

Foundational Training

TRAINER'S MANUAL

FOR MANAGERS TO TRAIN SHLS STAFF
TO CREATE A SAFE, CARING AND
PREDICTABLE ENVIRONMENT

SAFE HEALING AND
LEARNING SPACES TOOLKIT



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For more information about the Safe Healing and Learning Spaces

Toolkit, please contact the IRC at children@rescue.org. To download the resources in the SHLS Toolkit, please go to SHLS.rescue.org

DISCLAIMER

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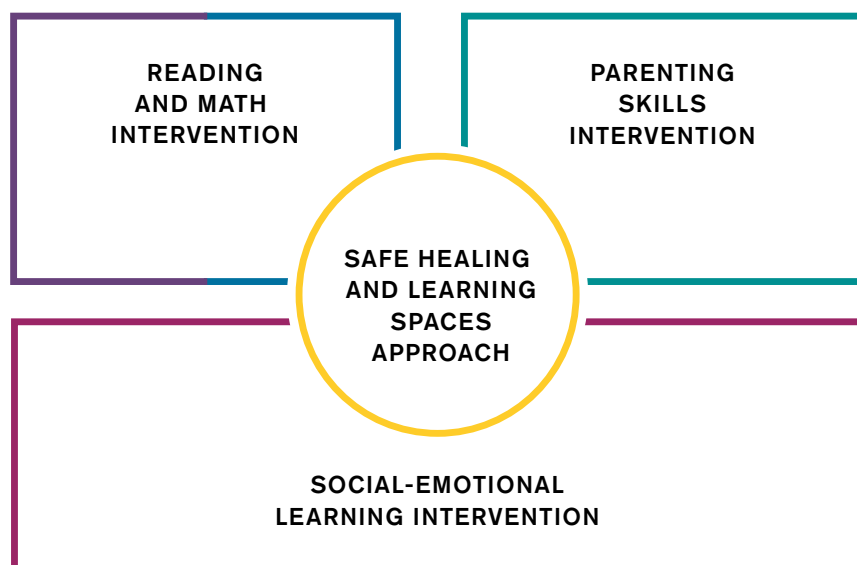
Introduction

Welcome to the *Safe Healing and Learning Spaces* Foundational Training – Trainer's Manual! This resource is to be used by a trainer to train all SHLS Leaders and Facilitators in the foundational principles and skills needed to create a safe, caring and predictable environment in the SHLS. It is designed as a complementary training to *Save the Children's Psychological First Aid Training for Child Practitioners*.

This manual contains 4 parts:

- Part 1: Information for the trainer to understand the content and prepare for the training
- Part 2: Scripted Foundational Training sessions
- Part 3: Foundational Training resources
- Part 4: Foundational Training handouts

The Foundational Training is a resource in the SHLS Toolkit. Along with the Manager's Guide and the *Save the Children's Psychological First Aid Training for Child Practitioners*, this Foundational Training is part of the SHLS Approach – a cross-cutting component of the SHLS Toolkit. As illustrated in the diagram below, the Social-Emotional Learning Intervention, the Reading and Math Intervention, the Parenting Skills Intervention, and the SHLS Approach are complementary and contribute to the overarching goal, that **children are safe, well and learning in emergencies**.



PART 1

Information for the Trainer

The first part of this Trainer's Manual provides you, the trainer, with information to understand the purpose of the Foundational Training and how to use it to train SHLS Leaders and Facilitators. Information for the trainer is divided into 3 sections:

- 1 Background Information** – This section provides information about the purpose of the Foundational Training and how it fits within the SHLS Approach.
- 2 Understanding the Training Tools** – This section provides information about the structure and content of the training tools in the SHLS Approach.
- 3 Delivering the Foundational Training** – This section provides guidance on how to prepare for and deliver the Foundational Training with fidelity.



1

Background Information

What is the Foundational Training?

The Foundational Training, along with the SHLS Manager's Guide and *Save the Children's Psychological First Aid Training for Child Practitioners*, comprise the SHLS Approach. The SHLS Approach is a cross-cutting component of the SHLS Toolkit and necessary to create a **safe, caring and predictable environment** for children in the SHLS.

