00 pm – 4:30 pm)					
CLOSURE AND DEPARTURE					

DAY 1

Session 1.1: Introduction to the Journeys Workshop

Information Session

Day One, Duration: 8:30 am – 9:00 am

(30 minutes)

Facilitator's Note

This guide will incorporate a training tactic called a 'Parking Lot', which is a piece of paper (flip chart paper is best) where you will write participants' questions throughout the week. The Parking Lot houses items to be discussed that might not fit with the current conversation. All Parking Lot items should be addressed by the last day of training; however, it is good practise to review these items at the end of every training day to ensure participants' questions are answered in a timely fashion. Please prepare a piece of flip chart paper in advance titled, 'Parking Lot'.

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

Welcome and Check-In

- Take approximately 5 minutes to welcome and introduce the Facilitators.
- Acknowledge Teacher Patrons by school/coordinating centre (CC).
- Ask everyone to write their name on a piece of tape with a marker and put it on their chest.

Facilitator Tip

Violence and sexuality are sensitive topics that will be discussed and covered during this training. Encourage participants to be open and to not judge what others say. Acknowledge as a group that this content will sometimes feel awkward to discuss, but that it is important to take it seriously and to participate in these discussions. Let participants know that the training is not trying to impose morality on them, but rather attempts to work within our culture to protect our children.

Introduction to the Journeys Workshop and the Facilitator Guide

Inform participants that for 5 days, they will learn how to implement the Journeys activities in their schools. On the first day, they will learn about the purpose of the Journeys teams and how the teams help pupils, and teachers make their schools safe places to learn. During the remaining days of the workshop, participants will learn and practise how to facilitate the Journeys activities in the Journeys Activity Handbook for Pupils (hold up the handbook for all to see).

- Emphasise that Journeys is a Ministry of Education and Sports programme and is the Ministry's response to the Government of Uganda's Strategy and Action Plan on Violence Against Children in Schools prevention.
- Map the activities for each day of training. Please refer to the programme table at the beginning of this guide to help you.

Review Logistics and Ground Rules

- Remind everyone that they must sign the register each day.
- Stress that they must be ready to begin at 8:00 am sharp every day.
- Assign one of your co-Facilitators to keep participants energised and pay attention to participants' welfare.
- Introduce the parking lot and emphasise how important it is.

Facilitator Tip

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

Ask volunteers to write comments on flip charts during group check-ins and discussions.

Ground Rules

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

Present Flip Chart 1.1. Read its contents, noting that each day will include the approaches listed in the flip chart.

Flip Chart 1.1: Approach to Workshop Learning

- Demonstration of an activity in the Handbook by the Facilitator.
- Practise an activity with colleagues.
- Review and plan activities for replication at school.
- Group discussions to address challenges and build confidence.

Session 1.2: Safe and Caring Space for Sharing

Icebreaker Session

Day One, Duration: 9:00 am – 9:20 am

(20 minutes)

Facilitator's Note

This activity serves two purposes. First, it gives participants a chance to get to know each other. Second, it allows participants to begin reflecting on how Journeys can create a safe and caring environment for pupils to learn and talk about the challenges they face at school every day.

Icebreaker Procedure

- Hand out small papers and markers for each participant to write one quality of a safe and positive school and community for pupils.
- Give participants about 10 minutes to walk around and introduce themselves to each other and share their quality of a safe and positive school and community.
- Tell participants to spend only 30 seconds to 1 minute with each person with a goal of trying 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 positive school and community. A Co-Facilitator should write these on a flip chart titled: 'What do you understand as a positive and supportive school climate?'
- Ask participants to take two minutes to reflect on their life experiences with violence in Uganda, their families, and communities. Ask them to reflect on the following questions:
 - ◆ Think about what happened to you during your schooling. Did anyone perpetuate violence against you?
 - ◆ How has your life been directly impacted by violence?
 - ◆ How comfortable are you talking about violence with children?
 - ◆ What is the importance of talking to children about their rights and responsibilities?
- After two minutes, ask volunteers to discuss their reflections. Emphasise that if someone is not comfortable sharing personal matters, it is not compulsory to share and that all information shared will be held confidentially and **MUST** not be shared outside the training room.

Session 1.3: Hopes, Dreams, and Challenges of Children

Reflection Session

Day One, Duration: 9:20 am – 9:40 am

(20 minutes)

Facilitator's Note

In this activity, guided reflection is used to help the participants develop an understanding of the challenges that children face in school today and the importance of having a trusted adult from whom children can seek assistance. Throughout the guided reflection activity, participants have an opportunity to recall the attributes of a trusted adult. They will learn the qualities of a trusted adult through their own experiences and will be in a better position to model this during the Journeys team meetings. This will, in turn, teach the pupils how to identify adults they can trust and encourage them to seek assistance and advice when they need to.

Competence

Participants will be able to facilitate a reflection activity, identify and describe challenges children face that can impact their future hopes and dreams.

Lesson Procedure

- Ask for participants to raise their hands if they have heard the word 'empathy' before.
- Ask for a few volunteers to raise their hand and define what empathy is. A Co-Facilitator should write their ideas on a piece of flip chart paper.
- Review the list of definitions of empathy provided by the participants.
- Remind participants that 'empathy' is the ability to understand and/or share the feelings of someone else. Then, ask participants to raise their hand if they have felt empathy for someone else
- Ask participants if to share examples of when they have seen someone express empathy.

- Ask participants why empathy is an essential quality of an adult. A Co-Facilitator should write these ideas down on the same piece of flip chart paper.
- Prepare for the first reflection activity of this training by asking participants to do the following:
 - ◆ Position their chairs so that they have enough space in front of them to stand up from their chairs and take two steps forward and one step back.
 - ◆ Sit quietly in their chairs, close their eyes, and focus on their breathing for just a few seconds.
- Tell participants that they should keep their eyes closed and think about when they were of primary school age, about 7 to 12 years old.
- Inform participants that you will read a few questions to them, and that they should think about the answers while keeping their eyes closed.
- Read the guided reflection below. Be sure to read slowly, clearly and in a calm, even voice. Pause after each statement.

Guided Reflection: Hopes, Dreams, and Challenges of Children

- a. When you were about 7 to 12 years old, what did you do for fun?
- b. What sorts of events, activities or other things did you look forward to?
- c. What was very important to you at this age?
- d. Do you remember the dreams you had for your future? What were they?
- e. Think about where you lived at the time. Think about the people living in your household and the qualities of these people or other people in the community.
- f. Were there people you felt happy being around? What made these people pleasant to be around?
- g. Were there people you went to for advice? What qualities made it possible for you to talk to them?
- h. Were there people you rarely talked to or were afraid of? Why do you think you did not talk to these people or were afraid of them?
- i. What were some of the challenges or problems you faced when you were young?
- j. Think about the people you talked to about these problems. Who did you turn to? What kind of qualities/characteristics did they have?

Plenary Discussion

- When finished, give participants about 15 to 30 seconds to sit quietly. Then ask them to take a few breaths and open their eyes.
- Ask the participants to join one or two people sitting next to them and share with each other the hopes, dreams, and challenges they had as children.
- After a brief time (about 3 minutes), ask volunteers to share some of the hopes, dreams, and challenges that they remembered.
- Ask volunteers to share, make two lists on flip chart paper. One list should have the hopes and dreams and the other list should have the challenges.
- Leave the flip chart papers in front of the group because they will be kept for the following activity.
- Ask participants to think about if their pupils face any similar challenges and how the challenges some children face can impact their hopes and dreams. Ask for volunteers to share their thoughts.
- Now, ask participants if they think their pupils share any similar hopes and dreams to what is listed on the flip chart paper. Ask participants what they can do as teachers to work with their pupils to navigate these challenges and help them pursue their dreams.

Session 1.4: Dialogue Walk

Discovery

Day One, Duration: 9:40 am – 10:10 am

(30 minutes)

Facilitator's Note

Participants need to develop a deep understanding of their critical role in ensuring that the Journeys teams are a safe and loving space for children. Participants must also understand that as part of the safe space they develop for the pupils in their Journeys teams, they must learn how to become a trusted adult for children. This activity is a natural follow-up to the earlier guided reflection on hopes, dreams, and challenges. It also covers the important role teachers and adults have in modeling the qualities and characteristics of a trusted adult, acting as the keeper of a safe space for pupils to share their experiences and serving as a helper to children to solve problems with trusted peers and adults.

Competence

Participants will be able to describe qualities of a trusted adult from whom children can seek advice and assistance in case of any problem.

Lesson Procedure

- Bring participants' attention to the flip charts from the previous exercise that lists hopes, dreams, and challenges. Explain that in this exercise, participants will have an opportunity to reflect with a partner about how they were able to accomplish their dreams and address challenges they faced as a child by talking to a trusted adult.
- Ask participants to identify a partner and instruct the pairs to find a private place to talk or take a walk while discussing the topics. Mention that this is called a 'dialogue walk'. Each person in the pair should take 7 to 10 minutes to:
 - ◆ share a story about a time when they turned to a trusted adult for advice or assistance, and
 - ◆ discuss the qualities of this person and how he or she helped them.
- After 10 minutes, use a bell or drum to let the pairs know that it is time to let the second person tell his or her story. After 15 to 20 minutes, call the group together for a final discussion.

Plenary Discussion

- Ask for volunteers to share qualities of the trusted and caring adults who they mentioned in the stories they shared.
- After volunteers have shared, show the flip chart that lists the important qualities of a trusted adult. Congratulate the participants for understanding these qualities (referring to the comments they made earlier).
- Ask participants to raise their hands if they think they embody any of the qualities of a trusted and caring adult listed on the flip chart paper.
- Ask participants what they think the outcomes could be when the problems of young people go unnoticed. Write their responses on a flip chart.
- After their comments, highlight some of the following outcomes when adults fail to respond to children who need assistance. Add any of the bullets below to the flip chart if they are missed.
 - ◆ Depression
 - ◆ Aggression
 - ◆ Dropping out of school
 - ◆ Losing hope about their dreams for the future
 - ◆ Partaking in unnecessary high-risk activities like sexual activity, using drugs and alcohol, fighting, going to bars, participating in karaoke competitions, going to film show joints, and betting houses

- ◆ Inciting discontent in school, such as leading strikes

Ask participants to give examples of how they have helped young children as a trusted adult in the past. Ask them how it felt to be able to comfort a child and assist them. Take 30 seconds, ask participants to close their eyes and think about which qualities of a trusting and caring adult they could develop to help their pupils.

Close the session by telling participants that as adults we need to be trusted by children. Thank participants for their engagement in the session.

Session 1.5: Introduction to the Journeys Activity Handbook for Pupils

Information Session

Day One, Duration: 10:10 am – 10:30 am

(20 minutes)

Facilitator's Note

It is important to remember that this activity is a brief orientation only. Participants will have plenty of time to learn and practise all the activities in their handbook. Participants should have their handbooks out and follow along closely 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 for Pupils* and locate relevant content in the Handbook. As a result of this session, Teacher Patrons will be able to:

- Interconnect activities for school staff, school community and pupils,
- Understand the philosophy of Journeys teams, and
- Practise specific elements of the *Journeys Activity Handbook for Pupils*.

