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1. Introduction – A Note to the Facilitator

The Facilitation Guide is a guide for you, the Facilitator, to take your participants (teacher patrons) through the *Journeys Plus 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 practice positive behaviours and make informed decisions about their lives and relationships. In so doing, youth have improved learning outcomes. The programme is also an avenue for providing a strong foundation and preparing the youth for their future adulthood as useful members of the immediate and wider community.

The *Journeys Plus Activity Handbook for Pupils* combines school-related gender-based violence (SRGBV) and HIV infection prevention content to promote healthy behaviour. The Journeys teams will equip pupils with social and emotional skills to avoid contracting HIV, will give pupils living with AIDS confidence to speak openly about their status without fear of stigma, will encourage them to adhere to taking their antiretroviral (ARVs) medication, and will reduce stigma and discrimination among the school population, which can create acceptance of people living with HIV. The Journeys approach uses specific activities to spark collaboration amongst school stakeholders for the ultimate goal of improving the lives of children within their schools. The Journeys programme comprises four handbooks (found on https://shared.rti.org/):

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*

This Facilitator’s Guide focuses only on the *Journeys Plus Activity Handbook for Pupils*. As the Facilitator of this 5-day training, you will use this Guide to train teachers on how to use their *Journeys Plus Activity Handbook for Pupils* to lead Journeys activities within their respective schools. At the end of the training, teacher patrons/participants should feel ready to return to their schools and lead the Journeys activities with their Journeys team members. It is important to note that Journeys was designed with great intention so that every activity builds on the previous activity. For this reason, activities should not be picked and done at random, but should be conducted sequentially as they appear in the Handbook. This is very important.

There are six types of sessions included in this Guide:

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

However, the first three sessions listed above are the main session types you will see throughout this Handbook. During Demonstration Sessions, the Facilitator will model the activity provided in the same way it is arranged in the *Journeys Plus Activity Handbook for Pupils*. The purpose of this type of session is to
expose participants to the different types of activities and how they flow. During Practice Sessions you, the Facilitator, will ask participants to review and implement the activity listed in this Guide within practice groups (without any demonstration beforehand). Finally, Plan and Review Sessions provide participants the opportunity to review and plan a Journeys Plus activity as if they were planning one for their team at school. The purpose of this session is to only practice the reviewing and planning portion of activity preparation, rather than conducting the activity itself (teachers will conduct the activity when they return to school).

This Guide requires the Facilitator to demonstrate facilitating several activities each day, some of which require materials and preparation in advance. Please review each day’s activities the night before (or sometime in advance) to be sure you, the Facilitator, have the materials needed prepared (i.e. specific flip charts) in advance to ensure the sessions can transition smoothly and time is not lost. At the beginning of each session is a callout box, “Facilitator’s Note.” Please read this carefully at least the night before as it will inform: 1) help prepare you to lead each session for the participants; 2) inform you of the materials needed; and 3) note which 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 together and constantly reflect. Before beginning with Day 1, please review the following materials in the Annex of this Guide:

- Principles of Adult Learning
- Providing Support for Emotionally Stressed Participants
- The Fishbowl Practice 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* (found throughout the sessions of Day 2 in this Guide):

- **Flip Chart:** Parking Lot (Session 1.1)
- **Flip Chart:** Approach to Workshop Learning (Session 1.1)
- **Flip Chart:** Ground Rules (Session 1.1)
- **Flip Chart:** Matrix of Thematic Life Skills and Values (Session 1.2)
- **Flip Chart:** What do you understand as a positive and supportive school climate (Session 1.3)

Journeys Plus helps pupils work together, through a series of discussions and collective actions, that creates a school that is positive and supportive. Journeys Plus helps begin an age-appropriate conversation with 9-14 year-olds on how to develop healthy relationships and behaviours built on social and emotional competencies that equip them to protect themselves and other from violence and HIV infection.

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

- **Flip Chart:** Empathy (Session 1.4)
- **Flip Chart:** Hopes and Dreams of Children (Session 1.4)
- **Flip Chart:** Challenges of Children (Session 1.4)
- **Flip Chart:** Qualities of a Trusted Adult (Session 1.5)
- **Flip Chart:** Outcomes for young people when problems go unnoticed (Session 1.5)
- **Flip Chart:** Social Emotional Learning (SEL) Competencies (Session 1.7)
- **Flip Chart:** Talking Points of SEL Competencies (Session 1.7)
- **Flip Chart:** Actions that Comfort (Session 1.8)
- **Flip Chart:** U-Model found on page 7 & 185 of the Journeys Plus Activity Handbook for Pupils (Session 1.10)
- **Flip Chart:** Types of Activities in the Journeys Plus Activity Handbook for Pupils (Session 1.11)
- **Flip Chart** with Principles Journeys of Facilitation (Session 1.12)

<table>
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<tr>
<th>Day</th>
<th>Session Number</th>
<th>Session Type</th>
<th>Activity Description</th>
<th>Duration (Minutes)</th>
<th>Schedule</th>
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<td>Introduction to the Workshop</td>
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<td>Reflection and Discovery</td>
<td>Relating Social and Emotional Learning to Life Skills</td>
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<td>8:35-9:05 am</td>
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<td>1</td>
<td>1.3</td>
<td>Icebreaker</td>
<td>Safe and Caring School Community</td>
<td>20</td>
<td>9:05-9:25 am</td>
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<td>1.4</td>
<td>Reflection</td>
<td>Hopes, Dreams, and Challenges</td>
<td>20</td>
<td>9:25-9:45 am</td>
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<tr>
<td>1</td>
<td>1.5</td>
<td>Game</td>
<td>Dialogue Walk</td>
<td>30</td>
<td>9:45-10:15 am</td>
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<tr>
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**Tea Break (10:35-11:05 am)**

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<td>1.7</td>
<td>Information</td>
<td>Social and Emotional Learning Competencies</td>
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<td>11:05 am-12:05 pm</td>
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<tr>
<td>1</td>
<td>1.8</td>
<td>Group Discovery</td>
<td>Providing Emotional Support</td>
<td>30</td>
<td>12:05-12:35 pm</td>
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<tr>
<td>1</td>
<td>1.9</td>
<td>Participatory Learning</td>
<td>What Teacher Patrons Do When Pupils Disclose Cases of Violence</td>
<td>30</td>
<td>12:35-1:05 pm</td>
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**Post-Morning Check-in (1:05-1:20 pm)**

**Lunch Break (1:20-2:20 pm)**

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<th>Session Type</th>
<th>Activity Description</th>
<th>Duration (Minutes)</th>
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<td>U-Model: Five Steps for Inspiring Change</td>
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<td>2:20-3:05 pm</td>
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<tr>
<td>1</td>
<td>1.11</td>
<td>Information</td>
<td>Types of Activities</td>
<td>20</td>
<td>3:05-3:25 pm</td>
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<tr>
<td>1</td>
<td>1.12</td>
<td>Information</td>
<td>Journeys Approach to Facilitation</td>
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<td>3:25-4:15 pm</td>
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**Afternoon Check-in (4:15-4:30 pm)**

**Departure**
DAY 2 Preparation

**Materials needed:** journals, pens/pencils for participants, markers, and small pieces of paper (like sticky notes). Prepare a symbol of a boy and a symbol of a girl made from scratch paper as well as signs symbolizing red, green and yellow colours. Have ready, extra blank flip chart paper for U-Model.

**Prepare the following flip charts** (found throughout the sessions of Day 2 in this Guide):
- *Day 1’s Flip Chart:* Parking Lot
- *Flip Chart* for Gender Box Activity 7 page 26 of Journeys Plus Activity Handbook for Pupils (Sessions 2.6)

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<th>Session Type</th>
<th>Activity</th>
<th>Duration (Minutes)</th>
<th>Schedule</th>
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<td>Morning Check-in (8:00–8:15 am)</td>
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<td>2</td>
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<td>Practice</td>
<td>My Life at School</td>
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<td>9:00-10:00 am</td>
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<tr>
<td>2</td>
<td>2.3</td>
<td>Practice</td>
<td>Respecting Differences</td>
<td>60</td>
<td>10:00-11:00 am</td>
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<td>Tea Break (11:00-11:30 am)</td>
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<tr>
<td>2</td>
<td>2.4</td>
<td>Demonstration</td>
<td>Gender Box</td>
<td>60</td>
<td>11:30-12:30 pm</td>
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<td>Lunch Break (12:30-1:30 pm)</td>
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<tr>
<td>2</td>
<td>2.5</td>
<td>Practice</td>
<td>Healthy and Unhealthy Relationships</td>
<td>90</td>
<td>1:30-3:00 pm</td>
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<tr>
<td>2</td>
<td>2.6</td>
<td>Review and Plan</td>
<td>Knowing My School: Relationships</td>
<td>30</td>
<td>3:00-3:30 pm</td>
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<tr>
<td>2</td>
<td>2.7</td>
<td>Practice</td>
<td>Working on the U-Model</td>
<td>30</td>
<td>3:30-4:00 pm</td>
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<td>Afternoon Check-in (4:00-4:20 pm)</td>
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</table>

Day 3 Preparation

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

**Prepare the following flip charts** (found throughout the sessions of Day 3 in this Guide):
- *Day 1’s Flip Chart:* Parking Lot
- *Flip chart* with the definition of Puberty for My Body Activity 7 page 39 of Journeys Plus Activity Handbook for Pupils (Sessions 3.1)
- *Flip chart* with Talking Points for My Body Image Activity 8 page 42 of Journeys Plus Activity Handbook for Pupils (Sessions 3.2)