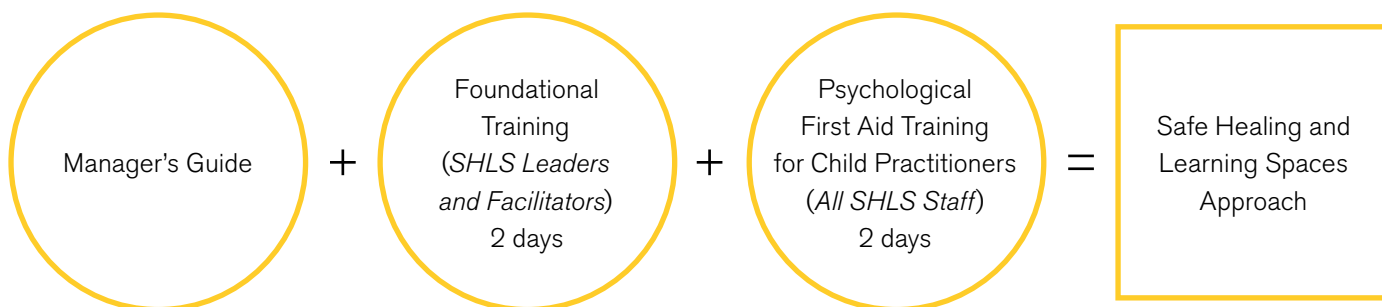
The SHLS Approach is based on the *International Rescue Committee's Families Make the Difference* and *Healing Classrooms* approaches to child protection and education, and has been developed around the following 4 considerations:

- Children need **supportive and responsive relationships** with adults to mitigate the effects of severe and prolonged adversity.
- **Routines** are particularly important for children affected by violence and displacement to feel a sense of control and predictability.
- A strong emphasis on **child protection** is needed to ensure that children's experience in the SHLS is free from all forms of violence and harm.
- Instructional content for children must be designed to build **foundational and developmentally appropriate skills** in social-emotional learning, reading and math, and to achieve measurable outcomes.

The Foundational Training is designed specifically for SHLS Leaders and Facilitators. It provides an introduction to the SHLS Approach, fundamental child protection information and training on the key pedagogical practices needed to establish a safe and predictable space. In addition, **all** SHLS staff – such as security guards and cleaning personnel – are expected participate in the psychological first aid training, which offers basic, accessible tools for SHLS staff to communicate with and comfort children, as well as caregivers and colleagues, in distress.

The Foundational Training (2 days) must be delivered in conjunction with *Save the Children's Psychological First Aid Training for Child Practitioners* (2 days) **before** the commencement of SHLS activities with children.





The Foundational Training and *Save the Children's Psychological First Aid for Child Practitioners Training* are designed to develop the skills and knowledge of SHLS staff to be able to:

1. Keep children safe, by:

- Understanding child rights and practicing 'do no harm'.
- Adhering to the SHLS Code of Conduct.
- Creating feedback mechanisms.

2. Promote children's well-being, by:

- Using specific facilitation practices to create a safe, caring, and predictable learning environment.

3. Refer children in need, by:

- Communicating effectively with children.
- Identifying signs of distress and abuse.
- Following referral pathways.



2

Understanding the Training Tools

Foundational Training – Trainer's Manual

The Foundational Training – Trainer's Manual provides scripted guidance to deliver the Foundational Training to **SHLS Leaders and Facilitators**. This 2-day training is designed to provide them with the skills and knowledge they need to foster a safe, caring and predictable environment for all SHLS activities. It is essential for you to **study the training sessions and resources in advance** and **follow the script provided** to ensure that the content is delivered accurately and in the allocated time.

Resources for the trainer and handouts are provided at the end of the Trainer's Manual. Trainees will receive the **Foundational Training – Trainee's Handbook**, which is a compilation of the same handouts. These are for Trainees to use during the training and as a reference tool when delivering the content.

Each Foundational Training session is divided into 2 parts:

1. **Training session summary** – The 'Training session summary' at the beginning of each training session provides a quick reference for key information about the session, including – training session objectives, key messages, duration, resources required, preparation required and a training session overview.
2. **Steps to follow** – The 'Steps to follow' section under the Training session summary provides the script you must follow to deliver the training session.

Save the Children's Psychological First Aid Training Manual for Child Practitioners

Save the Children's Psychological First Aid Training Manual for Child Practitioners was adapted from the World Health Organization's original guide of 2011. It is a 2-day training, designed to equip SHLS staff with basic tools for communication, reassurance and comfort, and suggestions for ways to reduce the initial distress



of children – such as making the necessary referrals – caused by conflict and crisis. It also provides advice and guidance for staff working with parents and primary caregivers.