Lesson Procedure

Review the *Journeys Activity Handbook for Pupils*

- Hold up the *Journeys Activity Handbook for Pupils* and explain that it contains activities that the Teacher Patrons will facilitate during Journeys teams (known as UKU teams in the Handbook) dialogue meetings.
- Ask the participants to follow you in their handbooks while you walk them through each section. One Co-Facilitator should walk around to make sure participants are on the same page in the Handbook and following along.
 - ◆ Cover page: ask participants what they see on the cover page and their interpretation of the cover picture.
 - ◆ Table of Contents
 - ◆ Forward
 - ◆ Acknowledgment
 - ◆ List of Acronyms
 - ◆ Guidelines on Using the *Journeys Activity Handbook for Pupils*
 - Introduction
 - Uganda Kids Unite Teams
 - Support Social and Emotional Development
 - The Role of Teacher Patron
 - Creating a Caring and Supportive Atmosphere for the UKU Team Meetings
 - Planning and Implementing the Journeys Activity Handbook for Pupils

- Igniting Pupil Group Projects that Contribute to Building a Positive School
- Providing Emotional Support to Pupils
- Initiating Appropriate Response, Reporting and Tracking of Incidents of SRGBV Disclosed
- Following Journeys Facilitation Guiding Principles
- Getting Started
- ◆ Registration Form
- ◆ Planning and Evaluation Forms and Attendance Registers
- ◆ Activities
- ◆ Annexes 1–13
- Emphasise to participants that it is very important that they review the information in these annexes before conducting Journeys team activities.
- Refer to Activity 1 on page 33. Introduce the standard elements of this activity and tell participants that these standard elements (listed in the box to the right) are found in every activity.
- Emphasise that they should always read the 'Preparation' section in each activity before conducting an activity at their school.

Standard Elements of Each Activity

- Main Message
- Social and Emotional Learning (SEL) Competences
- Activity Objective
- Preparation
- Explain
- Begin
- Discuss
- Summarise

Plenary Discussion

Ask participants if they have a general idea about the structure of the Handbook you have reviewed together. Invite comments or questions like the two below.

- 'What did you observe about the Handbook and activities in it?'
- 'How do you think you can use the Handbook?'

Tell participants that Journeys was designed with the intention that every activity builds on the previous activity. For this reason, **activities should not be picked and done at random. They should be conducted sequentially as they appear in the handbook.** It is critical to emphasise this to Teach Patrons.

Facilitator Tip

As you review the standard elements for each activity with participants, bring their attention to the tips for certain activities that the Handbook includes. These tips are important as they may assist in mitigating any challenges to conducting Journeys in resource-constrained environments.

- Facilitator Tips (example found in the Handbook Activity 4, page 40)
- Do More (example found in the Handbook Activity 6, page 46)
- Another Way (example found in Handbook Activity 12, page 61)
- Note to Facilitator (example found in *Journeys* Activity 1, page 34)

TEA BREAK 10:30 am – 11:00 am (30 minutes)

Session 1.6: Social and Emotional Learning Competencies

Discovery Session

Day One, Duration: 11:00 am – 12:00 pm

(60 minutes)

Facilitator's Note

This activity requires additional preparation. Please carefully **review the preparation section** (see below) **the day before** you conduct this activity.

In this activity, participants will have a chance to discuss the SEL skills, which the *Journeys Activity Handbook for Pupils* is designed to strengthen. The Facilitators are reminded that these skills are referred to as 'social and emotional learning (or SEL) competencies', which include the following:

1. Self-awareness
2. Social awareness
3. Self-management
4. Relationship skills
5. Responsible decision-making

In preparation for this activity, you should be completely familiar with Annex 8, page 157, in the handbook. You are also encouraged to read more about SEL by going to The Collaborative for Academic, Social, and Emotional Learning website referenced in the annex and at <http://www.casel.org/H>

Competence

Participants will be able describe the five SEL skills that the Journeys program is designed to strengthen in pupils and why social and emotional development is important for learning.

Preparation

- Set up five discussion stations.
- Organise four to five chairs or benches at each station.
- Label each station with a sign to show the SEL skill that is being developed (see text box). There will be a station for each SEL skill.
- Each station will need a flip chart that includes the station's corresponding number, SEL skill and skill definition. See the boxes below. Copy the text from each box onto a flip chart exactly as it appears.

SEL Skills

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Station 1: Self Awareness

The ability to accurately recognise one's own emotions, thoughts and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism and a 'growth mindset'.

- Identifying emotions
- Accurate self - perception
- Recognising strengths
- Self - confidence
- Self - efficacy

Station 2: Self-Management

The ability to successfully regulate one's emotions, thoughts and behaviours in different situations—effectively managing stress, controlling impulses and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self - discipline
- Self - motivation
- Goal setting
- Organisational skills

Station 3: Social Awareness

The ability to take the perspective of and empathise with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behaviour and to recognise family, school and community resources and supports.

- Perspective taking
- Empathy
- Appreciating diversity
- Respect for others

Station 4: Relationship Skills

The ability to establish and maintain healthy and rewarding relationship with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, seek and offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

Station 5: Responsible Decision-making

The ability to make constructive choices about personal behaviour and social interactions based on ethical standards, safety concerns and social norms. The realistic evaluation of consequences from various actions and a consideration of the well-being of oneself and others.

- Identifying problems
- Analysing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

➤ Each station should also contain four additional flip charts each labelled with one of the four tasks listed below. Copy the text from each box onto a flip chart exactly as it appears.

Task 1: Describe this SEL skill in your own words.

Task 2: Give an example of a pupil's behaviour if they are strong in this skill.

Task 3: Describe how this skill could be useful for a pupil's learning, their future and resilience to school-related gender-based violence (SRGBV) challenges.

Task 4: Describe how this skill can contribute toward making an individual a better community member.

Lesson Procedure

- Explain that in this activity, participants will move to different stations to learn about and discuss the five SEL skills. Point out the five stations.
- Tell participants that they are required to go to all five stations to learn about each SEL skill.
- Ask participants to take a seat at one of the discussion stations. At each station,
 - ◆ One person in the group should read the flip chart.
 - ◆ The entire group should discuss the four tasks about the SEL skill at that station.
- After 10 minutes, signal participants to finish their conversations and move to another station.
- The participants then move to a new station and join a new group of people who were not at their previous station. Participants are not required to move from station to station in order by number. For example, they could move from Station 1 to Station 5 or Station 4 to Station 2. This allows them to work with new groups of participants at each station.
- Repeat this process until all participants have visited each station and discussed all five SEL skills.
- When all five stations have been covered, ask participants to come together, helping to move the chairs and benches, as needed.

Plenary Discussion

- Ask participants to read the flip charts you prepared (with the definitions) to enrich their understanding of each competence.
- Ask for volunteers to raise their hands and provide an example of a behaviour that represents each competence.
- Ask participants to think about how they can facilitate social and emotional development among their pupils?
- Once you, the facilitator, have received a few responses, ask this follow-up question: 'how can social emotional development help pupils to make good decisions, solve problems and know how to seek help?'
- Then ask, 'do you think some of the social and emotional skills we can help pupils develop will help address issues of violence at school? If yes, how so?'
- How does improved self-awareness make us better teachers? How can we as teachers help pupils become more self-aware?
- Thank participants for their contributions and emphasise to them that the purpose of conducting Journeys activities is to support children to develop the SEL skills discussed.

Session 1.7: Relating SEL to Life Skills

Reflection and Discovery Session

Day One, Duration: 12:00 pm – 12:30 pm

(30 minutes)

Facilitator's Note

In this activity, you will support participants to discover the link between Journeys SEL competencies for each Journeys activity and life skills in the school curriculum. You should read Annex 8 on page 157 and Annex 10 on page 159 in the *Journeys Activity Handbook for Pupils*. Study the matrix of thematic life skills and values and how these relate to each Journeys activity and class.

Prepare a flip chart as an example of the relationship between SEL and life skills. Remember that social emotional competences were discussed in depth in session 1.6.

You will support participants to identify the relationship between SEL and life skills for each class using at least five activities from the *Journeys Activity Handbook for Pupils* on page 159.

Competence

Teacher Patrons will understand the link between SEL competencies and the MoES's thematic curriculum on life skills. Teacher Patrons will be able to use this knowledge to support pupils as they navigate primary school. Teacher Patrons will be able to assist pupils in developing their own SEL competencies and life skills.

Flip Chart: Matrix of Thematic Life Skills and Values

Journeys Activity	Primary SEL Competence	Thematic Curriculum Life Skills & Values		
		Primary 1	Primary 2	Primary 3
Making a new friend	Self-awareness	Effective communication, decision-making, friendliness, etc	Effective communication, friendship formation, interpersonal skills, etc.	Decision-making and friendship formation

Lesson Procedure

- Explain that this session is intended to show Teacher Patrons that Journeys SEL competencies are the same as the thematic curriculum life skills. Tell participants that after identifying the link between the two, they will be able to incorporate SEL and Journeys activities in their daily lessons to support the social and emotional development of pupils.
- Organise participants into groups of 5 and ask them to:
 - ◆ Write down one term from the thematic curriculum
 - ◆ Look at activities 1–5 in their *Journeys Activity Handbook for Pupils*
- Ask participants to draw a table with four columns, as shown in the example below. Each column should be labelled exactly as shown in the example, i.e. with the activity number, thematic area, SEL competence, and life skill competence.

Activity number	Thematic Area	SEL Competence	Life skill Competence
1	_____	_____	_____

- ◆ After the groups have finished, present the flip chart above: Matrix of Thematic Life Skills and Values and ask participants to turn to page 161 in their handbook. Give participants 10 minutes to study and discuss the matrix in their groups.

Plenary Discussion

Check in with participants to ensure they understand. Ask for comments and questions. Use the following questions to guide the discussion:

- What is the relationship between SEL competences and thematic curriculum life skills?
- How can you integrate SEL competences in your classroom practise?
- What do you think will happen to pupils when they develop strong SEL/life skills as they grow?

Close the session by telling participants that they should integrate SEL and life skills in their classes because they both support pupils to ‘develop skills that support their cognitive development and relationship-building skills.

Session 1.8: Providing Emotional Support

Discovery

Day One, Duration: 12:30 pm – 1:00 pm

(30 minutes)

Facilitator’s Note

This activity is designed to help participants identify the material in Section 2.2.4 (The Role of a Caring Teacher Providing Emotional Support to Pupils) of the *Journeys Activity Handbook for Pupils*. This is a critical aspect of Journeys and an important role of the teacher patron in identifying and supporting pupils who are in distress.

Competence

Teacher Patrons will understand how to identify and support pupils in distress.

Lesson Procedure

- Provide three sticky notes/pieces of paper to each participant and ask them to write one characteristic of a child who is experiencing distress.
- Ask the participants to pair up and compare their ideas.
- Ask Teacher Patrons to read the introduction of Section 2.2.4 Providing Emotional Support to Pupils found towards the beginning of the *Journeys Activity Handbook for Pupils* in the section titled ‘Guidelines on using this Handbook.’
- Organise participants in groups of six. Working in these groups, ask participants to make a list of actions that comfort.
- After 10 minutes invite participants to come back as a group for discussion.

Plenary Discussion

- Ask the groups to list the actions that comfort they came up with. You should write them on a flip chart.
- Once each group has shared, ask them to compare their list to the Signs of Distress on page 7 in the Handbook.

- Ask the following questions:
 - ◆ What are some signs that pupils may be in distress?
 - ◆ How would you comfort or respond to a pupil in distress?
 - ◆ What are some actions that comfort a pupil? What are some actions that do NOT comfort a pupil?
 - ◆ Why is it important not to blame, humiliate or ignore a child in distress?
 - ◆ Why is it important to believe a child who reports violence?
 - ◆ What would you do if you discover a child is in distress while conducting a Journeys activity?
- End the session by telling participants that it is their role as caring adults to provide comfort to children under distress. Refer teachers to the MoES Referral, Tracking, Response and Reporting guidelines given to all schools by the MoES.