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<th>Duration (Minutes)</th>
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<td>Morning Check-in (8:00–8:15 am)</td>
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<tr>
<td>3</td>
<td>3.1</td>
<td>Demonstration</td>
<td>My Body</td>
<td>60</td>
<td>8:15-9:15 am</td>
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<td>3</td>
<td>3.2</td>
<td>Review and Plan</td>
<td>My Body Image</td>
<td>30</td>
<td>9:15-9:45 am</td>
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<td>3</td>
<td>3.3</td>
<td>Practice</td>
<td>What Is Important to Me?</td>
<td>45</td>
<td>9:45-10:30 am</td>
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<tr>
<td>3</td>
<td>3.4</td>
<td>Demonstration</td>
<td>Good Communication</td>
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<tr>
<td>3</td>
<td>3.5</td>
<td>Parallel Practice</td>
<td>STIs, HIV, and AIDS: What They Are and How They Are Transmitted</td>
<td>70</td>
<td>11:45 am–12:55 pm</td>
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<tr>
<td>3</td>
<td>3.5</td>
<td>Parallel Practice</td>
<td>Understanding How HIV Affects Our Bodies</td>
<td>70</td>
<td>11:45 am–12:55 pm</td>
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<tr>
<td>3</td>
<td>3.5</td>
<td>Parallel Practice</td>
<td>Understanding Signs and Symptoms of HIV and Other STIs</td>
<td>70</td>
<td>11:45 am–12:55 pm</td>
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<tr>
<td>3</td>
<td>3.6</td>
<td>Demonstration</td>
<td>How HIV and AIDS Impacts Children</td>
<td>60</td>
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<td>3</td>
<td>3.7</td>
<td>Parallel Practice</td>
<td>Treatment and Support for Pupils Living with HIV in Schools</td>
<td>80</td>
<td>3:00-4:20 pm</td>
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<td>3</td>
<td>3.7</td>
<td>Parallel Practice</td>
<td>Gender and HIV</td>
<td>80</td>
<td>3:00-4:20 pm</td>
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<td>3.8</td>
<td>Practice</td>
<td>Working on the U-Model</td>
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<td>4:20-5:20 pm</td>
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Day 4 Preparation

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

*Prepare the following flip charts* (found throughout the sessions of Day 5 in this Guide):

- **Day 1’s Flip Chart:** Parking Lot
- **Flip chart** with definitions of stigma and discrimination for Stigma and Discrimination Activity 17 on page 75 of the Journeys Plus Activity Handbook for Pupils (Session 4.1)
- **Flip chart** with two columns labelled “positive thing that could happen” and “negative things that could happen” per the preparation section of the Let’s Decide Activity 20 on page 82 of the Journeys Plus Activity Handbook for Pupils (Session 4.4)
- **4 Flip charts** with information on each of the 4 Cs (separately) for 4 C’s and the Meaning of Consent Activity 21 on page 83 of the Journeys Plus Activity Handbook for Pupils (Session 4.5)
- **Flip chart** with Anna’s story and talking points for Seeking Assistance Activity 22 on page 87 of the Journeys Plus Activity Handbook for Pupils (Session 4.6)
- **Flip chart** with diagram shown in Reporting Violence and Abuse Activity 23 on page 92 of the Journeys Plus Activity Handbook for Pupils (Session 4.7)

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<th>Duration (Minutes)</th>
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<tr>
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<td></td>
<td></td>
<td>Morning Check-in (8:00–8:15 am)</td>
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## DAY 4 Schedule

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<td>Demonstration</td>
<td>Stigma and Discrimination</td>
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<td>8:15-9:15 am</td>
</tr>
<tr>
<td>4</td>
<td>4.2</td>
<td>Review and Plan</td>
<td>HIV/SRGBV Risk and Protective Factors</td>
<td>30</td>
<td>9:15-9:45 am</td>
</tr>
<tr>
<td>4</td>
<td>4.3</td>
<td>Practice</td>
<td>Teenage Pregnancy</td>
<td>80</td>
<td>9:45-11:00 am</td>
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**Tea Break (11:00-11:30 am)**

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<td>Let’s Decide</td>
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<td>11:30-12:20 pm</td>
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<td>4.5</td>
<td>Review and Plan</td>
<td>4 C’s and the Meaning of Consent</td>
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<td>12:20-12:50 pm</td>
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**Lunch Break (12:50-2:00 pm)**

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<td>4</td>
<td>4.6</td>
<td>Practice</td>
<td>Seeking Assistance</td>
<td>60</td>
<td>2:00-3:00 pm</td>
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<tr>
<td>4</td>
<td>4.7</td>
<td>Demonstration</td>
<td>Reporting Violence and Abuse</td>
<td>50</td>
<td>3:00-3:50 pm</td>
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<tr>
<td>4</td>
<td>4.7</td>
<td>Practice</td>
<td>Working on the U-Model</td>
<td>60</td>
<td>3:50-4:50 pm</td>
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**DAY 5 Preparation**

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

**Prepare the following flip charts** (found throughout the sessions of Day 5 in this Guide):

- **Day 1’s Flip Chart:** Parking Lot
- **Flip chart with Talking Points for Post-Violence Care, Treatment and Support Activity 25 on page 100 of the Journeys Plus Activity Handbook for Pupils (Session 5.2)**

## DAY 5 Schedule

<table>
<thead>
<tr>
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<th>Session Type</th>
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<td>5.1</td>
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<td>Positive Bystander Response to Violence</td>
<td>45</td>
<td>8:15-9:00 am</td>
</tr>
<tr>
<td>5</td>
<td>5.2</td>
<td>Review and Plan</td>
<td>Post-Violence Care, Treatment, and Support</td>
<td>30</td>
<td>9:00-9:30 am</td>
</tr>
<tr>
<td>5</td>
<td>5.3</td>
<td>Practice</td>
<td>Solving Problems</td>
<td>60</td>
<td>9:30-10:30 am</td>
</tr>
</tbody>
</table>

**Tea Break (10:30-11:00 pm)**

<table>
<thead>
<tr>
<th>Day</th>
<th>Session Number</th>
<th>Session Type</th>
<th>Activity</th>
<th>Duration (Minutes)</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5.4</td>
<td>Presentation</td>
<td>Presenting the U-Model Projects</td>
<td>60</td>
<td>11:00 am–12:00 pm</td>
</tr>
<tr>
<td>5</td>
<td>5.5</td>
<td>Planning</td>
<td>Teacher Patron Planning</td>
<td>60</td>
<td>12:00-1:00 pm</td>
</tr>
</tbody>
</table>

**Lunch Break (1:00-2:00 pm)**

**Final Check-in (2:00-3:00 pm)**

**Closure and Departure**
Day 1

Session 1.1: Introduction to the Journeys Plus Workshop

Information Session

Day One, Duration: 8:00–8:35 am (35 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, the Facilitator, will write questions from participants throughout the week. The Parking Lot houses items to be discussed that might not fit in with the current conversation. All Parking Lot items should be addressed by the last day of training; however, it is good practice to review these items at the end of every training day to ensure participants’ questions are answered in a timely fashion. Please prepare a piece of flip chart paper in advance titled, “Parking Lot”.

Before the sessions begins, review the flip chart below titled, “Approach to Workshop Learning.” Transcribe the contents of this flip chart diagram onto a piece 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/participants.
➤ Ask everyone to write their name on a piece of tape with a marker and put it on their shirt or dress.

Introduction to the Journeys Workshop and the Facilitation Guide

➤ Inform the Teacher Patrons that for five days, they will learn how to implement the Journeys Plus activities in their schools. On the first day, they will learn about the purpose of the Journeys teams and how the teams will help the pupils and help the school. For the remaining days of the workshop, participants will learn and practice how to facilitate the Journeys Plus activities in the Handbook (hold up the Handbook for all to see).
➤ Emphasize that the Journeys programme is a Ministry of Education and Sports programme and is the response to the Government of Uganda Strategy and Action Plan on Violence Against Children in Schools (VACiS) prevention and response to HIV/AIDS.
➤ Map the activities for each day of training. Please refer to the Programme table at the beginning of this Guide to help you.

Facilitator Tips

HIV, violence and sexuality are all 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 feel awkward to discuss sometimes, 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 attempts to work within our culture and to protect our children.

Facilitator Tips

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

Ask volunteer participants to write comments on flip charts during group check-ins and discussions.
Review logistics and ground rules

- Introduce the parking lot and emphasize how important it is.
- Remind everyone that they must sign the register each day.
- Be ready to begin at 8:00 am sharp every day.
- Assign a Co-Facilitator to serve as a time keeper, to keep participants energised and to pay attention to participants welfare.

Ground Rules

- Ask participants to volunteer ground rules for the workshop as a Co-Facilitator writes them on the flip chart. If not mentioned, make sure to include and emphasize 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 and read its contents noting that each day will include the approaches listed in the flip chart.

Session 1.2: Relating Social and Emotional Learning to Life Skills

Reflection and Discovery Session

Day 1, Duration: 8:35-9:05 am (30 minutes)

Facilitator’s Note

- In this activity, Facilitators will support participants to discover the link between Journeys Social and Emotional Learning (SEL) competencies for each Journeys Plus activity and life skills in the school curriculum. As the Facilitator, read through Annex 12 on page 210 and Annex 15 on page 215 in the Journeys Plus 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. Please note that Social and Emotional Competences will be discussed in depth in session 1.6.
- Facilitators will support participants to identify the relationship between SEL and Life Skills for each class using at least 5 activities from the Journeys Plus Activity Handbook for Pupils page 215.

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. Teachers will be able to assist pupils in developing their own social and emotional learning competencies and life skills.

Lesson Procedure

- Explain that this session is intended to show teacher patrons that Journeys SEL competences 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 train their pupils to develop holistic responsible adults and citizens.
- Organise participants into groups of 5 and ask them to;
- Write down Term one thematic area of the thematic curriculum
- Look at activities 1-5 in their Journeys Plus Activity Handbook for Pupils

<table>
<thead>
<tr>
<th>Activity</th>
<th>Thematic Area</th>
<th>SEL Competence</th>
<th>Life Skill Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- On a piece of paper draw a table with four columns, identify the thematic area, SEL competence in each activity and identify a corresponding life skills from the Thematic Curriculum.
- After the groups have finished, present the Flip Chart on Matrix of Thematic Life Skills and Values and ask participants to go to page 215 in Journeys Plus Activity Handbook for Pupils. Give participants 10 minutes to study and discuss the matrix in their groups.

Plenary Discussion

Check in with participants to ensure they understand and 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 practice?
- 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 Skill in their classes because they are both are aiming at supporting pupils develop relationship skills and resilience for survival. Tell participants that they will have a full session on SEL Competences in session 1.6 late in the day.
Session 1.3: Safe and Caring Space for Sharing

Icebreaker Session

Day One, Duration: 9:05–9:25 am

Facilitator’s Note

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

Icebreaker Procedure

➢ Hand out small papers and markers for people to write one quality of a safe and positive place for pupils.
➢ Give participants about 10 minutes to walk around and introduce themselves to each other and share with each other their “quality of a safe and positive school and community.”
➢ Tell participants to spend only about 30 seconds to a minute with each person and try to meet as many different people as possible.