Psychological first aid has been endorsed by the *Inter-Agency Standing Committee* and the *Sphere Project*, and reflects an international consensus on how to support people in the immediate aftermath of extremely stressful events.¹ When working with children, psychological first aid can be used both in connection with major emergencies and as a first intervention with vulnerable children, such as in cases of sexual or physical abuse and neglect. *Save the Children* has adapted psychological first aid for child practitioners, based on a growing body of evidence that indicates the support from family, professionals (such as SHLS Facilitators) and other persons in the immediate environment is the most important factor for a child's development and recovery from difficult experiences.²

The psychological first aid training should be delivered to **all SHLS staff** immediately following the Foundational Training. It is essential for you to **study the training sessions and resources in advance** and **follow the script** provided to ensure that the content is delivered accurately and in the allocated time.

You will find all materials to deliver the training on [Save the Children's website](#). This includes a Training Manual with corresponding appendixes and handouts. It also includes a PowerPoint presentation that goes along with the training, if the technology is available. Alternatively, the slides could be printed out along with the handouts in the Handbook for Trainees. The Psychological First Aid for Child Practitioners Training Manual is available in English, French, Spanish and Arabic.

Each training session contains:

1. An **introductory section** at the beginning of each session, which provides a quick reference for key information about the training session, including – the aim, duration and summary of activities, and the materials required.
2. **Activities** for each session, which states the aim and materials required for the activity, and provides detailed instructions on how to facilitate it.

1. World Health Organization, War Trauma Foundation and World Vision International. 2011. *Psychological first aid: Guide for field workers*. Geneva: WHO.

2. See Ungar, M. (ed.). 2012. *The social ecology of resilience: A handbook of theory and practice*. New York: Springer.



3

Delivering the Trainings

Preparation for the Trainings

1. **Get to know the trainees.** Prior the trainings, gather relevant information to understand the trainees. The SHLS Manager or the person who designed the SHLS Program should be able to provide you with background information about the trainees to ensure that the content is aligned with their context and culture, and is sensitive to their identities, abilities and experiences.
2. **Study and contextualize the training content.** In order to deliver high quality training, study the **Foundational Training – Trainer’s Manual** and the ***Psychological First Aid for Child Practitioners Training Manual*** thoroughly and familiarize yourself with the content of the sessions. While studying the resource, use what you have learned about the trainees to contextualize the content and delivery to their profiles and the local context. Look out for specific guidance for adaptation in the training sessions.

You will need some essential information from the SHLS Manager to contextualize the training:

- The **SHLS Activity Schedule and an SHLS Staff Training Schedule**, if available.
 - The **feedback mechanisms** that have been developed to collect program feedback and serious complaints.
 - Adapted **SHLS Code of Conduct**.
 - The **referral pathway** for the SHLS based on the mapping of child protection actors conducted during set-up.
3. **Select an appropriate venue.** Identify a venue where the training can take place undisturbed. It should have space for all the trainees to sit and perform the whole group and small group activities comfortably.
 4. **Use a participatory, active learning approach in the training.**
The sessions in this training have been designed to actively engage trainees in the learning material by presenting information through questions, discussions and hands-on activities. Use this approach with intention during the training. In particular, ask questions to elicit key messages and participants’ opinions and experiences, encourage peer learning and use



both action and reflection to think critically about and apply the concepts and practices. You may also refer to [Handout 23: Icebreakers and Energizers \(page 129\)](#) of this Trainer's Manual to find icebreakers and energizers you can use during the training if energy is low or to improve group dynamics.

- 5. Gather materials required.** Gather all necessary materials for all 4 days of training (Foundational Training and Psychological First Aid Training) in advance. Use [Resource 2: Lists of Materials for Foundational Training](#) for this purpose. You may need to adapt some of the materials to the context or substitute them with local alternatives that are readily available or more appropriate for the activity.
- 6. Study and adapt the proposed training agenda.** Study the training agendas for both trainings before they begin, and adapt as needed. All the sessions must be delivered before starting SHLS activities.