Session 1.9: What Teacher Patrons Do When Pupils Disclose Cases of Violence

Discovery Session

Day One, Duration: 1:00 pm – 1:30 pm

(30 minutes)

Facilitator's Note

This activity is designed to help participants find the material in Section 2.2, page 6 in the *Journeys Activity Handbook for Pupils*. This is a critical aspect of Journeys and an important role of the Teacher Patrons in identifying and supporting pupils who are in distress.

Competence

Teacher Patrons can identify and describe actions they can do to support pupils when they disclose cases of violence.

Lesson Procedure

- Divide participants into three groups. Assign each group two of the seven bullets on page 8 in the *Journeys Activity Handbook for Pupils*.
- Ask the groups to briefly discuss their bullets. They need to then provide an example of the follow-up action described in the bullet and the consequences of not taking the action.

Plenary Discussion

- Ask each group to present key highlights of their discussion.
- Ask participants to share actions that do not comfort pupils and should be avoided. Ask why these actions do not comfort pupils.
- Then, ask participants to share actions that DO comfort pupils and should be emphasised. Ask participants to think and respond to why these actions comfort pupils.
- Invite participants from other groups for comments and additional information.

Facilitator Tip:

During this activity and during the Plenary Discussion, it is important to tell teachers that if a pupil reports violence to them, while they should comfort the pupil, they also have a responsibility to first make sure the pupil is no longer in danger and then report the violence. Inform Teacher Patrons that they can find information on how to report violence in Section 2.2.5, p. 9 of the *Journeys Activity Handbook for Pupils*.

Post-Morning Check-In

Day 1, Duration: 1:30 PM – 1:40 PM

(10 minutes)

Facilitator's Note

Throughout the training programme, you are expected to provide time to make sure participants have understood and are comfortable with the material covered/the Journeys activities they have learned. Consider the following illustrative questions. Whenever the session calls for a check-in, these types of questions should be used to elicit comments, clarify questions and address the participants' concerns.

The questions below are provided for this check-in session only.

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

LUNCH: 1:40 PM – 2:20 PM (40 minutes)

Session 1.10: U-Model: Five-Step Process for Inspiring Change

Information Session

Day One, Duration: 2:20 pm – 3:05 pm
minutes)

(45

Facilitator's Note

This session explains why it is important for pupils to come together to build a positive and supportive school. Instructions are given in Section 2.2.3, Igniting Pupil Group Projects that Contribute to Building a Positive School in the Guidelines section of the *Journeys Activity Handbook for Pupils*. The Five-Step Process for Inspiring Change referred to as the 'U-Model,' (page 6 of the handbook), is explained further in Annex 1, pages 137–141, of the Handbook.

This session is designed to provide an overview of the Five-Step Process for Inspiring Change. After the activity, you will organise participants into groups. The grouping may be according to the schools/coordinating centers or locations the participants come from. These groups will work together to role play the application of the tool, completing all five steps of the process.

Competence

Participants will be able to describe and practise the Journeys Five-Step Process for Inspiring Change (the U-Model) and why it is important.

Preparation

Prepare a flip chart with the U-Model, as found on pages 6 and 137 in the *Journeys Activity Handbook for Pupils*.

Facilitator Tip:

- Prepare for tomorrow: Give each group a step to read and role play during Day 2 of training.
- Encourage participants to use real-life examples for each step.
- Remind them that when they come back for a refresher training, they should come with actual stories of their engagement with pupils about this five-step process.
- Ask them to work with other teachers to identify an initiative in their school to which they can apply the five-step process to be shared in the subsequent trainings.

Lesson Procedure

- Present the U-Model flip chart. Bring the group's attention to the illustration of Steps 1–5 on the flip chart. Beginning with Step 1, ask a volunteer to read one step (for a total of five volunteers) and say what it means to them in their own words. (**Note:** Step 3, 'Reflection', often needs to be clarified. Explain to participants that each member of the selected committee has to take time off to think deeply/reflect about the chosen issue and come up with possible solutions. When members meet again, each member presents his/her reflections and possible solutions. Members discuss and agree on the course of action to adopt for step 4. Reflection is an individual task for each member)
- Direct participants to form groups of five to six.
- Ask participants to turn to page 6 in their *Journeys Activity Handbook for Pupils* and review and discuss each step of the U-Model. Give participants about 20 minutes.
- Walk around the room and check with the groups to see whether they have any questions. Check with participants to make sure that they have all read and discussed the five steps.

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 the U-Model you have prepared on flip chart paper. This helps participants see the flow and connection between every step. (**Note:** Emphasise the importance of Step 3, 'Reflection'. Even if the reflection only last 5 minutes, it is a necessary step in completing the rest of the U-Model).
- Organise participants into groups of 10. Explain that they will work together for the rest of the week in these groups for the U-Model session. With their groups they will role play the application of the tool by completing all five steps of the U-Model. Ask the participants to briefly introduce themselves to their group.

Session 1.11: Types of Activities

Information Session

Day One, Duration: 3:05 pm – 3:25 pm

(20 minutes)

Facilitator's Note

The purpose of this session is to briefly discuss the different *types* of activities in the handbook. This should be a very brief introduction. Participants will have a chance to participate in, review, plan and practise the activities during the week.

Competence

Teacher Patrons will be able to describe the activity types in the *Journeys Activity Handbook for Pupils*.

Lesson Procedure

- Present the flip chart you prepared (see text box above) on types of activities in the *Journeys Activity Handbook for Pupils*. Briefly discuss each type of activity.
- Use the Facilitator Talking Points (see text box below) to describe each type of activity.

Flip Chart: Types of Activities in the Journeys activity Handbook for Pupils

- Reflection
- Idea Generation
- Art and Discussion
- Games
- Small Group Discussion
- Talking Circles
- Open Spaces
- Five-Step Process for Inspiring Change

Facilitator Talking Points

- **Reflection**
 - Reflection activities may include closing your eyes and envisioning something or recalling your past. These activities may also involve writing down your thoughts.
 - It can be very powerful when people come together to develop and implement school actions for building a safe and caring school community.
- **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.
- **Open Space**
 - The participants will move to different stations and form different groups to talk about a variety of stories and points of view.
- **Five-Step Process for Inspiring Change (U-Model)**

- Ask participants if there are questions on any of the types of activities. Tell them that by the end of the training they will have practised each of the activity types.

Session 1.12: Journeys Approach to Facilitation

Information Session

Day One, Duration: 3:25 pm – 4:15 pm

(50 minutes)

Facilitator's Note

In this activity, you will give Teacher Patrons a chance to work in groups with their colleagues to learn the Journeys Principles of Facilitation.

Competence

Teacher Patrons will be ready and able to model the Journeys Principles of Facilitation when they conduct Journeys activities with their pupils.

Lesson Procedure

- Present the flip chart you prepared in advance on the five Journeys Principles of Facilitation (see text box below). Divide the Teacher Patrons into small groups and explain that they will role play two opposing examples of facilitation: (1) using the Journeys Principles of Facilitation and (2) not using the Journeys Principles of Facilitation.

Flip Chart: Journeys Principles of Facilitation

1. Listening (Not Talking)

Listen to participants rather than talk.

2. Understanding (Not Judging)

Understand the views and behaviours of participants and withhold judgment.

3. Allowing Discovery (Not Telling)

Allow participants to make their own meaning from the activities and discussions rather than telling participants what they should know.

4. Encouraging Responsibility (Not Blaming)

Encourage shared responsibility and not blaming others.

5. Following the Script (Not “Do Your Own Thing”)

Follow the instruction guidelines for each activity rather than going off-track.

- Demonstrate the group activity for the first principle: *Listen to participants rather than talk.*
 - ◆ First, demonstrate the discouraged behaviour. Model talking to participants and not listening to them.
 - ◆ Second, demonstrate the Journeys Principle of Facilitation. Model listening to participants rather than talking to them.
- After the demonstration, ask participants for comments or questions to ensure that they all understand the activity.
- Give 10 minutes for them to discuss and give an example of the principle and the behaviour that is discouraged.

Plenary Discussion

- When groups have finished, invite one group to model the two counter examples of each facilitation principle, e.g. using vs. not using the Journeys Principles of Facilitation.
- When groups finish their presentations tell participants that when facilitating Journeys activities with pupils, it is important to adhere to the five principles they just discussed.
- Ask participants to tell you, in their own words, the importance of adhering to the five principles. (Refer to the flip chart you showed at the beginning of this session).

Afternoon Check-In: 4:15 pm – 4:30 pm (15 minutes)

Facilitator's Note

Throughout the training programme, you are expected to provide time, i.e. check-ins, to make sure the participants have understood and are comfortable with the material covered/the Journeys activities they have learned. Afternoon check-ins are done at the end of the day before departure. Please use this time to summarise what participants learned during the day and to answer any questions they have. Consider the following illustrative questions that should be used to elicit comments, clarify questions and address the participants' concerns.

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

DAY 2

Morning Check-In: 8:30 AM – 8:45 AM (15 minutes)

Facilitator's Note

Similar to afternoon check-ins, morning check-ins should be conducted daily. The Morning Check-In is best done when participants are standing in a circle. You can use a prop, such as a soft ball, to throw to a participant who you want to say something. After she/he contributes she/he throws the ball to another person of her/his choice until everyone has had a chance to share. Use the guiding questions provided below and give each participant a chance to say something.

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

The morning check-ins are a good opportunity to see what participants recall from the day before and to outline the new learning activities for the day. In addition to asking participants what they learned yesterday and if they have any questions, take time to provide participants with a brief overview of the sessions for today.

Session 2.1: Making a New Friend

Demonstration Session: Activity 1, page 33

Day Two, Duration: 8:45 am – 9:30 am

(45 minutes)

Facilitator's Note

This activity is a game that gives pupils the opportunity to work in a team and to get to know one other and practise making new friends. Teacher Patrons should be prepared to lead Activity 1, making a New Friend, on page 33 in the Journeys Activity Handbook for Pupils.

Competence

Teacher Patrons will be able to facilitate the game “Making a New Friend” with their pupils. They will also be able to describe how children can make friends and why making friends is an important part of a positive school experience.

Lesson Procedure

- Prepare for and conduct Activity 1, Making a New Friend, on page 33, exactly as it is in the *Journeys Activity Handbook for Pupils*.
- Make sure you summarise the main message by wrapping up the session according to the ‘Summarise’ notes on page 34. This reinforces the main message of the activity.

Review and Evaluate

- After demonstrating the activity, give participants five minutes to review Activity 1 in their handbooks. Check with participants to ensure that they understand the activity and clarify any questions.
- Ask participants why making friends is an important part of a positive school experience.
- Ask participants to evaluate the session according to the five Journeys Principles of Facilitation, pointing out the principles posted on flip charts in the room.

- Facilitate this evaluation by mentioning each of the five principles and inviting participants' comments for each.
- Ask participants how making friends is important to pupils' social and emotional development.
- Ask participants which other SEL skills this activity helps to develop.

Session 2.2: Why I Want to Be a Cow

Practise Session: Activity 2, page 35

Day Two, Duration: 9:30 am – 10:30 am

(60 minutes)

Facilitator's Note

All practise session use a method called the Fishbowl. Before the start of this activity, you should familiarise yourself with the Fishbowl practise method to effectively guide participants in their practise. The Fishbowl practise method is explained in the annex of this guide. Additionally, you should familiarise yourself with Activity 2, Why I Want to Be a Cow, in the *Journeys Activity Handbook for Pupils*, to effectively assist participants in their review, planning and practise of this activity.