Plenary Discussion

➢ Ask for as many volunteers as possible to mention the many qualities of a safe and 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 about HIV/AIDS and sexuality issues in Uganda, their families and communities. Ask them to reflect on the following questions;
  ♦ Think about what it was like in the mid-90s to mid 2000. Who lost their parents or a loved one to AIDS? How was your life directly impacted by HIV?
  ♦ How comfortable are you talking about sexuality issues with children?
  ♦ What is the importance of talking to children about sexuality and HIV/AIDS?
➢ After two minutes ask volunteers to give feedback on their reflections. Emphasize that if someone is not comfortable sharing personal matters, it is not compulsory to share and that all information shared must be held confidential and MUST not be shared outside the training room.

Session 1.4: Hopes, Dreams, and Challenges of Children

Reflection Session

Day One, Duration: 9:25–9:45 am

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 to seek assistance. Through 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 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 and ask participants why empathy is an essential quality of an adult. 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 step back again.
  - 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 should 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 answers with their eyes remaining closed.
- Read the guided reflection below. slowly, clearly, and in a calm, even voice, pausing 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 were their qualities?

Plenary Discussion

- When finished, give participants about 15–30 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 in this small group, share with each other their hopes, dreams, and challenges.
- After a brief time for this personal sharing in groups, ask volunteers to tell the group some of the hopes, dreams, and challenges that came up for them.
- Make a list of (1) the hopes and dreams on one flip chart paper and (2) the challenges on another flip chart paper.
- Leave the flip charts in front of the group because they will be kept for the following activity.
Session 1.5: Dialogue Walk

Game Session

Day One, Duration: 9:45–10:15 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 also must 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, but it also covers the important role of teachers and adults to model the qualities of a trusted adult and the keeper of a safe space for pupils to open up and share their experiences and solve problems with trusted peers and adults.

Competence

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

Lesson procedure

➢ Bring participants’ attention to the flip charts from the previous exercise and 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 the 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 7–10 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 7 minutes, the Facilitator should 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 15–20 minutes, the Facilitator should call the group together for a final discussion.

Plenary Discussion

Ask the participants for volunteers to and share the qualities of the trusted and caring adults who were mentioned in the stories shared. After the pairs have shared, show a flip chart that lists the important qualities of a trusted adult (see textbox) and congratulate the participants for understanding these qualities (referring to the comments they made earlier).

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 pupils who need assistance, and 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
➢ Taking unnecessary high-risk activities like engaging

Flip Chart: Qualities of a Trusted Adult

A trusted adult is someone who
• genuinely listens to and cares about the child,
• will not blame the child,
• is calm and loving,
• makes the child feel safe talking about anything, and
• makes the child feel happy when they are together.
in sexual activity, taking drugs and alcohol, fighting and going to drinking places like bars, and going to betting houses.

- Inciting discontent in school and misbehaving.

Ask participants to give examples of how they have been able to help young children as a trusted adult in the past. Ask them how it felt to be able to comfort a child and provide assistance to them.

### Session 1.6: Introduction to the Journeys Plus Activity Handbook for Pupils

#### Information Session

**Day One, Duration: 10:15–10:35 am** (20 minutes)

<table>
<thead>
<tr>
<th>Facilitator’s Note</th>
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</thead>
<tbody>
<tr>
<td>It is important to remember that this activity is a brief orientation only. Participants will have plenty of time to learn and practice all the activities in their Handbook. Participants should have their Handbooks out and follow you 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.</td>
</tr>
</tbody>
</table>

**Competence**

Participants will be able to navigate the *Journeys Plus Activity Handbook for Pupils* and locate relevant content in the Handbook.

**Lesson Procedure**

Review the *Journeys Plus Activity Handbook for Pupils*

- Hold up the *Journeys Plus Activity Handbook for Pupils* and explain that the Handbook contains activities that the teacher patrons will facilitate during Journeys Plus Dialogue Meetings.
- Ask the participants to follow you in their Handbooks while you walk them through each section. One Facilitator can walk around to check 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 face picture
  - Table of Contents
  - Acknowledgment
  - List of Acronyms
- Guidelines on Using the *Journeys Plus Activity Handbook for Pupils*
- Introduction
- Journeys Facilitation Guiding Principles
- The Role of a Caring Teacher Providing Emotional Support to Pupils
  - Opting out of an activity with sensitive content
  - Response by a caring teacher
  - Early warning signs
- Five step process of inspiring change (known as the U-Model)
  - Tell participants that an entire session will be dedicated to explaining the U-Model
- Getting started
- Finding Another Way
- Involving pupils in facilitating a session
Journeys team Membership Registration Form
Journeys Activity planning form
Journeys Team Work Plan and Review Form
Attendance Register
End-of-Term Report
Annex
Emphasise to participants that it is very important that they review the information in these annexes before conducting Journeys Plus activities
Refer to Activity 1 on page 19. Introduce the standard elements of this activity and tell participants that these standard elements (listed in the box to the left) are found in every activity:
Emphasis that they should always read the “Preparation” section in each activity before conducting an activity in their school.

**Plenary Discussion**
Ask participants if they have a general idea about the makeup of the Handbook they have just reviewed. Invite comments or questions like the two listed below:
> “What do 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 great intention so that every activity builds on the previous activity. For this reason, activities should not be picked and done at random, but should be conducted sequentially as they appear in the Handbook.

**Tea Break 10:35-11:05 am**

**Session 1.7: Social and Emotional Learning Competencies**

**Information Session**

**Day One, Duration: 11:05 am–12:05 pm (60 minutes)**

**Facilitator’s Note**

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

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

- Self-awareness
- Social awareness
- Self-management
- Relationship skills
- Responsible decision making
In preparation for this activity, Facilitators should be completely familiar with Annex 12, page 212, in the Handbook. The Facilitators 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/.

**Competence**

Participants will be able describe the five (SEL) skills that the Journeys Plus programme is designed to strengthen in pupils and their implications for learning.

**Preparation**

- Set up 5 discussion stations.
- Organize four to five chairs or benches at each station.
- Label each station with a sign to show the SEL skill that is being developed. There will be a station for each SEL skill.
- At each station, place a flip chart that has the SEL skill to be discussed. See station numbers, their SEL skills and the SEL skill definition below. There is a box for each station/skill that should be turned into a flip chart.
- Each station should also contain three additional flip charts labelled with one task each per the image directly below.

**SEL Skills**

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

### Station 1: Self-Awareness

The ability to accurately recognize 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
- Self-confidence
- Accurate self-perception
- Self-efficacy
- Recognizing strengths

**Task 1**

Describe this SEL skill in your own words.

**Task 2**

Give an example of a child’s behaviour if they were strong in this skill.

**Task 3**

Describe how this skill could be useful for child’s learning, for their resilience to HIV and SRGBV challenges, and the future.

**Task 4**

Describe how this skill can contribute towards making an individual a better member of the community.
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
- Self-motivation
- Stress management
- Goal setting
- Self-discipline
- Organizational skills

Station 3: Social Awareness

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

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

Station 4: Relationship Skills

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

- Communication
- Relationship building
- Social engagement
- 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 of various actions and a consideration of the well-being of oneself and others.

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

Lesson Procedure

- Explain that in this activity, participants will move to different stations to learn about and discuss five SEL skills. Point out the 5 stations.
- Tell the participants that they are required to go to all five stations to learn about all five SEL skills. They will take 10 minutes at each station. When they hear the bell, they will move to a new station, joining people they have not sat with before if possible (i.e., they do not move as a group from one station to another).
- Ask the participants to take a seat at one of the discussion stations. At each station,
  - one person in the group should read the flip chart, and
  - the entire group should discuss the three 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.
Repeat this process until all participants have visited each station and heard 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.

**Discussion**

- Ask the participants to read the flip charts you prepared (with the definitions) to enrich their understanding of each competence.
- How does improved self-awareness make me a better member of my community? Part of my own self-awareness is respecting how I fit into the broader community.
- Ask participants to tell the relationship between the 5 competences and how they complement each other to strengthen a pupils' resilience to prevent HIV and violence.
- Thank participants for their contributions and emphasise to them that the purpose of conducting Journeys Plus activities is to support children to develop their SEL skills.

**Session 1.8: Providing Emotional Support**

**Group Discovery**

**Day One, Duration: 12:05–12:35 pm (30 minutes)**

**Facilitator’s Note**

This activity is designed to help participants identify the material in Section 4 (The Role of a Caring Teacher Providing Emotional Support to Pupils) of the *Journeys Plus Activity Handbook for Pupils*. This is a critical aspect of the Journeys Teams and an important role of the Teacher Patron in identifying and supporting pupils who are in distress.

**Competence**

Teacher Patrons will know 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 ask them to compare their ideas in pairs.
- Ask Teacher Patrons to read the Introduction Section 3: The role of a caring Teacher Providing Emotional support to Pupils in the *Journeys Plus Activity Handbook for Pupils*.
- Organise participants in groups of about six people each. Working in these groups, ask participants to make a list of “actions that comfort.”
- After 10 minutes invite participants back for a discussion.

**Plenary Discussion**

- In the plenary, ask the groups to report out their ideas about “actions that comfort,” and the Facilitator writes them on a flip chart.
- Compares their list to the list on Signs of Distress on page 6 in the *Journeys Plus Activity Handbook for Pupils*.
- Ask the following questions: 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 in distress while conducting a Journeys Plus 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 the purple book given to all schools by MoES.

**Session 1.9: What Teachers Do When Pupils Disclose Cases of Violence**

**Participatory Learning**

**Day One, Duration: 12:35 – 1:05 pm**

**Facilitator’s Note**

This activity is designed to help participants find the material in Section 3.2 on page 6 in the *Journeys Plus Activity Handbook for Pupils*. This is a critical aspect of the Journeys teams 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 four groups and assign the groups two of the nine bullets on page 7 in the *Journeys Plus Activity Handbook for Pupils*.
- Ask the groups to discuss their bullets briefly and provide an example of the follow-up action described in the bullet and the consequences of not taking the correct action.