Proposed Agenda for Foundational Training

DAY ONE

Session	Duration	Session Objectives <i>By the end of the session, trainees will be able to:</i>
FOUNDATIONAL TRAINING SESSION 1: OPENING THE TRAINING	1 hour	▪ Address other trainees by name. ▪ Articulate the co-created Foundational Training rules, and the purpose for co-creating them. ▪ Articulate the goals of the training.
FOUNDATIONAL TRAINING SESSION 2: WHAT IS A SAFE HEALING AND LEARNING SPACE (SHLS)?	45 minutes	▪ Articulate the goal we seek for children who attend an SHLS, and how it can be achieved through the 4 SHLS components. ▪ Name the SHLS interventions that will be part of their SHLS. ▪ Identify the resources they will be using to deliver the SHLS content.
<i>Tea/coffee break</i>	<i>15 minutes</i>	
FOUNDATIONAL TRAINING SESSION 3: PROMOTING CHILDREN'S RESILIENCE AND WELL-BEING	1 hour, 45 minutes	▪ Articulate a shared understanding of what it means for a child to be 'well'. ▪ Articulate the concept of severe adversity and its impact on children. ▪ Explain the role of SHLS Facilitators in promoting children's resilience and well-being.
<i>Lunch break</i>	<i>1 hour</i>	
FOUNDATIONAL TRAINING SESSION 4: KEEPING CHILDREN SAFE AND PROTECTED	2 hours	▪ Explain the categories of children's rights and how the SHLS helps to protect those rights. ▪ Articulate the definitions of a child and child protection. ▪ Sign the SHLS Code of Conduct and explain appropriate standards and behaviors of SHLS staff. ▪ Articulate the meaning of feedback and 2 types of feedback collected in the SHLS. ▪ Explain how to use the feedback mechanisms that have been developed for the SHLS.
<i>Tea/coffee break</i>	<i>15 minutes</i>	
FOUNDATIONAL TRAINING SESSION 5: IDENTIFYING AND REFERRING CHILD PROTECTION CASES	1 hour, 30 minutes	▪ List the 5 categories of abuse and identify physical and behavioral signs of abuse. ▪ Articulate their role in the SHLS referral pathway and the process for referring identified or suspected child protection concerns. ▪ Explain the difference between informed consent and informed assent. ▪ Identify child protection concerns in their context and articulate appropriate responses.
DAY 1 CLOSING	15 minutes	▪ Be able to share one thing that they learned during the day.



DAY TWO

Session	Duration	Session Overview
FOUNDATIONAL TRAINING SESSION 6: CREATING A PREDICTABLE ENVIRONMENT	2 hours	▪ Explain the importance of establishing predictability and routines in the SHLS. ▪ Explain the 5 principles of SHLS classroom management. ▪ Articulate how they would apply positive discipline strategies to real-life classroom scenarios.
<i>Tea/coffee break</i>	<i>15 minutes</i>	
FOUNDATIONAL TRAINING SESSION 7: PROMOTING A SENSE OF BELONGING	1 hour, 45 minutes	▪ Define 'sense of belonging' and its importance in the SHLS. ▪ Identify and demonstrate strategies (connecting to children's lives, questioning techniques, whole-class questioning, cold calling) for fostering a sense of belonging in the SHLS.
<i>Lunch break</i>	<i>1 hour</i>	
FOUNDATIONAL TRAINING SESSION 8: CREATING AN ACTIVE AND COOPERATIVE LEARNING ENVIRONMENT	1 hour, 45 minutes	▪ Articulate how group work contributes to a cooperative SHLS environment and enhances children's well-being. ▪ Recall the principles of cooperative and effective group work. ▪ Articulate how using differentiated learning techniques contributes to an active SHLS ▪ Define differentiated learning and identify 4 different learning techniques (lecture, visual demonstration, individual problem-solving, group work).
<i>Tea/coffee break</i>	<i>15 minutes</i>	
FOUNDATIONAL TRAINING SESSION 9: CLOSING THE TRAINING	45 minutes	▪ Complete a post-test on the Foundational Training. ▪ Share the most useful thing they learned during the training, and something they feel they need to practice more.

Note:

On days 3 and 4, all SHLS staff will participate in *Save the Children Psychological First Aid Training For Child Practitioners*. [Resource 1b \(page 89\)](#) provides the agenda for this 2-day training, which should be shared with trainees.