Competence

Teacher Patrons will be able to learn about and appreciate the similarities and differences between pupils and the different choices that pupils make.

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 but keep the total number of groups at three).
- Groups will organise according to the Fishbowl Method. This means that *within each of their practise groups*, participants should do the following:
 - ◆ Assign two participants to serve as the group Facilitators. These two group Facilitators will conduct the activity as practise.
 - ◆ Assign approximately 3-5 participants in their group to serve as observers. The observers will watch the Facilitators conduct the activity with participants and note how they incorporate the Journeys Principles of Facilitation.
 - ◆ Assign 5-7 or the rest of the participants as 'activity participants' (i.e. those for whom the two Facilitators are conducting the practise activity).
- One Facilitator from the training should assign themselves to a practise group (so that each practise group has a training facilitator monitoring them) to ensure that 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 the annex in this guide 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. They should start by first reviewing and planning Activity 2, Why I Want to Be a Cow, on page 35 of the handbook.
- Ask participants to turn to the Activity Planning Form on page 14 of the handbook. Give practise groups approximately 15 minutes to review and plan the activity. The groups should write the plan in their journals.
- Bring the observers' attention to the Journeys Principles of Facilitation posted on flip chart paper on the

wall during yesterday's session. Ask them to be prepared to discuss how successful the group facilitator was in applying the principles.

- When the practise group is ready, the two selected group Facilitators implement Activity 2.
- When the activity is completed, still working in their groups, invite volunteers from the observer group to share their thoughts about the application of the Journeys Principles of Facilitation.

Plenary Discussion

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

- Discuss lessons learned from this activity:
 - ◆ Why is it important to appreciate one another's differences?
 - ◆ How can Teacher Patrons help their pupils to appreciate and value their differences?
 - ◆ How does recognising and appreciating differences help pupils build positive relationships?
- If you were a group facilitator, what were you most and least comfortable with?
- How did it feel to lead the guided reflection?
- Did you enjoy the activity?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?

Session 2.3: Talents, Interests and Personal Qualities

Demonstration Session: Activity 3, page 37

Day Two, Duration: 10:30 am – 11:30 am

(60 minutes)

Facilitator's Note

This activity is a game that gives pupils the opportunity to work in a team, get to know one other and practise making new friends. Teacher Patrons should be prepared to lead Activity 3, Talents, Interests and Personal Qualities, on page 37 in the *Journeys Activity Handbook for Pupils*.

Competence

Teacher Patrons will be able to facilitate a game-based activity and develop confidence in representing themselves in front of others.

Lesson Procedure

- Prepare for and conduct Activity 3, Talents, Interests and Personal Qualities, on page 37, exactly as it is in the *Journeys Activity Handbook for Pupils*.
- Make sure you summarise the main message by wrapping up the session according to the 'Summarise' notes on page 38. This reinforces the main message of the activity.

Review and Evaluate

- After demonstrating the activity, give participants five minutes to review Activity 3 in their handbooks. Check with participants to ensure that they understand the activity and clarify any questions.
- Ask participants why talents are an important part of a positive school experience.
- Ask participants to evaluate the session according to the five Journeys Principles of Facilitation, pointing out the principles posted on flip charts in the room.
- Facilitate this evaluation by mentioning each of the five principles and inviting participants' comments for each.
- Ask participants how this activity supports children to develop SEL skills.

Session 2.4: The Blindfold Walk

Demonstration Session: Activity 4, page 39

Day Two, Duration: 12:00 pm – 1:00 pm

(60 minutes)

Facilitator's Note

This activity is a game that gives pupils the opportunity to work in a team, get to know one other and practise the blindfold walk. Teacher Patrons should be prepared to lead Activity 4, The Blindfold Walk, on page 39 in the *Journeys Activity Handbook for Pupils*.

Competence

Teacher Patrons will be able to develop better communication skills and will understand the importance of honest communication within their school community.

Lesson Procedure

- Prepare for and conduct Activity 4, The Blindfold Walk, on page 39, exactly as it is in the *Journeys Activity Handbook for Pupils*.
- Make sure you summarise the main message by wrapping up the session according to the 'Summarise' notes on page 40. This reinforces the main message of the activity.

Review and Evaluate

- After demonstrating the activity, give participants five minutes to review Activity 4 in their handbooks. Check with participants to ensure that they understand the activity and clarify any questions they have.
- Ask participants:
 - ◆ Why is good communication an important part of creating trust?
 - ◆ Why are both good communication and trust a key part to building positive relationships?
 - ◆ Why is this necessary to create a positive school experience?
 - ◆ What does good and honest communication mean?
 - ◆ How can teachers support pupils to develop this skill? How can teachers model this skill for their pupils?
- Ask participants to evaluate the session according to the five Journeys Principles of Facilitation, pointing out the principles posted on flip charts in the room.
- Facilitate this evaluation by mentioning each of the principles and inviting participants' comments for each.

Session 2.5: My Life at School

Practise Session: Activity 5, page 41

Day Two, Duration: 1:00 pm – 2:00 pm

(60 minutes)

Facilitator's Note

You should thoroughly familiarise yourself with Activity 5, My Life at School, on page 41 of the *Journeys Activity Handbook for Pupils*, so that you can effectively oversee and support the participants during the practise groups.

You should be familiar with the Fishbowl practise method from today's earlier session (in the Annex of this guide).

Participants will work in one of three practise groups during practise sessions. One Facilitator is assigned to assist and coach each practise group.

Competence

Participants will be able to identify and discuss different feelings that pupils may experience while at school and encourage them to practise talking about them.

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, but keep the total number of groups at three).
- Groups will organise according to the Fishbowl Method. This means that *within each of their practise groups*, participants should do the following:
 - ◆ Assign two participants to serve as the group Facilitators. These two group Facilitators will conduct the activity as practise.
 - ◆ Assign approximately 3-5 participants in their group to serve as observers. The observers will watch the Facilitators conduct the activity with participants and note how they incorporate the Journeys Principles of Facilitation.
 - ◆ Assign 5-7 or the rest of the participants as ‘activity participants’ (i.e. those for whom the two Facilitators are conducting the practise activity).
- One Facilitator 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 the 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. They should first review and plan Activity 5, My Life at School, on page 41 of the handbook.
- Ask participants to turn to the Activity Planning Form on page 14 of the handbook. Give practise groups approximately 15 minutes 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. Ask them to be prepared to discuss how successful the group facilitator was in applying the principles.
- When the practise group is ready, the two selected group Facilitators implement Activity 5.
- When the activity is completed, still working in their groups, invite volunteers from the observer group to share their thoughts 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.

- Why is it important for pupils to be able to talk about their feelings?
- Is it important the pupils recognise that everyone’s experience at school is different? Why?
- What can you do as a Teacher Patron to create a safe space where pupils feel comfortable talking about their feelings?
- If you were a group facilitator, what were you most and least comfortable with?
- How did it feel to lead the guided reflection?
- Did you enjoy the activities?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?

LUNCH BREAK 2:00 pm – 2:30 pm (30 minutes)

Session 2.6: Knowing My School: Pupil-Pupil Relations

Review and Plan Session: Activity 6, page 44

Day Two, Duration: 2:30 pm – 3:00 pm

(30 minutes)

Facilitator's Note

This is the first review and plan activity of the training. In the review and plan activities, you will not demonstrate the activity and participants will not practise. The focus is on planning exactly how the activity will be conducted when Teacher Patrons begin their work. You will assist participants as they independently review an activity and develop a plan for implementing it in their schools. The procedures are similar for all daily sessions that call for participants to 'review and plan'.

Competence

Participants will be able to review and plan a Journeys activity using the activity planning form and will be able to describe positive relationships that create a safe and positive space for learning.

Lesson Procedure

Organise participants into groups of six. Give the following instructions:

In your groups, review Activity 6: Knowing My School: Pupil-Pupil Relationships on Page 44 of the handbook.

- *Using the Activity Planning Form on page 14 of your handbook, plan the session as you would deliver it at your school. Make sure to complete the form in your journal or notebook.*
- Ensure that all participants develop a plan in their journal or notebook.

Review and Evaluate

After reviewing and planning this activity, give participants five minutes to review their plan for Activity 6 in their journals. Check with participants to ensure that they understand the activity and clarify any questions.

Facilitate this evaluation by reminding participants what is required in preparation for the activity and pointing them to the 'Note for Teacher' and the example given in the *Journeys Activity Handbook for Pupils*; invite participants' comments for each. Ask participants to discuss the following questions:

- Why is it important for pupils to understand the difference between positive and negative relationships?
- How does this knowledge help a pupil experiencing violence either at school or home?

Facilitator Tip

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

Session 2.7: Working on the U-Model

Practise Session: The Journeys Five-Step Process, page 6

Day Two, Duration: 3:00 pm – 4:00 pm

(60 minutes)

Facilitator's Note

This is the first time participants will implement the U-Model using 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 they should be mindful not

to speed through a step. In their groups, participants should discuss different initiatives they could do at their school. They should then choose one of the initiatives to work on for the U-Model. Today, groups should only complete Step 1: Decide on an issue.

Competence

Participants will be able to work as a team to discuss and identify key issues that may stop their school from being safe and positive for everyone. They will decide on a priority issue they want to tackle first and nominate a committee to guide the process.

Lesson Procedure

- Ask each group to take out the paper they were given during yesterday's session. Tell the groups that today, their only objective is to complete Step 1.
- Ask each group to think of an example of a challenging situation from one of their schools to which they would like to apply the U-Model. Tell participants to refer to page 6 in their 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.
- Ask each group to write this situation down next to Step 1 on the U-Model and discuss why it is an important problem to resolve in their school.

Afternoon Check-In: 4:00 pm – 4:20 pm (20 minutes)

Facilitator's Note

Give participants time to give their feedback from the day's sessions. Check to see if they have understood and are comfortable with the material covered so far. Consider asking the following illustrative questions:

1. How do 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 that were introduced?
4. Are you confident that you will be able to successfully facilitate the activities? Why or why not?
5. What special considerations should be taken into account for you to be successful?

For any check-in session, the types of questions above should be used to elicit comments and clarifying questions, as well as address the Teacher Patrons' concerns.

DAY 3

Morning Check-In: 8:30 am – 8:45 am (15 minutes)

Facilitator's Note

The Morning Check-In is best done when participants are standing in a circle. You can use a prop, like a soft ball, to throw to a participant who you want to say something. After she/he contributes, she/he throws the ball to another person of her/his choice until everyone has had a chance to speak. Use the guiding questions provided below and give each participant a chance to say something.

1. How do 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?

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

Session 3.1: Knowing My School: Teacher-Pupil Relations

Demonstration Session: Activity 7, page 47

Day Three, Duration: 8:45 am - 9:35 am

(50 minutes)

Facilitator's Note

The Knowing My School: Teacher-Pupil Relations Activity is a critical activity of the *Journeys Activity Handbook for Pupils*. You must be thoroughly prepared with pieces of paper for writing and drawing to demonstrate the activity. This activity uses group discussion to generate ideas and better understand pupils' behaviour in a friendly classroom.

When preparing to lead this session, make sure you carefully review the activity as it appears in the *Journeys Activity Handbook for Pupils* on page 47. Pay special attention to what is required to prepare for the activity and carefully review the reflection questions.

Competence

Teacher Patrons will be able to explain that the school is a more positive and supportive place to learn when teachers and pupils are respectful and kind to each other.