**Plenary Discussion**

- Ask each group to present key highlights of their discussion. Invite participants from other groups for comments and additional information.
- Ask the participants to share the actions that do not comfort pupils and should be avoided.

**Post-Morning Check-in (1:05-1:20 pm)**

**Facilitator’s Note**

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

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

**Lunch Break (1:20–2:20 pm)**
Session 1.10: U-Model: Five-Step Process for Inspiring Change

Information Session

Day One, Duration: 2:20–3:05 pm (45 minutes)

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 3.4, Five-step process for inspiring change (page 8), and is explained further in Annex 1, pages 185-189.

This session is designed to provide an overview of the Five-Step Process for Inspiring Change. After the activity, the Facilitator organises participants into groups. This may be according to the schools or locations they 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 practice 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 found on page 9 in the Journeys Plus Activity Handbook for Pupils.

Lesson Procedure

➢ Present the flip chart of the U-Model.
➢ 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 the label of each step and say what it means to them in their own words. (Note: Step 3, the individual reflection, often needs to be clarified.)
➢ Working in groups of five to six participants, ask participants to turn to pages 9-10 in their Journeys Plus Activity Handbook for Pupils and review and discuss each step of the U-Model. Give participants about 20 minutes for this. Check in with the participants to make sure that they have all read and discussed the five steps.
➢ During this review, walk around the room and check with the groups to see whether they have any questions.

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 the participants see the flow and connection between every step. (Note: Emphasise the importance of Step 3, “Reflection,” for participants. Even if the reflection only last for 5 minutes, it is a necessary step in completing the rest of the U-Model).
➢ Organise the participants into groups of 10. Ask the participants to briefly meet in their group and introduce themselves as they will work together for the rest of the week to role play the application of the tool by completing all five steps of the U-Model.

Facilitator Tips

Give each group a step to read and role play the following day of the 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.
Session 1.11: Types of Activities

Information Session

Day One, Duration: 3:05–3:25 pm

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 practice the activities during the week.

Competence

Teacher Patrons will be able to describe the nine types activities in the Journeys Plus Activity Handbook for Pupils.

Lesson Procedure

➢ Present the flip chart you prepared on types of activities in the Journeys Plus Activity Handbook for Pupils and briefly discuss each type of activity.
➢ Use the Facilitator Talking Points to describe each type of activity.

Facilitator Talking Points

➢ Reflection
  • Reflection activities may include closing your eyes and envision 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 hear and talk about a variety of stories and points of view.
➢ Five-Step Process for Inspiring Change (U-Model)
Ask participants if there are any questions on any of the types of activities. Tell them, by the time the training, they will have practiced each of the types of activities.

**Session 1.12: Journeys Approach to Facilitation**

**Information Session**

**Day One, Duration: 3:25–4:15 pm** *(50 minutes)*

**Facilitator's Note**

In this activity, the Facilitator gives 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**

**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 meaning from the activities and discussion rather than telling participants what they should know.

4. **Encouraging Responsibility (Not Blaming)**
   
   Encourage shared responsibility and not blame others.

5. **Following the Script (vs. “Doing Your Own Thing”)**
   
   Follow the instruction guidelines for each activity rather than “doing your own thing.”

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

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 facilitation principle: *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 facilitation: 1) Using the Journeys Principles of Facilitation; and 2) without using the Journeys Principles of Facilitation.
- When groups finish their presentations tell participants that when facilitating Journeys Plus activities with pupils, it is important to adhere to the 5 Journeys Principles of Facilitation they have just completed.
- Ask participants to mention the importance of adhering to the 5 Journeys Principles of Facilitation (refer to the flip chart you showed at the beginning of this session).

Afternoon Check-in 4:15-4:30 pm

Facilitator’s Note

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

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

DAY 2

Morning Check-in 8:00-8:15 am

Facilitator’s Note

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

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

The Morning Check-ins are a good opportunity to see what participants recall from the day before and to outline the new learning for the day. Take this time to ask participants what they learned yesterday and if there are any questions. Then, provide a brief overview of the sessions for today.
Session 2.1: Making a New Friend

Demonstration Session: Activity 1, page 19

Day One, Duration: 8:15-9:00 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 practice making new friends. Teacher patrons should be prepared to lead Activity 1, Making a New Friend, on page 19 in the *Journeys Plus Activity Handbook for Pupils*.

Competence

Teacher Patrons will be prepared 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 19, exactly as it is in the *Journeys Plus Activity Handbook for Pupils*.
➢ Make sure you summarise the main message by wrapping up the session according to the “Summarise” notes on page 20. 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 Journeys Plus 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 5 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 inviting participants’ comments for each.

Session 2.2: My Life at School

Practice Session: Activity 2, page 21

Day Two, Duration: 9:00-10:00 am (60 minutes)

Facilitator’s Note

All Facilitators should be familiar with the fishbowl practice method to effectively guide the participants in their practice. The fishbowl practice method is explained in the Annex of this Guide. Additionally, all Facilitators should familiarize themselves with Activity 2, My Life at School, in the *Journeys Plus Activity Handbook for Pupils*, to effectively assist participants in their review, planning, and practice of this activity.

Competence

Teacher Patrons will be able to identify and discuss different feelings that children may experience while at school and encourage them to practice talking about them.
**Lesson Procedure**

- Organise the participants into three practice groups (approximately 12-15 people per group. If there are more than 45 participants at the training, increase the number of participants per group; keep the total number of groups at three).

- Groups will organize according to the Fishbowl Method. This means that within each of their practice groups, participants should do the following:
  - Assign two participants to serve as the group Facilitators. These two group Facilitators will conduct the activity as practice.
  - Assign five-seven participants to be the “activity participants” (i.e. those for whom the two Facilitators are conducting the practice activity).
  - Assign approximately three-five participants in their group to serve as observers. The observers will watch the Facilitators conduct the activity with participants and note how they incorporate the Journeys Principles of Facilitation.

- One Facilitator from the training should assign themselves to a practice group (so that each practice 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 practice group has positioned their chairs correctly for the Fishbowl set-up (refer to Annex for Fishbowl set-up diagram if needed).
  - The two practice 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 Practice Session, first by reviewing and planning Activity 2 My Life at School, found on page 21 of the Handbook.

- Ask participants to turn to the Activity Planning Form on page 11 of the Handbook. Give approximately 15 minutes for the practice groups to review and plan the activity. The groups should write the plan in their journals.

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

- When the practice group is ready, the two selected group Facilitators implement Activity 2, My Life at School.

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

**Plenary Discussion**

- When all groups have finished, get everyone’s attention and lead a discussion about the experience. Some talking points are provided below.
  - What were the group Facilitators most comfortable with and least comfortable with?
  - How did it feel to lead the guided reflection?
  - Did the participants enjoy the activities?
  - Which Journeys Principles of Facilitation were strong? Which ones need improvement?
  - Which of the Journeys Facilitation were strong? Which ones need improvement?
Session 2.3: Respecting Differences

Practice Session: Activity 3, page 24

Day Two, Duration: 10:00-11:00 am  
(60 minutes)

Facilitator’s Note

All Facilitators should be familiar with the fishbowl practice method to effectively guide the participants in their practice. The fishbowl practice method is explained in the Annex of this Guide and in the previous Session 2.1. Additionally, all Facilitators should familiarize themselves with Activity 3, Respecting Differences, on page 24 in the *Journeys Plus Activity Handbook for Pupils*, to effectively assist participants in their review, planning, and practice of this activity.

Competence

Teacher Patrons will be able to facilitate a game-based activity, talk about similarities and differences between pupils and explain the importance of respecting other people’s choices.

Lesson Procedure

➢ Organize the participants into three practice groups and ensure that the practice groups consist of different participants than in the previous activity.
➢ Ask each group to prepare for the Fishbowl practice method as outlined in Session 2.1. The exact same steps of the Fishbowl method in Session 2.1 should be followed for this Activity:3 Respecting Differences.

Plenary Discussion

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

➢ If you were a Group Facilitator, what were you most comfortable with and least comfortable with?
➢ Question for everyone: Did the you enjoy the activities?
➢ Which *Journeys* Principles of Facilitation were strong? Which ones need improvement?

Tea Break (11:00-11:30 am)

Session 2.4: Gender Box

Demonstration Session: Activity 4, page 26

Day Two, Duration: 11:30 am –12:30 pm  
(60 minutes)

Facilitator’s Note

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

This activity uses a game and discussion to demonstrate different expectations that people have for boys and girls and to consider how these expectations affect the lives of boys and girls. Part 1, page 27, describes how to play the Gender Box game. Be sure that the responses given include the three types of characteristics, namely biological traits such as breasts or beard; personality traits such as shy or aggressive; and types of work at home or future occupations such as car mechanic, doctor, or fetching water. In Part 3, participants will discuss the difference between biological qualities of boys and girls and qualities of girls and boys created and imposed by society.

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

Facilitators will have reviewed and are prepared to lead Activity 4, Gender Box, on page 26 in the *Journeys Plus Activity Handbook for Pupils*. 
**Competence**

Teacher Patrons will be able to list both biological and society prescribed roles for 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 this impacts girls’ and boys’ life choices.

**Lesson Procedure**

- Prepare for and Conduct Activity 4, Gender Box, on page 26, exactly as it is in the *Journeys Plus Activity Handbook for Pupils*.
- Be sure to summarise the main message by wrapping up the session according to the “Summarise” textbox on page 28. This reinforces the main message of the activity.

**Review and Evaluate**

- Give the participants 10 minutes to review Activity 4 Gender Box. Check for participant understanding by asking participants to list, as a group, biological roles, 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 be thinking 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 clarify any questions.
- 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.

Lunch Break 12:30–1:30 pm

**Session 2.5: Healthy and Unhealthy Relationships**

**Practice Session: Activity 5 page 29**

*Day Two, Duration: 1:30-3:30:00 pm* (90 minutes)

**Facilitator’s Note**

All Facilitators should thoroughly familiarize themselves with Activity 5, Healthy and Unhealthy Relationships, on page 29 of the Handbook, so they can effectively oversee and support the participants during the practice groups.