PART 2

Foundational Training Sessions

Upon completing the Foundational Training, SHLS Leaders and Facilitators will be able to:

- 1** Articulate how the SHLS seeks to achieve its goal, that children are safe, well and learning in emergencies.
- 2** Explain the concepts of well-being and resilience as they apply to children who have experienced severe adversity.
- 3** Articulate their role and responsibilities in keeping children safe and well in the SHLS.
- 4** Identify signs of abuse and violence against children and report these using the appropriate referral mechanism.
- 5** Apply key facilitation practices to create a predictable environment, promote a sense of belonging and foster active and cooperative learning in the SHLS.



Day 1

Session	Duration	Session Objectives
<i>By the end of the session, trainees will be able to:</i>		
FOUNDATIONAL TRAINING SESSION 1: OPENING THE TRAINING	1 hour	▪ Address other trainees by name. ▪ Articulate the co-created Foundational Training rules, and the purpose for co-creating them. ▪ Articulate the goals of the training.
FOUNDATIONAL TRAINING SESSION 2: WHAT IS A SAFE HEALING AND LEARNING SPACE (SHLS)?	45 minutes	▪ Articulate the goal we seek for children who attend an SHLS, and how it can be achieved through the 4 SHLS components. ▪ Name the SHLS interventions that will be part of their SHLS. ▪ Identify the resources they will be using to deliver the SHLS content.
<i>Tea/coffee break</i>	<i>15 minutes</i>	
FOUNDATIONAL TRAINING SESSION 3: PROMOTING CHILDREN'S RESILIENCE AND WELL-BEING	1 hour, 45 minutes	▪ Articulate a shared understanding of what it means for a child to be 'well'. ▪ Articulate the concept of severe adversity and its impact on children. ▪ Explain the role of SHLS Facilitators in promoting children's resilience and well-being.
<i>Lunch break</i>	<i>1 hour</i>	
FOUNDATIONAL TRAINING SESSION 4: KEEPING CHILDREN SAFE AND PROTECTED	2 hours	▪ Explain the categories of children's rights and how the SHLS helps to protect those rights. ▪ Articulate the definitions of a child and child protection. ▪ Sign the SHLS Code of Conduct and explain appropriate standards and behaviors of SHLS staff. ▪ Articulate the meaning of feedback and 2 types of feedback collected in the SHLS. ▪ Explain how to use the feedback mechanisms that have been developed for the SHLS.
<i>Tea/coffee break</i>	<i>15 minutes</i>	
FOUNDATIONAL TRAINING SESSION 5: IDENTIFYING AND REFERRING CHILD PROTECTION CASES	1 hour, 30 minutes	▪ List the 5 categories of abuse and identify physical and behavioral signs of abuse. ▪ Articulate their role in the SHLS referral pathway and the process for referring identified or suspected child protection concerns. ▪ Explain the difference between informed consent and informed assent. ▪ Identify child protection concerns in their context and articulate appropriate responses.
DAY 1 CLOSING	15 minutes	▪ Be able to share one thing that they learned during the day.



Foundational Training Session 1: Opening the Training

Training session summary | Duration: 1 hour

TRAINING SESSION OBJECTIVES

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

- Address other trainees by name.
- Articulate the co-created Foundational Training rules, and the purpose for co-creating them.
- Articulate the goals of the training.

KEY MESSAGES

- Co-creating rules is an example of a facilitation practice that helps to create a predictable environment in the SHLS.
- The purpose of this training is to equip SHLS Leaders and Facilitators with the knowledge and skills to promote children's well-being, keep children safe and refer children in need.

RESOURCES REQUIRED

- Resource 1a: Proposed Training Agenda – Foundational Training
- Resource 1b: Training Agenda – Psychological First Aid Training
- Foundational Training – Trainees Handbook
 - Handout 1: Role of SHLS Leaders and Facilitators
 - Handout 2: Foundational Training Pre-test
- Flipcharts and markers
- Writing paper and pens
- Pencils and colors
- Tape

PREPARATION REQUIRED

- Use Resource 1a: Proposed Training Agenda – Foundational Training (page 86) to develop the final Foundational Training Agenda.
- Print out the final Foundational Training Agenda and the Psychological First Aid Training Agenda for all trainees (Resource 1b).
- Print copies of the Foundational Training – Trainee's Handbook for all trainees.
- Write "Notice Board"³ on the top of a flipchart paper and post it on the wall in a place accessible to all trainees.
- Place a flipchart in front of the room.