Lesson Procedure

- Prepare to demonstrate Activity 7, Knowing My School: Teacher-Pupil Relations, on page 47, exactly as it is in the *Journeys Activity Handbook for Pupils*.
- Be sure to summarise the main message by wrapping up the session according to the 'Summarise' notes on page 49. This reinforces the main message of the activity.

Review and Evaluate

- After demonstrating the activity, give participants five minutes to review Activity 7 in their handbook. Check with participants to ensure that they understand the activity and clarify any questions.
- Ask participants to explain the importance of teacher-pupil relationships and why building positive teacher-pupil relationship can prevent violence in the classroom/school.

- Ask some volunteers to tell how this activity helps build pupil's relationship and decision-making skills.
- Ask participants to evaluate the session according to the Journeys Principles of Facilitation, pointing out the principles posted on flip charts in the room.
- Facilitate this evaluation by mentioning each of the principles and inviting participants' comments for each.

Session 3.2: Knowing My School: The Classroom

Review and Plan: Activity 8, page 50

Day Three, Duration: 9:35 am – 10:05 am

(30 minutes)

Facilitator's Note

This is the second review and plan activity of the training. In the review and plan activities, you will **not** demonstrate the activity and participants will **not** practise. The focus is on planning exactly how the activity will be conducted when Teacher Patrons begin their work. You will assist participants as they independently review an activity and develop a plan for implementing it in their schools. The procedures are similar for all daily sessions that call for participants to 'review and plan'.

Competence

Teacher Patrons will be able to understand that the school is a more positive and supportive place to learn when the classroom is a friendly place, where pupils are encouraged, feel welcomes, safe and supported to do their best in their schoolwork.

Lesson Procedure

- Ask participants to turn to page 52 in their handbooks and read the 'Summarise' textbox at the bottom of the page.
- Inform participants that this activity provides an opportunity for pupils to learn that they can also contribute to making their classroom a positive and supportive space by using the two previous activities. This activity also provides the ability for teachers to demonstrate and support pupils on the importance of being together peacefully.
- Organise the participants into three groups and assign a facilitator to each group. Give the following instructions:
 - ◆ In your groups, review Activity 8, Knowing My School: The Classroom, on page 50.
 - ◆ Using the Activity Planning Form in your handbook, plan the session in the way you would deliver it at your school. Complete the form in your journals.

Plenary Discussion

- Give participants a chance to share any questions or concerns.
- Check in with participants to ensure they feel ready and committed to carrying out this activity in their schools.
- Ask participants to discuss the following question:
 - ◆ What are some examples of a positive classroom? What are some examples of a classroom that is not positive?
 - ◆ How can pupils and teachers work together to create a positive place to learn?
 - ◆ Why is a positive and supportive classroom environment important for pupils' learning?

Facilitator Tip

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

Session 3.3: Knowing My School: The School Grounds and Traveling to School

Practise Session: Activity 9, page 53

Day Three, Duration: 10:05 am – 11:00 am

(55 minutes)

Facilitator's Note

You should be familiar with the Fishbowl practise method to effectively guide the participants in their practise. The Fishbowl practise method is explained in the Annex of this guide. Additionally, you should familiarise yourself with Activity 9, Knowing My School: The School Grounds and Traveling to School in the *Journeys Activity Handbook for Pupils*, to effectively assist participants in reviewing, planning and practising this activity.

Competence

Teacher Patrons will understand why it is important for their pupils to feel safe at all times: when they are in the classroom, on the school grounds or walking to and from school.

Lesson Procedure

- Organise participants into three practise groups according to the Fishbowl Method. Ensure that the practise groups consist of different participants than from the previous activity. The participants should practise with a different group each day. Assign a lead facilitator to each practise group.
- Ask the participants to work in their practise groups to identify the necessary roles for their Fishbowl Method as they have done in previous practise sessions (e.g. group facilitator, observers and participants) and to review and prepare for Activity 9. Make sure the participants understand the main message and know how to wrap up the activity using the main message given in the 'Summarise' text box.
- Ask participants to turn to the Activity Planning Form in their handbooks 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 five Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group facilitator was in applying the principles.
- After planning for the activity, tell the groups to get into their positions for practise per the Fishbowl Method. Ask the selected group Facilitators to practise the activity in their groups.
- Once the activity is complete, whilst the participants are still in their practise groups, ask volunteers from among the observers to share their thoughts about the application of the five principles.

Facilitator Tip

- Although only two participants will be selected to be group Facilitators, all participants should read through the activities.
- During the 'plan and review' period, participants may read and review the activity with a partner.

Plenary Discussion

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

- If you were a group facilitator, what were you most comfortable with and least comfortable with?
- Did you enjoy the activity?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?
- Why is it important that pupils feel safe at school and on their way back home?
- What is one thing you and your pupils can do together to make school and the way to and from school safe?

TEA BREAK: 11:00 am – 11:30 am (30 minutes)

Session 3.4: Unwanted attention

Demonstration Session: Activity 10, page 56

Day Three, Duration: 11:30 am – 12:15 pm

(45 minutes)

Facilitator's Note

This activity is a paired discussion that provides pupils a chance to discuss positive and negative attention and develop an understanding of the different ways to stop unwanted attention.

You should be prepared to lead Activity 10: Unwanted Attention in the Handbook.

Competence

Teacher Patrons will support pupils to identify the difference between positive and negative attention and will discuss different ways to stop unwanted attention.

Lesson Procedure

- Conduct Activity 10, Unwanted Attention, exactly as it appears on page 56 of the *Journeys Activity Handbook for Pupils*.
- Be sure to summarise the main message by wrapping up the session according to the 'Summarise' notes on page 58. This reinforces the main message of the activity.

Review and Evaluate

- After demonstrating the activity, give Teacher Patrons five minutes to review Activity 10 in their handbooks. Check with Teacher Patrons to ensure that they understand the activity and clarify any questions they have. To check for their understanding, ask Teacher Patrons the following questions:
 - ◆ What is unwanted attention? What are signs of negative or unwanted attention. (Ensure that everyone in the group has a chance to talk).
 - ◆ Why is positive attention important for pupils' life?
 - ◆ How can negative or unwanted attention be harmful to pupils?
 - ◆ What will you do differently to ensure positive attention is practised with your pupils?
- Ask Teacher Patrons to evaluate the session according to the Journeys Principles of Facilitation, referring to the relevant page in the Handbook and pointing out the principles posted on flip charts in the room.
- Facilitate this evaluation by mentioning each of the principles and inviting Teacher Patrons' comments for each.

Session 3.5: Watch Out

Practise Session: Activity 11, page 59

Day Three, Duration: 12:15 pm – 1:15 pm

(60 minutes)

Facilitator's Note

You should be familiar with the Fishbowl practise method to effectively guide the participants in this activity. The Fishbowl practise method is explained in the Annex of this guide. Additionally, you should familiarise yourself with Activity 11, Watch Out, in the *Journeys Activity Handbook for Pupils*, to effectively assist participants in reviewing, planning and practising this activity.

Competence

Teacher Patrons will be able to assist pupils in understanding the importance of being aware that there may be situations in their day-to-day life that could bring them harm and that they need to make responsible choices to avoid danger.

Lesson Procedure

- Organise the participants into three practise groups according to the Fishbowl Method. Ensure the practise groups consist of different participants than from the previous activity. Participants should practise with a different group each day. Assign a lead facilitator to each practise group.
- Ask participants to work in their practise groups and identify the necessary roles for their Fishbowl Method (e.g. group facilitator, observers and participants), as well as review and prepare for Activity 11. Make sure that participants understand the main message and know how to wrap up the activity using the main message in the 'Summarise' text box
- Ask participants to turn to the Activity Planning Form in their handbooks. 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 five Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group facilitator was in applying the principles.
- After planning for the activity, tell the groups to get into their practise positions per the Fishbowl Method. Ask the selected group Facilitators to practise the activity in their groups.
- Once the activity is complete, whilst the participants are still in their practise groups, ask volunteers from among the observers to share their thoughts about the application of the five Journeys Principles of Facilitation.

Facilitator Tip

- Although only two participants will be selected to be group Facilitators, all participants should practise reading through the activities.
- During the 'plan and review' period, participants may read and review the activity with a partner.

Plenary Discussion

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

- If you were a group facilitator, what were you most and least comfortable with?
- Did you enjoy the activity?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?
- Why is it important for pupils to be aware of dangerous persons or places? How are dangerous situations affecting pupils?
- How can Teacher Patrons be attentive and watchful to ensure pupils are not in dangerous situations?
- How can Teacher Patrons help pupils avoid dangerous places and situations?

Session 3.6: Mapping Danger Zones

Demonstration Session: Activity 12, page 61

Day Three, Duration: 1:15 pm – 2:15 pm

(60 minutes)

Facilitator's Note

This activity gives pupils the opportunity to work in a team, get to know one other and practise the Mapping Danger Zones activity. Teacher Patrons should be prepared to lead Activity 12, Mapping Danger Zones, on page 61 in the *Journeys Activity Handbook for Pupils*.

Competence

Teacher Patrons will be able to identify locations at or around their school that are not safe and will work together to find solutions to make these areas safe for pupils.

Lesson Procedure

- Prepare for and conduct Activity 12, Mapping Danger Zones, exactly as it appears on page 61 in the *Journeys Activity Handbook for Pupils*.
- Make sure you summarise the main message by wrapping up the session according to the ‘Summarise’ notes on page 62. This reinforces the main message of the activity.

Review and Evaluate

- After demonstrating the activity, give participants five minutes to review Activity 12 in their handbook. Check with participants to ensure they understand the activity and clarify any questions.
- Ask participants:
 - ◆ Why is good communication an important part of a positive school experience?
 - ◆ How can teachers support children to develop this skill?
- Ask participants to evaluate the session according to the five Journeys Principles of Facilitation, pointing out the principles posted on flip charts in the room.
- Facilitate this evaluation by mentioning each of the five Principles and inviting participants’ comments for each.

LUNCH BREAK: 2:15 pm – 3:00 pm (45 minutes)

Session 3.7: Spidergram

Practise session: Activity 13, page 63

Day Three, Duration: 3:00 pm – 4:15 pm

(75 minutes)

Facilitator’s Note

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

Additionally, you should familiarise yourself with Activity 13: Spidegram in the Handbook to effectively assist Teacher Patrons in reviewing, planning and practising this activity.

Competence

Participants will be able to practise and discuss how to support pupils to identify a network of friends and adults that they trust and can turn to for advice and assistance.

Lesson Procedure

- Organise the Teacher Patrons into three practise groups according to the Fishbowl Method. The groups should be composed of different participants than previous activities to ensure that Teacher Patrons practise with different members.
- Ask the Teacher Patrons to work in their practise groups to review and prepare for Activity 13: Spidergram. Make sure that Teacher Patrons 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.
- Ask Teacher Patrons to turn to the Activity Planning Form on page 14 in their handbooks. Give the practise groups approximately 10 minutes to plan the activity. The groups should write the plan in their journals.
- Direct the observers’ attention to the Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group facilitator was in applying the principles.
- After planning for the activities, tell the groups to get into their positions for the practise session and ask

the selected group Facilitators to practise the activities in their groups.

- Once the activities are complete, while the participants are still in their practise groups, ask volunteers from among the observers to share their observations about the application of the Journeys Principles of Facilitation.

Plenary Discussion

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

- If you were a group facilitator, what were you most and least comfortable with?
- Did you enjoy the activity?
- Referring to some of the practise groups' illustrations, which people can form a support network for pupils?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?

Session 3.8: Let's Decide

Demonstration Session: Activity 15, page 68

Day Three, Duration: 4:15 pm – 5:00 pm

(45 minutes)

Facilitator's Note

This activity helps pupils better understand how to work with a trusted adult and their peers to make good decisions. It also shows pupils how to weigh the positive and negative consequences of their decisions.