Be familiar with the fishbowl practice method (in the annex of this guide), described as follows. Participants work in one of three practice groups during practice sessions, and one Facilitator is assigned to assist and coach each practice group.

**Competencies**

Teacher Patrons will be able to identify healthy and unhealthy relationships and can assist their pupils in engaging in healthy relationships.

**Lesson Procedure**

- Organise the participants into three practice groups and assign a lead Facilitator to each group.
- Ask the participants to work in their practice groups to review and prepare for Activity 5, Healthy and Unhealthy Relationships, on page 29 in the Handbook.
- Ask participants to turn to the Activity Planning Form on page 12. Give approximately 15 minutes for the practice groups to review and plan the activity. The groups should write the plan in their journals.
After the practice groups have reviewed and planned the activity, the lead Facilitator assigned to each group assists the group in preparing for the fishbowl practice by asking the group to identify the following:

- Two participants to be the group Facilitators
- Eight participants to make up the participant group
- Five to seven participants to make up the observer group

The lead Facilitator assigned to each practice group helps the participants organise themselves for the fishbowl practice, as follows:

- The two group Facilitators are positioned in the middle of the group, facing the “participant group.” The observers are positioned outside the group so that they can observe the activity and evaluate the presentation against the Journeys Principles of Facilitation.
- Bring the observers’ attention to the Principles posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group Facilitator was in applying the principles.
- When the practice group is ready, the two selected group Facilitators implement Activity 5, Healthy and Unhealthy Relationships.
- Ask the group Facilitators to pay special attention to the characteristics of healthy and unhealthy relationships provided in the table in the activity.
- When the activity is completed, while still working in their groups, invite volunteers from the observer group 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 as follows:

- If you were a group Facilitator, what were you most comfortable with and least comfortable with?
- How did it feel to lead the guided reflection?
- Question for all participants: What did you learn about healthy and unhealthy relationships? How can you help your pupils navigate relationships at school so that they engage in healthy ones?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?

### Session 2.6: Knowing My School: Relationships

#### Review and Plan Session: Activity 6, page 34

**Day Two, Duration: 3:00-3:30 pm**

**Facilitator’s Note**

This is the first Review and Plan Activity of the training. In the Review and Plan activities, Facilitators will not demonstrate the activity and participants will not practice. 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 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.”

During this demonstration session, draw teachers’ attention to the box on page 36 titled, “Notes on Positive Boy and Girl Relations.” This box lists actions of sexual harassment that pupils should be aware of. When teacher patrons conduct this activity in their schools, they should encourage pupils to speak with a trusted adult not only if they experience sexual harassment, but also if anyone, a pupil or a teacher, has done anything to make them feel uncomfortable. Also, bring teachers’ attention to the talking points on page 36 and the special preparations for this activity that they will need to plan in advance (see the preparation section on page 34).
**Competence**

Participants will be able to review and plan a Journeys Plus 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**

Organize participants in groups of 6 people. Give the following instructions:

- In your groups, review Activity 6: Knowing My School: Relationships on Page 34 of the *Journeys Plus Activity Handbook for Pupils*.
- Using the Activity Planning Form on page 12 of your *Journeys Plus Activity Handbook for Pupils*, Plan the session as you would deliver it at your school and complete the form in your journal or notebook.
- Ensure that all participants develop a plan in their journal or notebook.

**Review and Evaluate**

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

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

Facilitate this evaluation by mentioning what is required in preparation, Note for Teacher and the example given in the *Journeys Plus Activity Handbook for Pupils* and inviting participants’ comments for each. Ask participants to discuss the following questions:

- Why is it important for students to understand the difference between positive and negative relationships?
- How does this knowledge help a student remain HIV negative?
- If a student is HIV positive or a loved one is living with HIV, how might this information help them?

**Session 2.7: Working on the U-Model**

**Practice Session: The Journeys Five-Step Process, Journeys Plus Activity Handbook for Pupils: page 8**

**Day 2, Duration: 3:30-4:00 pm**

(30 minutes)

**Facilitator’s Note**

This is the first day participants have to implement the U-Model in an example they derive as a group. Please pay close attention to the group as they work their way through the five-step process. Emphasise the importance of following this process and that participants should be mindful not to speed through a step. In their groups, participants should discuss different initiatives they could do at their school, and then they should choose one of these to work on for the U-Model. Today, groups should only complete Step 1: Decide on an issue.

**Competence**

Participants will be able to work as a team to discuss and identify key issues that may stop their school from being safe and positive for everyone and make a priority of which issue, they want to tackle first, 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 a challenging situation from one of their schools to which they would like to apply the U-Model. Tell participants to refer to page 8-10 in their *Journeys Plus Activity Handbook for Pupils* 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 (4:00-4:20 pm)

Facilitator’s Note

Give time for participants to give their feedback from the day’s sessions. Check whether they have understood and are comfortable with the material covered so far. Consider the following illustrative questions.

1. How did you feel about this 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?

Whenever the session calls for a check-in, these types of questions should be used to elicit comments and clarifying questions and to address the Teacher Patrons’ concerns.

DAY 3

Morning Check-in (8:00-8:30 am)

Facilitator’s Note

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

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

The Morning Check-ins are a good opportunity to see what participants recall from the day before and to outline the new learning for the day. Take this time to ask participants what they learned yesterday and if there are any questions. Then, provide a brief overview of the sessions for today.
Session 3.1: My Body
Demonstration Session: Activity 7, page 38
Day Three, Duration: 8:15-9:15 am
(60 minutes)

Facilitator’s Note
The My Body Activity is a critical activity of Journey Plus. This activity is also complex, therefore, Facilitators need to be thoroughly prepared to demonstrate the activity. This activity uses group discussion to generate ideas and learn about their bodies and the changes that take place in their bodies as they transition into puberty.

When preparing to lead this session, make sure you carefully review the activity as it appears in the Journeys Plus Activity Handbook for Pupils on page 38. Pay special attention to what is required to prepare for the activity and review carefully the reflection questions.

Competence
Teacher patrons will be able to describe the body changes that take place in boys and girls during puberty and will be prepared to help their pupils as they experience these changes. Teacher Patrons will also be able to explain these bodily changes to their pupils even when the discussion may be uncomfortable.

Lesson Procedure
➢ Prepare to demonstrate Activity 7 My Body, on page 38 exactly as it is in the Journeys Plus Activity Handbook for Pupils.
➢ Be sure to summarise the main message by wrapping up the session according to the “Summarise” notes on page 39. This reinforces the main message of the activity.

Review and Evaluate
➢ After demonstrating the activity, give participants five minutes to review Activity 7 in their Journeys Plus Activity Handbook for Pupils. Check with participants to ensure that they understand the activity and clarify any questions.
➢ Ask participants to explain the importance of pupils understanding body changes and how this knowledge supports them to prevent HIV and violence.
➢ Ask some volunteers to tell how this activity helps build pupils’ self awareness, self-management 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: My Body Image
Review and Plan: Activity 8, page 40
Day Two, Duration: 9:15-9:45 am
(30 minutes)

Facilitator’s Note
Remember for Review and Plan Activities, 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 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.”

In this activity, the Facilitators assist participants in reviewing and planning Activity 8, My Body Image, on page 40 in their Handbooks. Facilitators will need to familiarize themselves with the activity to effectively support the participants.


**Competence**

Teacher patrons will be able to discuss the importance of having a positive body image with pupils and tell them that when boys and girls have self-respect and appreciate their bodies they develop their self-worth and respect for others. Teacher Patrons will be prepared to assist their pupils as their body’s change during puberty. Participants will review and plan Activity 8, My Body Image.

**Lesson Procedure**

- Ask participants to turn to page 42 in their Handbooks and read the “Summarise” textbox at the bottom of the page.
- Inform participants that this activity provides an opportunity for children to learn about the changes that take place in their bodies as they grow and to appreciate these changes. This activity also provides room for teachers to demonstrate and support boys on the importance of being respectful to girls/women. Pupils will know that they do not have control over some of the changes but must learn to appreciate them, accept them, and love their bodies. This will improve children’s self-worth and help them to be in charge of their bodies and lives.
- Organise the participants into three groups and assign a Facilitator to each group. Give the following instructions:
  - In your groups, review Activity 8, My Body Image, on page 40.
  - 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 that they feel competent and committed to carrying out this activity in their schools.
- Ask participants to discuss the following questions
  - Why is a positive body image important for young people?
  - How does discussing body changes with young people support them to build their self-awareness and self-management? Is there a difference between now and when you as a teacher was growing up?

**Session 3.3: What Is Important To Me?**

**Practice Session: Activity 9, page 43**

**Day Three, Duration: 9:45-10:30 am (45 minutes)**

**Facilitator’s Note**

All Facilitators should be familiar with the fishbowl practice method to effectively guide the participants in their practice. The fishbowl practice method is explained at the back of this guide. Additionally, all Facilitators should familiarise themselves with Activity 9, What Is Important To Me, in the Journeys Plus Activity Handbook for Pupils, to effectively assist participants in their review, planning, and practice of this activity.

**Competence**

Teacher Patrons will be able to assist pupils to identify their personal values, how important they are to their own development, the wellbeing of family and community. Pupils will be able to identify what is important to them. Teacher Patrons will understand that it is important for their pupils to identify and understand their values as it helps pupils make good decisions, set and achieve their goals.
Lesson Procedure

➢ Organise the participants into three practice groups according to the fishbowl method, and ensure that the practice groups consist of different participants than on the previous activity. The participants should practice with a different group each day. Assign a lead Facilitator to each practice group.

➢ Ask the participants to work in their practice groups to identify the necessary roles for their fishbowl method (group Facilitator, observers, and participants) and review and prepare for Activity 9. Make sure that the participants understand the main message and know how to wrap up the activity using the main message given in the “Summarise” textboxes.

➢ Ask the participants to turn to the Activity Planning Form in their Handbooks and give the practice groups approximately 10 minutes to plan the activity. The groups should write the plan in their journals.

➢ Direct the observers’ attention to the Journeys 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 practice per the fishbowl method. Ask the selected group Facilitators to practice the activity in their groups.

➢ Once the activity is complete, while the participants are still in their practice 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 as follows:

➢ What were the group Facilitators most comfortable with and least comfortable with?