TRAINING SESSION OVERVIEW

The trainer and the trainees introduce themselves and then co-create rules. The trainer presents the objectives of the training and reviews the training agenda. Trainees complete the Foundational Training Pre-test.

3. It is likely that trainees will ask important questions or bring up new topics that need time for discussion. If the particular exercise does not pertain to the topic raised or if there is not enough time to discuss at that moment, write the question/topic on a flipchart called the 'Notice Board' to save for later.



Steps to follow

Welcome and introductions

Time: 15 minutes | **Arrangement:** Whole group

1. Have trainees form a large circle. Welcome them to the training and congratulate them on their new roles as SHLS Leaders and Facilitators. Introduce yourself and tell trainees a bit about your background in education and/or child protection work.
2. **SAY >** *We will begin by getting to know each other's names and co-creating the rules for this training. After that, I will present the training objectives and share with you the agenda for the next 2 days.*
3. Have each person say their name and then have the whole group greet the person using their name (for example, "Good morning, Mary!"). Start by saying your name and have everyone greet you and say your name.
4. After everyone has said their name, see if there are any volunteers who want to try and say everyone's name in the circle. Give 2 or 3 people a chance. If no one is able to do it, try again at the end of the day.



Co-creating rules

Time: 10 minutes | **Arrangement:** Whole group



1. **SAY >**
 - *We will now work together to co-create the rules for this training session. This is an activity that you will also do with children in the SHLS as part of creating a safe, caring and predictable learning environment. By the end of this activity, you will be familiar with the process and purpose of co-creating rules.*
 - *We want this training to be a safe space where everyone feels welcome to express themselves, learn and participate. In this space, everyone is treated with kindness and respect. What are the rules we need to follow to ensure that during this training, this space is a safe space?*



2. Share an example of how one rule could be respect, where we agree to show respect to each other's opinions and experiences.
3. Have trainees share their ideas for rules in the training. Make a list on the flipchart under the heading "Foundational Training Group Rules".

The following rules are important to include and should be shared as examples if they are not mentioned:

- Respect each other's opinions and experiences.
- Do not share information discussed in the safe space with anyone outside of the group, not even close family and friends.
- Listen carefully to one another.
- Participate fully.

4. Ask a volunteer to read out the rules on the flipchart.

 → 5. **ASK >** *Is anything missing? Can we as a group agree on these rules?*
Ensure that the group is in agreement, by nodding their heads or saying "Yes."

 → 6. **SAY >** *We have now co-created the rules that we will follow for the rest of the training.*

7. Explain that they will participate in the same 'co-creating rules' activity in the other trainings that they receive, and they will also lead this activity with children and caregivers. **Starting any training or intervention with co-creating rules is essential to creating a safe and predictable environment.**
8. Facilitate a short discussion on why it might be important for children to participate in creating the rules for the SHLS.

Example answers:

- *They know what is expected of them and what to expect.*
- *They feel a role and responsibility in creating a safe learning environment.*
- *They are more likely to remember the rules and the reasons to follow them.*

 → 9. **SAY >** *On Day 2 of this training you will learn more about the importance of creating predictability and a sense of control for children in the SHLS, and how activities like co-creating group rules can help do achieve that.*