Prepare to read Musa's story twice. Please read the story slowly and carefully. If necessary, translate the story into the local language.

Competence

Participants will be able to brainstorm and discuss strategies about how to make good decisions, and how to weigh the positive and negative consequences of their decisions.

Lesson Procedure

- Conduct Activity 15, Let's Decide, exactly as it appears on page 68 in the *Journeys Activity Handbook for Pupils*.
- Be sure to summarise the main message by wrapping up the session according to the 'Summarise' notes on page 69. This reinforces the main message of the activity.

Review and Evaluate

- After demonstrating the activity, give Teacher Patrons five minutes to review Activity 15 in their handbooks. Check with the Teacher Patrons to ensure they understand the activity and clarify any questions.
- Ask Teacher Patrons to evaluate the session according to the Journeys Principles of Facilitation, pointing out the principles posted on flip charts in the room.
- Facilitate this evaluation by mentioning each of the principles and inviting Teacher Patrons' comments for each.
- Ask participants to discuss which SEL competencies pupils must use when working together to identify unsafe places. How does working together in this way also build SEL competencies?

Session 3.9: Working on the U-Model

Practise Session: Working on the U-Model, page 6

Day Three, Duration: 5:00 pm – 5:30 pm

(30 minutes)

Facilitator's Note

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

Competence

Participants will be able to apply Steps 2 and 3 of the U-Model to the real-life example (previously identified on Day 1 during Session 1.10).

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 Day 1. Each group should also retrieve the same sheet of paper with their U-Model that they used previously.
- Ask the groups to review the issue they identified 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.

DAY 4

Morning Check-In: 8:30 am – 8:45 am (15 minutes)

Facilitator's Note

The Morning Check-In is best done when participants are standing in a circle. You can use a prop, like a soft ball, to throw to a participant who you want to say something. After she/he contributes, she/he throws the ball to another person of her/his choice until everyone has had a chance to speak. Use the guiding questions provided below and give each participant a chance to say something.

1. How do 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 that were introduced?
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?

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

Session 4.1: Gender box

Demonstration Session: Activity 19, page 77

Day Four, Duration: 8:45 am – 9:45 am

(60 minutes)

Facilitator's Note

The Gender Box activity is a critical Journeys activity; it is also complex. Therefore, you need to be thoroughly prepared to demonstrate this activity.

The Gender Box uses a game and discussion to demonstrate different expectations that people have for boys and girls and to consider how these expectations affect pupils' lives. Part 1, page 78, describes how to play the Gender Box game. Be sure that the responses given include the three types of characteristics: (1) biological traits, such as breasts or beard, (2) personality traits, such as shy or aggressive and (3) types of work at home or occupations, such as fetching water or car mechanic.

In Part 3, participants will discuss the biological difference between boys and girls and those differences created and imposed by society.

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

You will need to have reviewed and be prepared to lead Activity 19, Gender Box, on page 77 in the *Journeys Activity Handbook for Pupils*.

Competence

Participants will be able to list both biological and socially prescribed roles of girls and boys and will be able to distinguish between the two. They will also be able to describe how society's prescribed roles for girls and boys sets our expectations of each gender's behaviour and how these impact pupils' life choices.

Lesson Procedure

- Prepare for and conduct Activity 19, Gender Box, exactly as it appears on page 77 in the *Journeys Activity Handbook for Pupils*.
- Be sure to summarise the main message by wrapping up the session according to the 'Summarise' text box on page 79. This reinforces the main message of the activity.

Review and Evaluate

- Give the participants 10 minutes to review Activity 19. Check for participants' understanding by asking them to list, as a group, biological and societal roles for girls and boys. Use the following questions to guide the review process:
 - ◆ What are our expectations for boys and girls?
 - ◆ What are the gender issues boys and girls should think about that will help them as they age into adults?
 - ◆ How can we support boys and girls to grow into responsible adults?
- Ask if participants have any questions.
- Ask participants to evaluate the session according to the five Journeys Principles of Facilitation, pointing out the principles posted on flip charts in the room.
- Facilitate this evaluation by mentioning each of the principles and inviting participants' comments for each.

Session 4.2: Solving Problems, Solving Problems Role Play and Vote with Your Feet

Parallel Practise Session: Activity 16, page 70, Activity 17, page 72 and Activity 18, page 74

Day 4, Duration: 9:45 am – 10:45 am

(60 minutes)

Facilitator's Note

In this session, you will oversee three different, concurrent practise sessions. You will need to carefully read the three activities (Solving Problems, Solving Problems Role Play and Vote with Your Feet) before this session so you are prepared to manage three different groups with three different activities. Think about how you will divide the participants and which groups you will assign to each of the three activities. Remember, practise sessions are conducted using the Fishbowl Method, as described in the Annex of this guide.

Competence

Participants will be able to explain the value of pupils sharing their everyday challenges. Participants will be prepared to assist pupils as they work with their peers to navigate and resolve challenges. Participants will also be able to discuss their own opinions and beliefs.

Lesson Procedure

- Organise the participants into three practise groups. Assign a lead facilitator to each practise group.
- Once you have divided participants into three groups, assign one group Activity 16 (page 70), Solving Problems, the second group Activity 17 (page 72), Solving Problems Role Play and the last group Activity 18 (page 74), Vote with Your Feet.
- Tell participants that their group should only conduct their assigned activity, using the Fishbowl Method.
- Per the Fishbowl practise methodology, ask participants to work in their practise groups to review, plan and prepare for the activity assigned to their group.
- Make sure that participants understand the main message and know how to wrap up the activities using the main message given in the 'Summarise' text boxes.
- Ask participants to turn to the Activity Planning Form in their handbooks. Give the practise groups approximately 10 minutes to review and plan the activities. The groups should write the plan in their journals.
- Direct the observers' attention to the Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group facilitator was in applying the principles.
- After planning for the activities, tell the groups to get into their positions for the practise session and ask the selected group Facilitators to practise the activities.

- Once the activities are complete, whilst the participants are still in their practise groups, ask volunteers from among the observers to share their observations about the application of the Journeys Principles of Facilitation.

Plenary Discussion

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

- If you were a group facilitator, what were you most and least comfortable with?
- Did you enjoy the activities?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?
- Why is it important for boys and girls to know the challenges they may face?
- How should challenges be addressed at school?
- Why is it important for teachers to listen to pupils' challenges?
- How can teachers support pupils that face a challenge?
- Ask two to three volunteers to briefly explain the importance of appreciating different opinions and beliefs that people have.

Session 4.3: Equal Job Opportunities

Review and Plan Session: Activity 20, page 80

Day Four, Duration: 10:45 am – 11:15 am

(30 minutes)

Facilitator's Note

This is the third Review and Plan Activity of the training. In the Review and Plan activities, you will **not** demonstrate the activity and participants will **not** practise. The focus is on planning exactly how the activity will be conducted when Teacher Patrons begin their work. Facilitators will assist participants as they independently review the activity and develop a plan for implementing it in their schools. The procedures are similar for all daily sessions that call for participants to 'review and plan'.

Competence

Participants will be able to review and plan a Journeys activity using the activity planning form and will understand that both men/boys and women/girls can be equally successful at the same jobs/activities. This, in turn, leads to the creation of a safe and positive space for learning.

Lesson Procedure

Organise participants in groups of six. Give the following instructions:

- In your groups, review Activity 20: Equal Job Opportunities on Page 80 of the Handbook.
- Using the Activity Planning Form on page 14 of your handbook, plan the session as you would deliver it at your school. Complete the form in your journal or notebook.
- Ensure that all participants develop a plan in their journal or notebook.

Facilitator Tip

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

Review and Evaluate

After reviewing and planning this activity, give participants five minutes to review their plan for Activity 20 in their journals. Check with participants to ensure they understand the activity and clarify any questions.

Ask participants to evaluate the session according to the five Journeys Principles of Facilitation, pointing out the principles posted on flip charts in the room.

Facilitate this evaluation by reminding participants what is required in preparation for this activity and pointing them to the 'Note for Teacher' and the example given in the *Journeys Activity Handbook for Pupils*; invite participants' comments for each. Ask participants to discuss the following questions:

- Why is it important for pupils to understand that boys and girls can do the same jobs?
- How does this affect pupils' hope for the future?

Tea Break: 11:15 am – 11:45 am (30 minutes)

Session 4.4: Status Game

Demonstration Session: Activity 21, page 83

Day Four Duration: 11:45 am – 12:45 pm

(60 minutes)

Facilitator's Note

You need to familiarise yourself with Activity 21, Status Game, and be able to demonstrate the activity as it appears in the handbook on page 83. Make sure to prepare the tags participants will use in the activity.

Competence

Participants will be able to identify the different behaviours that persons with more power use to affect those with less power, such as pupils. Participants will also be more aware of the different types of violence that happen that are attributed to the power possessed by different individuals at school and in the community.

Lesson Procedure

Demonstrate the activity with participants exactly as it appears on page 83 of the Handbook.

Make sure you summarise the main message and importance of the activity by wrapping up the session according to the 'Summarise' notes on page 85. This reinforces the main message of the activity.

Plenary Discussion

When the activity is finished, get everyone's attention and lead a discussion about the experience. Some talking points are provided below.

- Did you enjoy the activity?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?
- How do individuals' power differences affect their behaviour towards one another?
- How can differences in power lead to violence?
- How can differences in power among teachers and school staff and pupils lead to violence against pupils at school?

Session 4.5: Bullying, Corporal Punishment and Sexual Harassment

Parallel Practise Session: Activity 23, page 88, Activity 24, page 92 and Activity 25, page 96

Day Four, Duration: 12:45 pm – 1:45 pm

(60 minutes)

Facilitator's Note

In this session, you will oversee three different practise sessions happening in parallel. You will need to carefully read the three activities (Bullying, Corporal Punishment and Sexual Harassment) before this session so that you are prepared to manage three different groups with three different activities. Think about how you will divide the participants and which groups you will assign to each of the three activities. Remember, practise sessions are conducted using the Fishbowl practise method, which is further described in the Annex of this guide.

Competence

Participants will be able to better understand the different acts of bullying and how it can harm all pupils. Participants will be able to discuss the different acts of corporal punishment and how it affects pupils' attendance and learning.

Participants will be able to better understand the different acts of sexual harassment and that everyone – boys, girls, men, women and teachers – can both perpetuate these acts of violence and can be the person who experiences the violence.

Lesson Procedure

- Organise participants into three practise groups. Assign a lead facilitator to each practise group.
- Once you have divided participants into three groups, assign one group Activity 23 (page 88), Bullying, the second group Activity 24 (page 92), Corporal Punishment and the final group Activity 25 (page 96), Sexual Harassment.
- Tell participants that their group is to conduct their assigned practise session using the Fishbowl Method.
- Per the Fishbowl method, ask participants to work in their practise groups to review, plan and prepare for the activity assigned to their group.
- Make sure that participants understand the main message and know how to wrap up the activities using the main message given in the 'Summarise' text box.
- Ask participants to turn to the Activity Planning Form in their handbooks. Give them approximately 10 minutes to review and plan the activities. Participants should write the plan in their journals.
- Direct the observers' attention to the Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group facilitator was in applying the principles.
- After planning for the activities, tell the groups to get into their positions for the practise activity and ask the selected group Facilitators to practise the activities in their groups.
- Once the activities are complete, whilst the participants are still in their practise groups, ask volunteers from among the observers to share their thoughts about the application of the Journeys Principles of Facilitation.