➢ Ask participants to briefly discuss the following questions

  • Why is it important that students talk about their value systems? How are values related to staying HIV free?

  • How do values support issues of friendship and confidentiality?

➢ Did the participants enjoy the activity?

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

Tea Break (10:30-11:00 am)

Session 3.4: Good Communication

Demonstration Session: Activity 10, page 45

Day Three, Duration: 11:00-11:45 am (45 minutes)

Facilitator’s Note

This activity gives pupils a chance to work as a team and use good communication to solve a problem together. This is called teamwork! Teamwork helps build healthy relationships. Facilitators should be prepared to lead Activity 10, Good Communication, on page 45 in the Handbook.
**Competence**

Teacher Patrons will understand what is good communication and how it is important for teamwork and solving problems. Teacher Patrons will be able to assist their pupils in communicating effectively so that they work well together and can solve problems when they arise.

**Lesson Procedure**

- Conduct Activity 10, Good Communication, exactly as it is in the *Journeys Plus Activity Handbook for Pupils* on page 45.
- Be sure to summarise the main message by wrapping up the session according to the “Summarise” notes on page 50. 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 about the activity based on the demonstration. To check for understanding, ask Teacher Patrons the following questions:
  - What is good communication? What are signs that someone is communicating well (i.e. listening attentively, ensuring everyone in the group has a chance to speak, etc)?
  - Why is good communication important for teamwork?
  - How can good communication between you and your pupils and among pupils help to resolve problems?
  - What will you do differently to ensure good communication 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: STIs, HIV, and AIDS**

**Parallel Practice for the following three activities:**

- Activity 11, page 47 STIs, HIV, and AIDS: What It Is and How It Is Transmitted
- Activity 12, page 51 Understanding How HIV Affects Our Bodies
- Activity 13, page 55 Understanding Signs and Symptoms of HIV and Other STIs

**Day Three, Duration: 11:45 am-12:55 pm**

**Facilitator’s Note**

During this session, you will oversee three different practice sessions happening in parallel. You will need to carefully read the three activities listed above before this session so you are prepared to manage three different groups with three different activities. Think about how you will divide the group of participants and which groups you will assign which activities. Remember, practice sessions are conducted using the fishbowl practice method further described in the Annex of this guide.

**Competence**

Participants will be able to identify facts about STI, HIV and AIDS and how they are transmitted, how HIV affects our bodies and some of the signs and symptoms of HIV and other STIs. They will also be able to distinguish myths from facts about HIV/AIDS and other STIs and will be prepared to discuss this knowledge with their pupils.
Lesson Procedure

➢ Organise the participants into three practice groups and ensure that the practice groups consist of different participants than in the previous activity. Assign a training Facilitator to each practice group.

➢ Once you have divided participants into three different groups, assign one group Activity 11 (page 47) “STIs, HIV, and AIDS: What it is and How it is Transmitted.” Assign the second group Activity 12 (page 51), “Understanding How HIV Affects our Bodies,” and assign the third group Activity 13 (page 55), “Understanding Signs and Symptoms of HIV Other STIs.”

➢ Tell participants that their group is to only conduct the practice session, using the fishbowl method, using the activity assigned to them.

➢ Per the fishbowl practice methodology, ask the participants to work in their practice groups to review, plan, and prepare for the activity assigned to their group.

➢ Make sure that the participants understand the main message and know how to wrap up the activities using the main message given in the “Summarise” textboxes.

➢ After the groups have reviewed, planned for and prepared for their activity, ask the participants to turn to the Activity Planning Form in their Handbooks and give the practice groups approximately 10 minutes to plan the activity. The groups should write the plan in their journals.

➢ Direct the observers’ attention to the Journeys 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 practice and ask the selected group Facilitators to practice the activities in their groups.

➢ Once the activities are complete, while the participants are still in their practice 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 as follows:

➢ What were the group Facilitators most comfortable with and least comfortable with?

➢ Did the participants enjoy the activities?

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

➢ Are we comfortable discussing HIV and STIs with students? Why is it important that we discuss HIV and STIs with students?

➢ Why is HIV part of life skills training? How do all the other elements we have worked on before this, such as self-awareness, relationships, etc., support good choices and skills that help a student navigate living in a world with HIV?

➢ How are the challenges that today’s youth face different than those we faced when we were their age? How can we better help the young persons navigate the world they live in?

Lunch Break (12:55-2:00 pm)
Session 3.6: How HIV and AIDS Impacts Children

Demonstration Session: Activity 14, page 59

Day Three, Duration: 2:00-3:00 pm

Facilitator’s Note

This activity is a role play that provides pupils and teachers with an understanding and awareness of the impact of HIV on children. Pupils will also develop empathy and remember to be kind and supportive to their fellow classmates affected by HIV.

Competence

Teacher Patrons will discuss some of the many ways HIV and AIDS impact their pupils' lives and will be prepared to support them.

Lesson Procedure

➢ Conduct Activity 14, How HIV and AIDS Impacts Children on page 59, exactly as it is in the Journeys Plus Activity Handbook for Pupils.
➢ Be sure to summarise the main message by wrapping up the session according to the “Summarise” notes on page 61. This reinforces the main message of the activity.

Review and Evaluate

➢ After demonstrating the activity, give participants five minutes to review Activity 14 in their Handbooks. Check with participants to ensure that they understand the activity and clarify any questions. Below are a few examples of questions you can ask participants to check for understanding:
  ✷ What are some of the ways HIV/AIDS affects children?
  ✷ How might HIV/AIDS impact your pupils’ ability to attend and stay in school? How might this affect their learning?
  ✷ What can you do to support your pupils who may be living with HIV/AIDS?
➢ 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 3.7

Parallel Practice Session for the following two activities:

Activity 15, page 62, Treatment and Support for Pupils Living with HIV in Schools
Activity 16, page 67, Gender and HIV

Day Three, Duration: 3:00-4:20 pm

Facilitator’s Note

Similar to session 3.1 from earlier today, in this session, you will oversee two different practice sessions happening in parallel. You will need to carefully read the two activities listed above before this session so you are prepared to manage two different groups with two different activities. Think about how you will divide the group of participants and which groups you will assign which activities. Remember, practice sessions are conducted using the fishbowl practice method further described in the Annex of this guide.
Competence
Teacher Patrons will develop a better understanding of the needs of pupils living with HIV, develop empathy and gain knowledge to provide support, and will know how protect girls in and around their schools.

Teacher Patrons will understand that to gender imbalances may put young women and girls at higher risk of contacting HIV/AIDS than their male counterparts and the need to protect them.

Lesson Procedure
- Organize the participants into two practice groups. Assign a lead Facilitator to each practice group.
- Once you have divided participants into two groups, assign one group Activity 15 (page 62) “Treatment and Support for Pupils Living with HIV in Schools,” and the other group assign the second group Activity 16 (page 67), “Gender and HIV.”
- Tell participants that their group is to only conduct the practice session, using the fishbowl method, using the activity assigned to them.
- Per the fishbowl practice methodology, ask the participants to work in their practice groups to review, plan, and prepare for the activity assigned to their group.
- Make sure that the participants understand the main message and know how to wrap up the activities using the main message given in the “Summarise” textboxes.
- Ask the participants to turn to the Activity Planning Form in their Handbooks and give the practice 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 practice and ask the selected group Facilitators to practice the activities in their groups.
- Once the activities are complete, while the participants are still in their practice 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 as follows:
- What were the group Facilitators most comfortable with and least comfortable with?
- Did the participants enjoy the activities?
- Why is it important that an HIV+ person takes ART every day?
- What can happen at school that DOES NOT support a child living with HIV? What can happen at school that does support a child living with HIV?
- How should any form of stigma or discrimination be addressed at school?
- Inform participants that when children are still growing, they attend an HIV treatment clinic monthly because the dosage of the medication changes as the child grows.
- Ask participants that most ART clinics are not open on the weekends, and if a child will miss school at least once every month, what takes place in the school that will both support and not support a child in this situation?
- What situations put girls and women more at risk of contracting HIV and what can boys and men to protect them? What can the girls and women do to protect themselves?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?
Session 3.8: Working on the U-Model

Practice Session: The Journeys Five-Step Process, page 8

Day 3, Duration: 4:20-5:20 pm (1 hour)

Facilitator’s Note

Participants should use this time to continue working through what they begin in yesterday’s U-Model activity (Day 2, Session 2.7). 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 Journeys Five-Step Process of inspiring change/U-Model to the real-life example (previously identified on Day 2 during Session 2.7).

Lesson Procedure

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

DAY 4

Morning Check-in (8:00-8:15 am)

Facilitator’s Note

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

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 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?
Session 4.1: Stigma and Discrimination

Demonstration Session: Activity 17, page 71

Day 4 Duration: 8:15 - 9:15 am (60 minutes)

Facilitator’s Note

This activity provides participants a chance to discuss scenarios that constitute stigma and discrimination and how to help those victimized.

Stigma is when individuals see another or themselves negatively and do not value them or think little of themselves. Stigma creates inequalities among individuals, leading to discrimination.

Discrimination is the action of treating someone differently based on something that is seen to set them apart from others. Discrimination violates an individual’s rights. Being of another race or tribe, being in poverty, being a member of a minority religion, being pregnant, being an orphan, and having HIV are just a few of the characteristics that set some groups apart and cause stigmatization and discrimination.

Facilitators should be prepared to lead Activity 17, Stigma and Discrimination, on page 71 in the Handbook.

Competence

Teacher Patrons will be able to define stigma and discrimination and help their pupils protect themselves from both.

Lesson Procedure

➢ Conduct Activity 17, Stigma and Discrimination, exactly as it is in the Journeys Plus Activity Handbook for Pupils.

➢ Be sure to summarise the main message by wrapping up the session according to the “Summarise” notes on page 74. This reinforces the main message of the activity.