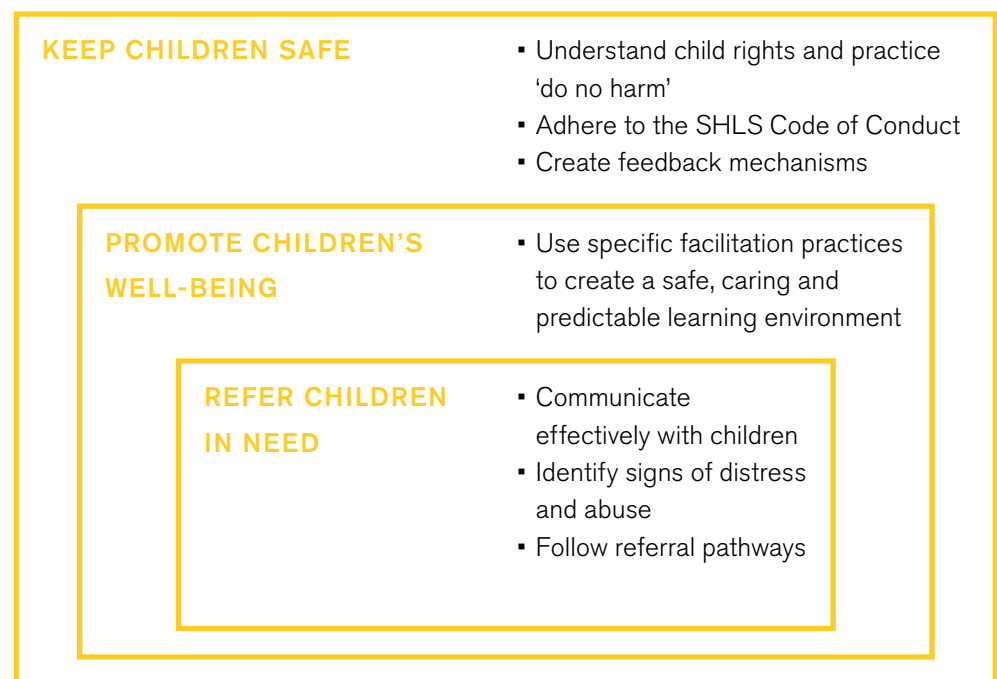


Training agenda and objectives

Time: 20 minutes | **Arrangement:** Whole group



- 1. SAY >** *The Foundational Training and the Save the Children's Psychological First Aid Training are delivered together over 4 days. The goal of this training package is to provide you, as SHLS Leaders and Facilitators, with the basic knowledge and skills you need to create a safe, caring and predictable learning environment in the SHLS. The training will help you understand the 3 parts of your role as SHLS Leaders and Facilitators.*
- Have trainees refer to Handout 1: Role of SHLS Leaders and Facilitators on page 6 of the Trainee's Handbook which includes this graphic on the role of SHLS Leaders and Facilitators:



- Explain that the Foundational Training is 2 days long, followed by 2 days for the Psychological First Aid Training. These 4 days of training are required for SHLS Leaders and Facilitators before any activities can begin with children. After receiving this training, SHLS Leaders and Facilitators will have a clear understanding of their roles and responsibilities in the SHLS.
- Hand out copies of the training agenda. Talk through the objectives of each session. **Make sure that the 2-day agenda for Psychological First Aid** (Resource 1b: Training Agenda – Psychological First Aid Training) **is**



included along with the agenda for the Foundational Training. Ask if there are any questions about the content of the training or the schedule.

Pre-test

Time: 15 minutes | **Arrangement:** Individual



1. **SAY >** *You will now complete a pre-test individually. You are not expected to have the answers to the questions. We will repeat this test after the 2 days of the foundational training are completed to help us understand if the training achieved the objectives.*
2. Have trainees turn to Handout 2: Foundational Training Pre-test on page 7 of the Trainee's Handbook. Give trainees 10 minutes to complete the pre-test. **Collect all tests when completed.**



Foundational Training Session 2:

What is a Safe Healing and Learning Space?

Training session summary | Duration: 45 minutes

TRAINING SESSION OBJECTIVES

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

- Articulate the goal we seek for children who attend an SHLS, and how it can be achieved through the 4 SHLS components.
- Name the SHLS interventions that will be part of their SHLS.
- Identify the resources they will be using to deliver the SHLS content.

KEY MESSAGES

- The overarching goal of an SHLS is that children are safe, well and learning in emergencies. The SHLS Approach and Interventions are designed to achieve that goal.
- The SHLS Toolkit provides training and guided instructional content to deliver the Interventions.

MATERIALS REQUIRED

- Foundational Training – Trainee's Handbook:
 - Handout 3: SHLS Theory of Change
 - Handout 4: Overview of SHLS Components
 - Handout 5: SHLS Activities Treasure Hunt
- SHLS Activity Schedule
- SHLS Staff Training Schedule

PREPARATION REQUIRED

- Carefully review Handout 3: SHLS Theory of Change.
- Obtain the activity schedule and staff training schedule for the SHLS from the SHLS Manager/Officer and print copies for all trainees.
- Review SHLS Activities Treasure Hunt worksheet (Handout 5) and prepare the correct answers.

TRAINING SESSION OVERVIEW

The trainer briefly presents the SHLS Theory of Change. Trainees work together to understand all components of the diagram and how they work together to achieve the goal. The trainer then presents an overview of the SHLS components, the resources they will use to deliver the content, and the interventions that will be part of their SHLS activity schedule. The staff training schedule and timeline for starting interventions in the SHLS is also shared. Trainees complete an SHLS Activities Treasure Hunt to synthesize their understanding of the handouts.