Plenary Discussion

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

- If you were a group facilitator, what were you most and least comfortable with?
- Did you enjoy the activities?
- Ask for a volunteer to explain what corporal punishment is. Ask for another volunteer to provide an example of corporal punishment.
- Ask participants if they think it is possible to end corporal punishment in schools? Why is ending corporal punishment important for keeping pupils safe and helping them learn?
- Ask for another volunteer to explain what bullying is. Ask for another participant to provide an example of bullying.
- Ask participants how bullying affects pupils self-confidence, their relationships, and experience at school. How can this affect their learning?
- Ask for someone to describe what sexual harassment is? Ask for a participant to provide an example of sexual harassment.
- How does sexual harassment impact pupils negatively?
- Why is it important for teachers to be aware of the different types of violence that happen to pupils at school?
- Who are the perpetrators of sexual violence in schools and communities?
- What support can teachers give to pupils who experience corporal punishment in schools?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?

Session 4.6: Telephone Game 1

Demonstration Session: Activity 26, page 101

Day 4, Duration: 1:45 pm – 2:25 pm

(40 minutes)

Facilitator's Note

You should be familiar with the Fishbowl technique to effectively guide the Teacher Patrons in their practise. The Fishbowl technique is explained in the Annex of this guide. Additionally, you should familiarise yourself with Activity 26, Telephone Game 1 on page 101 in the handbook to effectively assist Teacher Patrons in reviewing, planning and practising this activity.

Competence

Participants will be able to understand that what they say can be misunderstood or changed by the people they speak with. For example, even if the participants do not mean for it to happen, stories can be changed and be hurtful to others.

Lesson procedure

- Demonstrate Activity 26: Telephone Game 1 exactly as it appears on page 101 in the Handbook.
- Remember to summarise the main message by wrapping up the session according to the 'Summarise' note on page 102 of the Handbook. This will reinforce the main message for all participants.

Plenary Discussion

When the session is finished, ask as many volunteers as possible to evaluate the session using the Journeys Principles of Facilitation.

Ask participants to briefly discuss the following questions:

- Why is it important for teachers and pupils to know not to change information given to them from one person to another?
- How can information you are told, change when it is told to someone else?
- Why is it important for pupils to learn this? How can it affect their relationships at school?
- Did you enjoy the activity?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?

Facilitator Tip

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

LUNCH BREAK: 2:25 pm – 3:00 pm (35 minutes)

Session 4.7: Positive Bystander Response to Violence

Demonstration Session: Activity 27, page 103

Day 4, Duration: 3:00 pm – 4:00 pm

(60 minutes)

Facilitator's Note

This activity is a group discussion activity that provides participants the ability to discuss positive and negative responses and develop an understanding of the different ways to stop negative responses. You should be prepared to lead Activity 27, Positive Bystander Response to Violence in the *Journeys Activity Handbook for Pupils*.

Competence

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

Lesson Procedure

- Prepare for and conduct Activity 27 exactly as it appears on page 103 in the *Journeys Activity Handbook for Pupils*.
- Be sure to summarise the main message by wrapping up the session according to the ‘Summarise’ textbox on page 105, this reinforces the main message of the activity.

Review and Evaluate

- Give participants 10 minutes to review Activity 27. Check for participants’ understanding by asking the following questions to guide the review process:
 - ◆ What traditional or societal perceptions impact how we view violence and how we react to it?
 - ◆ Is there some form of violence we view as acceptable, such as violence in marriage? What about violence perpetuated by a parent to their child? What about police violence?
 - ◆ What kinds of violence are we silent about? Why? Should we be silent?
 - ◆ How do the various forms of violence in a pupil’s life affect school-based violence?
- Ask if participants have any questions.
- Ask participants if they were able to understand the meaning of positive and negative bystander responses to violence?
- What actions can a teacher or pupil take to be a positive bystander if they witness violence, bullying, harassment or corporal punishment?
- Ask participants to evaluate the session according to the five Journeys Principles of Facilitation, pointing out the principles posted on flip charts in the room.
- Facilitate this evaluation by mentioning each of the principles and inviting participants’ comments for each.

Session 4.8: Working on the U-Model

Practise Session: The Journeys Five-Step Process, page 6

Day 4, Duration: 4:00 pm – 4:40 pm

(40 minutes)

Facilitator’s Note

In this session, participants are given time to complete the U-Models they have been working on since Day 2 in Sessions 2.7, and 3.9. During this session participants should focus on Steps 4 and 5.

Competence

Participants will complete the final steps of the U-Model and understand how to apply the model to address problems at their school.

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 participants that they will display and present their work to the other participants on Day 5.
- 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 from each group presenting to the other participants.
- Other members of the group must be ready to answer questions from their peers.

DAY 5

Morning Check-In: 8:30 am – 8:45 am (15 minutes)

Facilitator's Note

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

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

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

Session 5.1: Bystander Response Skits

Demonstration Session: Activity 28, page 106

Day 5, Duration: 8:45 am – 9:45 am
minutes)

(60

Facilitator's Note

You should be familiar with what it means to provide a positive bystander response and a negative bystander response. See the Note to Facilitator text box on page 107 of the *Journeys Activity Handbook for Pupils* for more information on these responses.

You should familiarise yourself with Activity 28: Bystander Response SKits, on page 106 of the handbook. Be prepared to demonstrate the activity. If there is time within the 60 minutes allotted for this activity, allow participants to practise leading the activity according to the Fishbowl Method.

Competence

Participants will be able to explain and discuss qualities of a good friend and will be able to show pupils how to develop these characteristics.

Lesson Procedure

- Demonstrate Activity 28: Bystander Response Skits exactly as it is provided on page 106 in the handbook.
- Be sure to summarise the main message by wrapping up the session according to the 'Summarise' textbox on page 108, this reinforces the main message of the activity.

Plenary Discussion

Give 10 minutes for participants to evaluate the session. Encourage participants to ask questions about any scenarios that were not clear to them. This way they will have a better understanding of the activity and be able to give the necessary support to pupils. Ask if participants have any questions.

- Facilitate this evaluation by mentioning each of the Journey Principles of Facilitation and inviting participants' comments for each.

Session 5.2: Feelings Charades, Violence Stories 1 and Violence Stories 2

Parallel Practise Session: Activity 29, page 109, Activity 30, page 111 and Activity 31, page 114

Day 5, Duration: 9:45 am – 10:45 am

(60 minutes)

Facilitator's Note

In this session, you will oversee three different practise activities happening in parallel. You will need to carefully read the three activities (Feelings Charades, Violence Stories 1 and Violence Stories 2) before this session so that you are prepared to manage three different groups with three different activities. Think about how you will divide the group of participants and to which groups you will assign each activity. Remember, practise sessions are conducted using the Fishbowl practise method further described in the Annex of this guide.

Competence

Participants will be able to tell different types of emotions and recognise these emotions in others through body language. Participants will be more aware of the different acts of violence that pupils experience every day and talk about these different forms of violence with their peers; this will help lead to a safer learning environment for pupils.

Lesson Procedure

- Organise participants into two practise groups. Assign a lead facilitator to each practise group.
- Once you have divided participants into two groups, assign one group Activity 29 (page 109), Feelings Charades, the second group Activity 30 (page 111), Violence Stories 1 and the last group Activity 31 (page 114), Violence Stories 2.
- Tell participants that their group should only conduct their assigned activity using the Fishbowl Method.
- Per the Fishbowl practise methodology, ask the participants to work in their practise groups to review, plan and prepare for their groups assigned activity.
- Make sure that participants understand the main message and know how to wrap up the activities using the main message given in the 'Summarise' text boxes.
- Ask participants to turn to the Activity Planning Form on page 14 in their handbooks. Give the groups approximately 10 minutes to review and plan the activities. Participants should write the plan in their journals.
- Direct the observers' attention to the Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group facilitator was in applying the principles.
- After planning for the activities, tell the groups to get into their positions for the practise and ask the selected group Facilitators to practise the activities in their groups.
- Once the activities are complete, whilst the participants are still in their practise groups, ask volunteers from among the observers to share their thoughts about the application of the Journeys Principles of Facilitation.

Plenary Discussion

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

- If you were a group facilitator, what were you most and least comfortable with?
- Did you enjoy the activities?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?
- For the Teacher Patrons who practised the Feelings Charades activity: why is it important to be able to understand body language? How can your body language affect others' feelings, like your pupils?

- What are some ways that teachers can recognise pupils' emotions? What can a teacher do if they see a pupil is sad, scared, frustrated or angry?
- For the Teacher Patrons who practised one of the Violence Stories: What different forms of violence are pupils exposed to at school? How about in your school specifically?
- Is it important for teachers to be aware of the different types of violence that happen to pupils at school? Why or why not?
- How does violence affect pupils' learning and overall development? What can you do to be a positive bystander when you witness violence against or amongst pupils?

Session 5.3: Seeking Assistance, What is Important to Me, Telephone Game 2/ Rumours and My Hero

Review and Plan Session: Activity 32, page 117, Activity 33, page 121, Activity 34, page 123 and Activity 35, page 125

Day 5, Duration: 10:45 am – 11:15 am
(minutes)

(30

Facilitator's Note

In this review and plan activity, you will **not** demonstrate the activity and participants will **not** practise. The focus is for participants to learn how to plan the activity exactly how they will conduct it at their schools. You will assist participants as they independently review the activity and develop a plan for implementation.

Competence

Participants will be able to review and plan for a Journeys activity using the Activity Planning Form on page 14 of the *Journeys Activity Handbook for Pupils*.

Lesson Procedure

Organise participants into four groups and assign each group one of the four activities. Give them the following instructions:

- In your groups, review only your assigned activity in the Handbook. You can find Activity 32 on page 117, Activity 33 on page 121, Activity 34 on page 123 and Activity 35 on page 125.
- Using the Activity Planning Form on page 14 of your handbook, plan the session as you would deliver it at your school and complete the form in your journal.
- Ensure that all participants develop a plan in their journal.

Plenary Discussion

After reviewing and planning this activity, give participants five minutes to review their plan for their assigned activity in their journals. Check with participants to ensure they understand the activity and clarify any questions.

Facilitate this evaluation by reminding participants what is required in preparation for the activity and pointing them to the 'Note for Teacher' and example given in the *Journeys Activity Handbook for Pupils*. Invite participants' comments or questions for each. Ask participants to discuss the following questions:

- What were the different types of violence in the Seeking Assistance stories? How can talking about violence that pupils experience help them to avoid violence? How can this help us as a school to prevent violence against pupils?
- Why is it important for pupils to understand their values? How does this understanding affect the decisions they make?
- Why is telling the truth and preventing gossip important? How does gossip affect relationships?

Session 5.4: Why Is Being Honest Important?

Demonstration Session: Activity 36, page 127

Day 5, Duration: 11:45 am – 12:45 pm

(60 minutes)

Facilitator's Note

This activity is a game that gives pupils the opportunity to work in a team, get to know one another and practise making new friends. Teacher Patrons should be prepared to lead Activity 36, Why Is Being Honest Important, on page 127 of the *Journeys Activity Handbook for Pupils*.

Competence

Teacher Patrons will be able to explain why certain positive behaviours are important for not only themselves, but for others – especially the pupils they teach.

Lesson Procedure

- Prepare for and conduct Activity 36, Why Is Being Honest Important exactly as it appears on page 127 in the *Journeys Activity Handbook for Pupils*.
- Make sure you summarise the main message by wrapping up the session according to the ‘Summarise’ notes on page 128. This reinforces the main message of the activity.