Review and Evaluate

➢ After demonstrating the activity, give Teacher Patrons five minutes to review Activity 17 in their Handbooks. Check with Teacher Patrons to ensure that they understand the activity and clarify any questions they have about the activity based on the demonstration. To check for understanding, consider asking participants the following questions:

➢ 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 4.2: HIV/SRGBV Risk and Protective Factors

Review and Plan Session: Activity 18, page 75

Day Four, Duration: 9:15-9:45 am (30 minutes)

Facilitator’s Note

In this activity, Facilitators will assist teacher patrons as they independently review Activity 18, HIV/SRGBV Risk and Protective Factors, on page 75 in their Handbooks and develop a plan for implementing it in their schools. The procedures are similar for all daily sessions that call for teacher patrons to review and plan. Facilitators will need to familiarize themselves with the activity to effectively support the teacher patrons.
When planning this activity, participants will internalize risk factors that put a pupil at a higher risk of becoming a target of violence or contracting HIV. These risk factors include the child’s physical characteristics, background characteristics, and characteristics of the child’s family life and community. In addition, Facilitators should familiarize themselves with Activity 18, HIV/SRGBV Risk and Protective Factors, in the Handbook to effectively help the teacher patrons to review, plan, and practice this activity.

**Competence**

Teacher patrons will be able to exhibit reviewing and planning skills for an activity and understand why some children are at greater risk of violence and contracting HIV than others and strategies to protect them.

**Lesson Procedure**

- Ask teacher patrons to turn to page 76 in their Handbooks and read the “Summarise” textbox at the bottom of the page.
- Give the following instructions:
  - In your groups, review Activity 18, HIV/SRGBV Risk and Protective Factors, on page 75.
  - 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.

**Note:** Ensure that all teacher patrons develop a plan and write it in their journals.

**Plenary Discussion**

- Give teacher patrons a chance to share any questions or concerns. Check in with teacher patrons to ensure that they feel competent and committed to carrying out this activity in their schools.

**Session 4.3: Teenage Pregnancy**

**Practice Session: Activity 19, page 78**

**Day Three, Duration: 9:45-11:00 am (80 minutes)**

**Facilitator’s Note**

All Facilitators should be familiar with the fishbowl practice method to effectively guide the participants in their practice. The fishbowl practice method is explained at the back of the Facilitation Manual. Additionally, all Facilitators should familiarize themselves with Activity 19, Teenage Pregnancy, on page 78 in the Journeys Plus Activity Handbook for Pupils, to effectively assist participants in their review, planning, and practice of this activity.

**Competence**

Participants will be able to discuss the health and social consequences of teenage pregnancy and learn idea generation technique.

**Lesson Procedure**

- Organize the participants into practice groups per the fishbowl method.
- Ask the participants to work in their practice groups to review and prepare for Activity 19, Teenage Pregnancy, in their Handbooks. Make sure that the participants understand the main message and know how to wrap up the activity using the main message given in the “Summarise” textboxes.
- Ask the participants to turn to the Activity Planning Form in their Handbooks and give the practice groups approximately 10 minutes to plan the activity. The groups should write the plan in their journals.
Direct the observers’ attention to the Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group Facilitator was in applying the principles.

After planning for the activity, tell the groups to get into their positions for the practice and ask the selected group Facilitators to practice the activity in their groups.

Once the activity is complete, while the participants are still in their practice 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 as follows:

- What were the group Facilitators most comfortable with and least comfortable with?
- Did the teacher patrons enjoy the activity?
- Which Journeys Principles of Facilitation were strong? Which ones need improvement?
- Discuss the gender elements of teenage pregnancy. Why do we blame girls for becoming pregnant? Do we hold boys accountable? Who bears the burden of early pregnancy?
- As adults we hate to see a young woman pregnant. What happens to teenage girls who are pregnant? What price is too big to be paid for a youthful error? Do the adults around the pregnant young woman have a responsibility?

**Tea Break (11:00-11:30 am)**

**Session 4.4: Let’s Decide**

**Demonstration Session: Activity 20, page 81**

**Day Four, Duration: 11:30 am-12:20 pm**

**Facilitator’s Note**

This activity helps pupils to better understand how to work with a trusted adult and their peers to make good decisions, and how to weigh the positive and negative consequences of those decisions. Prepare to read Musa’s story twice. Please read the story slowly and carefully. If necessary translate the story into local language.

**Competence**

Participants will be able to understand how to help their pupils work with a trusted adult and their peers to make good decisions, and how to weigh the positive and negative consequences of those decisions.

**Lesson Procedure**

- Conduct Activity 20, Let’s Decide, exactly as it is in the *Journeys Plus Activity Handbook for Pupils*.
- Be sure to summarise the main message by wrapping up the session according to the “Summarise” notes on page 82. This reinforces the main message of the activity.

**Review and Evaluate**

- After demonstrating the activity, give teacher patrons five minutes to review Activity 20 in their Handbooks. Check with teacher patrons to ensure that 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 participant to give ways in which pupils working together to identify places that are not safe and agreeing to work together to make them safe helps them to build the SEL skills and mention the key skills the activity can support to build.

Session 4.5: 4 C’s and the Meaning of Consent

Review and Plan: Activity 21, page 83

Day Four, Duration: 12:20-12:50 pm (30 minutes)

Facilitator’s Note

In the Review and Plan activities, Facilitators will not demonstrate the activity and participants will not practice. The focus is on planning exactly how the activity will be conducted when participants begin their work.

In this activity, the Facilitators assist participants as they independently review Activity 21, 4 C’s and the Meaning of Consent (on page 83 in their Handbooks) and develop a plan for implementing it in their schools. Facilitators will need to familiarize themselves with the activity to effectively support the participants. The procedures are similar for all daily sessions that call for participants to “review and plan.”

Competence

Teacher patrons will participants will understand how power differences between two people can lead to violence against the person with less power, especially when that person is a child. Participants will understand what consent means and how forcing and coercing consent and relationship violence are connected. Under no circumstances can forced consent be used to justify causing harm to a pupil.

Lesson Procedure

- Ask teacher patrons to turn to page 86 in their Handbooks and read the “Summarise” textbox at the bottom of the page. Give the following instructions:
  - In your groups, review Activity 21, 4 C’s and the Meaning of Consent, on page 83.
  - 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.

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

Plenary Discussion

- Give teacher patrons a chance to share any questions or concerns.
- Check in with teacher patrons to ensure that they feel competent and committed to carrying out this activity in their schools.
- Discuss the gender elements around the 4Cs. Are there different expectations for boys and girls around each of the 4C?
- How can teachers support in enforcing the 4Cs in schools?
- Discuss how the 4Cs relate to SEL and life skills

Lunch Break (12:50-2:00 pm)
Session 4.6: Seeking Assistance

Practice Session: Activity 22, page 87

Day Four, Duration: 2:00-3:00 pm  (60 minutes)

Facilitator’s Note

In this session, you will help participants practice Activity 22 page 87, Seeking Assistance, in groups. The purpose of this activity is to learn about the qualities of a trustworthy and caring adult and the importance of identifying which adults to trust when you need help.

All Facilitators should be familiar with the fishbowl practice method to effectively guide the participants in their practice. The fishbowl practice method is explained at the back of the Facilitation Manual. Additionally, all Facilitators should familiarize themselves with Activity 22, Seeking Assistance, on page 87 in the Journeys Plus Activity Handbook for Pupils, to effectively assist participants in their review, planning, and practice of this activity.

Competence

Participants will be able to identify the qualities of a trustworthy and caring adult, different ways of seeking help when faced with challenges.

Lesson Procedure

➢ Organize the participants into practice groups and ensure that the practice groups consist of different participants than on the previous activity. The participants should practice with a different group each day. Assign a lead Facilitator to each practice group.

➢ Ask participants to work in their practice groups to review and prepare for Activity 22, Seeking Assistance, in their Handbooks. Make sure that the participants understand the main message and know how to wrap up the activity using the main message given in the “Summarise” textbox.

➢ Ask the participants to turn to the Activity Planning Form in their Handbooks and give the practice groups approximately 10 minutes to plan the activity. The groups should write the plan in their journals.

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

➢ After planning for the activity, tell the groups to get into their positions for the fishbowl practice and ask the selected group Facilitators to practice the activity in their groups.

➢ Once the activity is complete, while the participants are still in their practice 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 as follows:

  - What were the group Facilitators most comfortable with and least comfortable with?
  - Did the participants enjoy the activity?
  - Which Journeys Principles of Facilitation were strong? Which ones need improvement?
  - What key SEL skills does this activity support and how can teachers support pupils to seek assistance from the right persons?
Session 4.7: Reporting Violence and Abuse

Demonstration Session: Activity 23, page 92

Day Four, Duration: 3:00-3:50 pm (50 minutes)

Facilitator’s Note

Often, pupils, school staff, and parents do not report cases of violence against children. The purpose of this activity is to discuss why that is and identify ways to report violence to better protect Uganda’s children. This activity gives participants a chance to identify barriers to reporting, understand the importance of reporting, tell why it is important to report violence and abuse, know where and to whom in the school setting they can report incidents.

Competencies

Participants will be able to identify the barriers to reporting cases of violence and will understand the importance of reporting violence against children. Participants will also know where, to whom, and how to report incidents of violence that happen in and out of school.

Lesson Procedure

➢ Prepare for and conduct Activity 23, Reporting of Violence and Abuse, exactly as it is in the Journeys Plus Activity Handbook for Pupils.
➢ Be sure to summarise the main message by wrapping up the session according to the “Summarise” notes on page 96. This reinforces the main message of the activity.

Review and Evaluate

➢ After demonstrating the activity, give participants five minutes to review page 95 in their Handbooks. Check with participants to ensure that they understand the activity and clarify any questions they have about the activity based on the demonstration.
➢ Ask participants 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.
➢ What are some of the individual and cultural attitudes that perpetuate violence?
➢ As adults, how do we unknowingly send the message to children that violence is acceptable?

Session 4.8: U-Model: Working on the U-Model

Practice Session: The Journeys Five-Step Process, page 8

Day 4, Duration: 3:50-4:50 pm (60 hour)

Facilitator’s Note

In this session, participants are given time to complete the U-Models they have been working on since Day 1 in Sessions 1.9, 2.7, and 3.8. During this session they should focus on Steps 4 and 5.

Competence

Participants will have completed the final step of the U-Model and will understand how to apply it to addressing 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 the participants that they will display their work on day 5 and present it to other members. Members from other groups will have the opportunity to see what their colleagues have been working on. The work will be presented as a gallery walk with a key person presenting from each group to the other members. Other members of the group must be ready to answer questions from their peers.