Review and Evaluate

- After demonstrating the activity, give participants five minutes to review Activity 36 in their handbooks. Check with participants to ensure they understand the activity and clarify any questions.
- Ask participants why being honest is an important part of a positive school experience.
- Ask participants to evaluate the session according to the five Journeys Principles of Facilitation, pointing out the principles posted on flip charts in the room.
- Facilitate this evaluation by mentioning each of the 5 Journeys Principles of Facilitation and invite participants’ comments for each.

Session 5.5: All Tangled and Listen, Don't Listen

Parallel Practise Session: Activity 37, page 129 and Activity 38, page 131

Day 5, Duration: 12:45 pm – 1:45 pm

(60 minutes)

Facilitator's Note

In this session, you will oversee two different practise sessions happening in parallel. You will need to carefully read the two activities (All Tangled and Listen, Don't Listen) before this session so you are prepared to manage two different groups working on two different activities. Think about how you will divide the group of participants and which groups you will assign each activity. Remember, practise sessions are conducted using the Fishbowl practise method, further described in the Annex of this guide.

Competence

Participants will be able to discuss the importance of good communication and teamwork to solve problems. They will also understand how important it is to be an interested listener when their pupils tell them something.

Lesson Procedure

- Organise participants into two practise groups. Assign a lead facilitator to each practise group.
- Once you have divided participants into two groups, assign one group Activity 37 (page 129), All Tangled and the second group Activity 38 (page 131), Listen, Don't listen.
- Tell participants that their group should only conduct their assigned practise session using the Fishbowl Method.
- Per the Fishbowl practise methodology, ask participants to work in their practise groups to review, plan and prepare for their group's assigned activity.
- Make sure that participants understand the main message and know how to wrap up the activities using the main message given in the 'Summarise' text boxes.
- Ask participants to turn to the Activity Planning Form on page 14 in their handbooks. Give them approximately 10 minutes to review and plan the activities. Participants should write the plan in their journals.
- Direct the observers' attention to the Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group facilitator was in applying the principles.
- After planning for the activities, tell the groups to get into their positions for the practise and ask the selected group Facilitators to practise the activities in their groups.
- Once the activities are complete, whilst the participants are still in their practise groups, ask volunteers from among the observers to share their thoughts about the application of the Journeys Principles of Facilitation.

Plenary Discussion

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

- If you were a group facilitator, what were you most and least comfortable with?
- Did you enjoy the activities?_
- How can good communication make a school positive and supportive for learning?
- What should teachers do to promote good communication with pupils in the school?
- Is it possible for teachers to be good listeners to their pupils?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?

Session 5.6: Presenting the U-Model Projects

Presentation Session

Day 5, Duration: 1:45 pm – 2:45 pm

(60 minutes)

Facilitator's Note

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

Competence

Participants will be able to summarise and evaluate the U-Model process that they have worked on during the training.

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.
- Allow for the remaining Teacher Patrons to ask questions to the presenting group.

Plenary Discussion

After each group has presented, get everyone's attention and lead a discussion about the U-Model. Some talking points are provided below.

- Did you find the U-Model helpful? Why or why not?
- How will you use the U-Model at your school?
- What did you find difficult about the U-Model?
- How comfortable do you feel about going back to your school and working on the U-Model with pupils?

Session 5.7: Teacher Patron Planning

Planning Session

Day 5, Duration: 2:45 pm – 3:15 pm

(30 minutes)

Facilitator's Note

In this session, participants are given a chance to create an implementation plan that they will follow for the first three months carrying out Journeys activities. Participants coming from the same locality, school or coordinating centre should work in a group together to develop a work plan. Participants' plans should be actionable and list concrete steps for implementing Journeys activities with their pupils.

You must be familiar with the Team Work Plan and Review form in the handbook on pages 14-16.

Competence

Participants will know how to plan for and lead Journeys activities at their school.

Lesson Procedure

- Ask participants to form groups according to their locality, school or coordinating centre. If this is not possible then they should join members from a nearby school, coordinating centre, parish, sub-county or village.
- Refer participants to the work plan. Have them review the template in their handbooks on page 15 and 16. Give participants 30 minutes to create a 12-week work plan in their journals. Move around the room and support participants who may need help.

LUNCH BREAK: 3:15 pm – 4:00 pm (45 minutes)

Final Check-In: 4:00 pm – 4:30 pm (30 minutes)

Facilitator's Note

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

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

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

Remind participants why their role as a teacher patron is so important and what the ultimate goal of Journeys is.

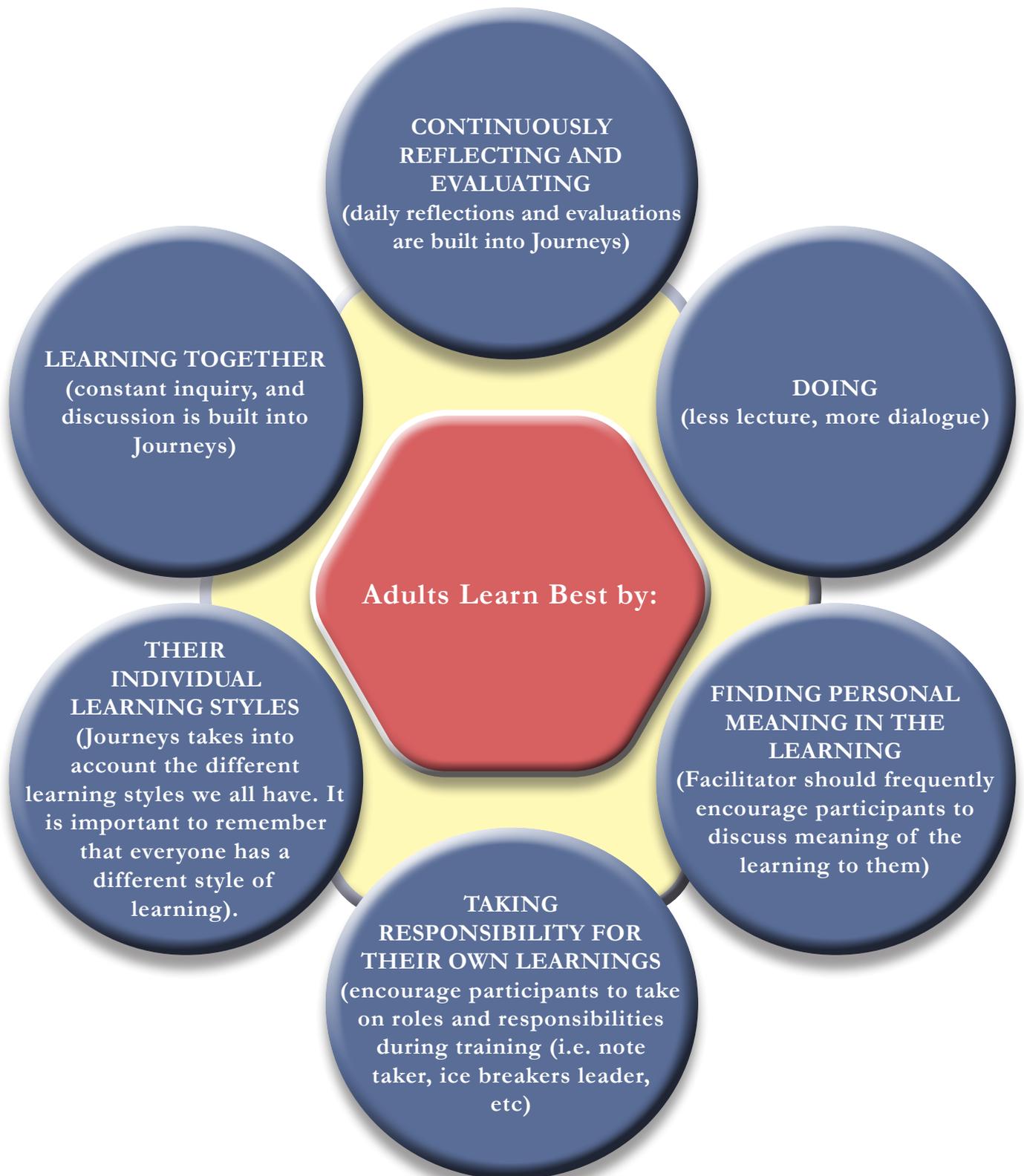
Close the training by answering any final questions and by providing any final and concluding remarks you find necessary. Be sure to congratulate and thank the participants for their participation in and completion of the training.

CLOSURE AND DEPARTURE

Annex



Principles of Adult Learning





Providing Support for Emotionally Stressed Participants

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

Opting out of an activity with Sensitive Content

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

Identifying participants who experience emotional distress

Some participant may have experienced or witnessed some for 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 skaking
- 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.

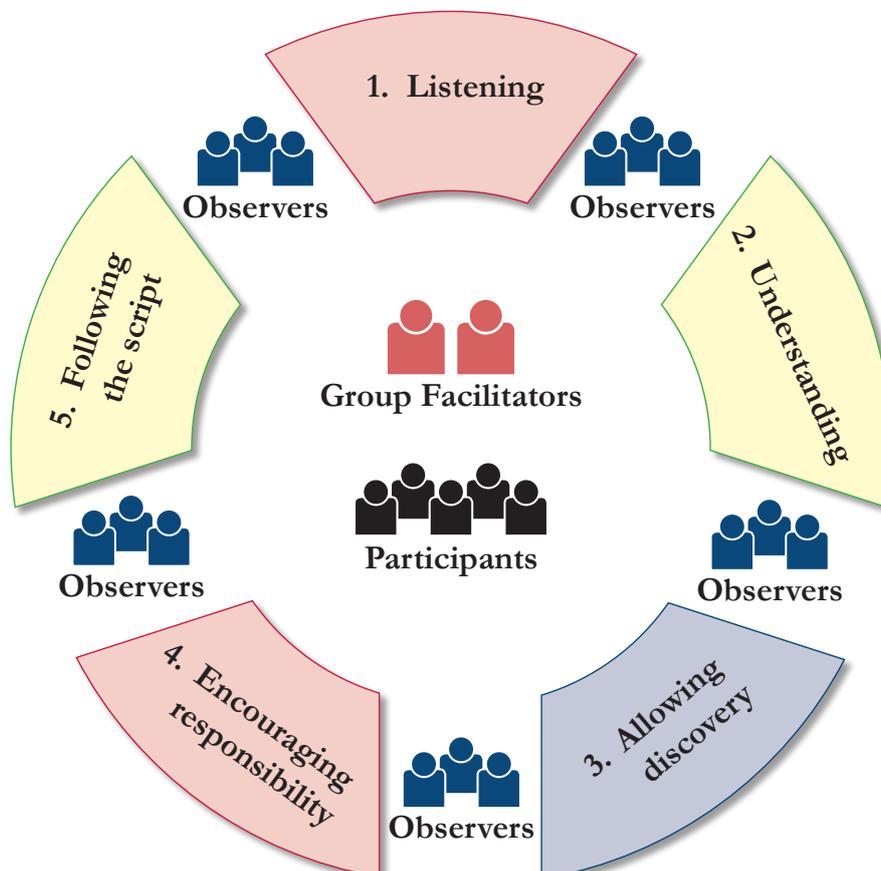


The Fishbowl Practice Method

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):





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.



Time Management

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

Causes of lost time	Strategy to improve time management
Opening late or opening remarks take longer than anticipated	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.
Late arrivals	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.
Participants forming small groups, moving in and out of groups, and moving to plenary	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.)
Prolonged group work	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.

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 _____?
	What is your main point?
	Could you put it another way?
Ask about assumptions	What are you assuming?
	What could be another assumption?
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?