**DAY 5**

**Morning Check-in (8:00-8:15 am)**

1. **Facilitator’s Note**
   
   Throughout the training programme, Facilitators are expected to provide time to get feedback from the teacher patrons to make sure they have understood and are comfortable with the material covered so far and/or the Journeys Plus activities they are learning. Consider the following illustrative questions. Whenever the session calls for a check-in, these types of questions should be used to elicit comments and clarifying questions and to address the teacher patrons’ concerns. These questions are provided for this check-in session only.
   
   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 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?

2. **Session 5.1: Positive Bystander Response to Violence**

   **Practice session: Activity 24, page 97**

   **Day Five, Duration: 8:15-9:00 am** *(45 minutes)*

   1. **Facilitator’s Note**
      
      In this session, you will help participants practice facilitating Activity 24, Positive Bystander Response to Violence, in groups. The purpose of the activity is to develop an understanding of and describe the meaning of being a positive bystander and responding positively when seeing or hearing about a pupil being hurt or harmed.
      
      All Facilitators should be familiar with the fishbowl practice method to effectively guide the participants in their practice. The fishbowl practice method is explained in the Annex of this guide.

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

   3. **Lesson Procedure**
      
      - Organize the participants into practice groups per the fishbowl method. Ensure that the practice groups consist of different participants than on the previous activity.
      - Ask the participants to work in their practice groups to review and prepare for Activity 24, Positive Bystander Response to Violence, in their Handbooks. Make sure that 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 the participants to turn to the Activity Planning Form in their Handbooks and give the practice groups approximately 10 minutes to plan the activity. The groups should write the plan in their journals.

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

➢ After planning for the activity, tell the groups to get into their positions for the practice and ask the selected group Facilitators to practice the activity in their groups. Once the activity is complete, while the teacher patrons are still in their practice 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 as follows:
  - What were the group Facilitators most comfortable with and least comfortable with?
  - Did the teacher patrons enjoy the activities?
  - Which Journeys Principles of Facilitation were strong? Which ones need improvement?
  - What traditional or societal perceptions impact how we view violence and how we react to it?
  - Is there some form of violence we view as acceptable? Violence in the marriage? Violence from parent to child? Violence by the police?
  - What kinds of violence are we silent about? Why? Should we be silent?
  - How do the various forms of violence in a child’s life affect school-based violence?

**Session 5.2: Post-Violence Care, Treatment, and Support**

**Review and Plan Session: Activity 25, page 100**

*Day Five, Duration: 9:00-9:30 am (30 minutes)*

**Facilitator’s Note**

In the Review and Plan activities, Facilitators will not demonstrate the activity and participants will not practice. The focus is on planning exactly how the activity will be conducted when participants begin their work.

In this activity, the Facilitators assist participants in reviewing and planning Activity 25, Post-Violence Care, Treatment, and Support, on page 100 in their Handbooks. Facilitators will need to familiarize themselves with the activity to effectively support the participants.

When planning this activity, participants will understand that it is important to seek help immediately after experiencing sexual abuse. Participants will know how to support pupils who have experienced violence and refer them to points where they can access post-exposure prophylaxis and counselling services.

**Competence**

Participants will know how and will understand the importance of seeking help immediately after experiencing sexual abuse, post violence care, treatment and support to victims.
Lesson Procedure

- Ask teacher patrons to turn to page 102 in their Handbooks and read the “Summarise” textbox at the bottom of the page. Give the following instructions:
  - In your groups, review Activity 25, Post-Violence Care, Treatment, and Support, on page 100.
  - 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.

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

Plenary Discussion

- Give participants a chance to share any questions or concerns.
- Check in with participants to ensure that they feel competent and committed to carrying out this activity in their schools.
- In what ways do we directly and indirectly blame the survivor for sexual or physical violence?
- How can we protect the confidentiality of survivors of sexual and physical abuse? How can the school support the survivors emotionally?
- Violence towards boys often happens in the form of bullying and is often not recognized, yet it does great harm to the boy child. Why do we often ignore bullying towards boys? What should we do about it?

Session 5.3, Solving Problems

Practice Session: Activity 26, page 103

Day Five, Duration: 9:30-10:30 am (60 minutes)

Facilitator’s Note

In this session, you will help participants practice facilitating Activity 26, Solving Problems, in groups. The purpose of the activity is for pupils to have the opportunity to work with peers to solve common challenges they face at school.

All Facilitators should be familiar with the fishbowl practice method to effectively guide the participants in their practice. The fishbowl practice method is explained in the Annex of the Facilitation Manual.

Competence

Participants will be able to explain the value in boys and girls sharing everyday challenges they face as a means of resolving them. Teacher patrons will be prepared to assist pupils as they work with their peers to navigate and resolve challenges.

Lesson Procedure

- Organize the participants into practice groups and ensure that the practice groups consist of different participants than on the previous activity. The participants should practice with a different group each day. Assign a lead Facilitator to each practice group.
- Ask the participants to work in their practice groups to review and prepare for Activity 26. Make sure that the participants understand the main message and know how to wrap up the activity using the main message given in the “Summarise” textbox.
- Ask the participants to turn to the Activity Planning Form in their Handbooks and give the practice groups approximately 10 minutes to plan the activity. The groups should write the plan in their journals.
- Direct the observers’ attention to the Journeys Principles of Facilitation posted on flip chart paper on the wall. Ask them to be prepared to discuss how successful the group Facilitator was in applying the principles.
- After planning for the activity, tell the groups to get into their positions for the fishbowl practice and
ask the selected group Facilitators to practice the activity in their groups. Once the activity is complete, while participants are still in their practice 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 as follows:
  - What were the group Facilitators most comfortable with and least comfortable with?
  - Did the participants enjoy the activities?
  - Which Journeys Principles of Facilitation were strong? Which ones need improvement?

**Tea Break (10:30-11:00 am)**

**Session 5.4: Presenting the U-Model Projects**

**Presentation Session**

*Day 5, Duration: 11:00 am-12:00 pm*  
*(1 hour)*

**Facilitator’s Note**

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

**Competence**

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

**Lesson Procedure**

- Ask for a volunteer group to present first. Give each group at least 5 minutes to present their U-Model and the issue they worked through as a team.
- Allow for the audience of teacher patrons to ask questions to the presenting group

**Plenary**

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

**Session 5.5: Teacher Patron Planning**

**Planning Session**

*Day Five, Duration: 12:00-1:00 pm*  
*(45 minutes)*

**Facilitator’s Note**

In this session, participants are given a chance to make an implementation plan that they will follow for the first three months of implementing Journeys Plus activities. Participants coming from the same locality, school, or subcounty get together and come up with a workplan they intend to follow when they get back. Participants’ plans should be actionable and should list concrete steps for implementing Journeys Plus activities with their pupils.

Facilitators must be familiar with the team workplan and review template in the *Journeys Plus Activity Handbook for Pupils* on page 13.
**Competencies**
Participants will know how to plan for and lead the implementation of Journeys Plus activities in their school.

**Lesson Procedure**
- Ask participants to form groups according to where they come from or join members from a nearby school, subcounty, or village.
- Refer participants to the workplan and review template in their Handbooks on page 13. Give participants 30 minutes to create a workplan of at least 12 weeks in their journals. Move around the room and support participants who may need help.

**Lunch Break (1:00-2:00 pm)**

**Final Check-in (2:00–3:00 pm)**

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

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 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?

**Closure and Departure**
Annex

Principles of Adult Learning

**Adults Learn Best by:**

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

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

- **TAKING RESPONSIBILITY FOR THEIR OWN LEARNINGS**
  (encourage participants to take on roles and responsibilities during training (i.e. note taker, ice breakers leader, etc))

- **FINDING PERSONAL MEANING IN THE LEARNING**
  (Facilitator should frequently encourage participants to discuss meaning of the learning to them)

- **DOING**
  (less lecture, more dialogue)

- **THEIR INDIVIDUAL LEARNING STYLES**
  (Journeys takes into account the different learning styles we all have. It is important to remember that everyone has a different style of learning).
Providing Support for Emotionally Stressed Participants

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

Opting out of an activity with Sensitive Content

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

Identifying participants who experience emotional distress

Some participant may have experienced or witnessed some form of violence. Recalling these experiences during training can cause them to be upset. The following are signs that a participant may be in distress:

• Limited or no participation in activity
• Avoidance of activity through disruptive behaviours, inappropriate laughter, or looking through bag
• Showing signs of nervousness such as holding their head down, crying or shaking
• Abruptly leaving the room

Response by the Facilitator

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

Immediate actions to be taken by the Facilitator that comfort:

• Be available immediately to provide the participant with assistance and support. At this time, also ensure that the other participants are not left idle. You may designate someone from the group to lead the other participants in an activity or to write a reflection in their journal while you attend to the participant in distress.

• Bring the participant to a safe place, away from his or her peers. Make sure the place feels safe to the participant and is not seen as a threat to them.

• Focus on the participant. Ask the participant what they would like to do at that moment (e.g., go home, refrain from participating in the session or sit in a different location, speak with a supportive person, etc.) Help the participant to follow through with whatever he or she decides.

• Be flexible and meet the participant’s needs.

• Listen to what the participant says. Provide the participant with understanding, support and assistance. Do not attempt to tell the participant how he or she feels. Assure them that it is normal to feel upset and that their feelings are justified.

• Be compassionate and do not judge. Provide support and information to the participant regardless of personal feelings, beliefs or attitudes.

• Do not overwhelm the participant with information, questions or advice.
Negative response from the Facilitator towards a distressed participant is never appropriate. A Facilitator should not blame, laugh, humiliate or ignore a participant when they show signs of distress or verbally communicate their distress.

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

The Fishbowl Practice Method

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

During the Fishbowl, participants in the outer circle should observe the following core values (see Fishbowl image below):
Opportunity for School Teacher Patrons to Plan their Activities after Returning to Places of Work

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

Facilitating the Daily Programme

All Facilitators need to be engaged ALL the time

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

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

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

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

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

Exhibit 1. Strategies to improve time management

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

1. Asking questions to deepen learning

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

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

Exhibit 2. Examples of questions to deepen learning

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