Steps to follow

Achieving the goal of an SHLS

Time: 45 minutes | **Arrangement:** Whole group; Pairs



1. SAY

- *Safe Healing and Learning Spaces (SHLS) are safe, caring and predictable environments where children and adolescents in conflict and crisis can go during the day to ensure that they are protected from violence, and that they are learning and doing well socially and emotionally.*
- *The SHLS Toolkit was created by the International Rescue Committee with funding from the Office of U.S. Foreign Disaster Assistance (OFDA). It contains all the tools and resources needed to design and set up an SHLS, and implement programs on social-emotional learning, reading, math and parenting skills.*
- *In this activity we will learn about the goal we have for children and adolescents who attend a Safe Healing and Learning Space.*

2. Facilitate a discussion on the following questions, and write the trainees' responses on a flipchart:

- "Why do you think we have decided to set up an SHLS?"
Example answers:
 - *Children need to continue their learning.*
 - *Children are bored and need to stay out of trouble.*
 - *Children can make friends and take their mind off of the conflict/emergency.*
 - *Parents can get support during a difficult time.*
- What impact do you think the SHLS should have on the children who attend?
Example answers:
 - *They will continue to learn reading and math.*
 - *They will find comfort in attending regular activities.*
 - *They will be less sad and upset.*
 - *They will have better relationships with their parents.*



3. Have trainees turn to page 8 of the handbook and look at Handout 3: SHLS Theory of Change. Tell them to follow along as you explain this diagram.



4. SAY >

TIP > Hold up the SHLS Theory of Change on page 105 of this manual and point to the relevant sections as you explain. Have trainees follow along as you speak.

- *This is a diagram of the theory of change of the SHLS. Or simply put, **it tells us how the SHLS Approach and the 3 interventions help us achieve our goal – that children are safe, well and learning in emergencies, which is stated at the top.***
- *At the bottom you will read the names of the SHLS components – the SEL Intervention, the Reading and Math Intervention, the Parenting Skills Intervention and the SHLS Approach that is the foundation for all 3 interventions.*
- *In the box above, you see that each component leads to certain outputs, which lead to certain outcomes and then finally, the goal. The output is something we expect to see immediately after the activity is completed; the outcome is broader, and is something we expect to see some time after the activities are being implemented; the goal is the ultimate result we want to achieve from the activities.*



5. SAY >

TIP > Read slowly. If needed, pause after each statement to ensure that trainees are following along correctly.

- *We read the SHLS from bottom to top to understand how the goal is met, using “**if...then...**” statements.*
- *For example, **if** we apply the SHLS Approach, **then** we will get the **output** that “All SHLS staff have the knowledge and skills to provide a safe, caring and predictable environment at the SHLS”; **if** we get that output, **then** we will get the **outcome** that “Girls and boys enroll in and attend a safe, caring and predictable SHLS”; **if** we get that outcome, **then** we will achieve the **goal** – “Children are safe, well and learning in emergencies.”*

TIP > Focus only on the interventions in your SHLS program.

6. Ask trainees if someone would like to come up and explain the Theory of Change for the interventions. Have volunteers talk through the SHLS Theory of Change using ‘if...then...’ statements. Support them if required.

7. Distribute copies of the activity schedule for their SHLS. Explain the different interventions that will start in the SHLS.

TIP > Focus only on the interventions in your SHLS program.

8. Have trainees turn to page 9 of the handbook and read Handout 4: Overview of SHLS Components. Explain that this document shows the structure of the various interventions in the SHLS toolkit, and all of the tools that have been



created to help them deliver the content. Highlight which tools they will be using, based on the activity schedule for this SHLS.

9. Remind trainees that Facilitators will receive additional training on the intervention they will be delivering and how to use the various SHLS tools.
10. Have trainees turn to the person next to them and work in pairs to complete Handout 5: SHLS Activities Treasure Hunt on page 10 of the handbook. Tell them that they will need both documents – the SHLS Activity Schedule and Handout 4: Overview of SHLS Components for this activity.
11. Give trainees 10 minutes to review the documents and complete the 'Treasure hunt'.
12. After 10 minutes, review the answers together.



- 13. **ASK >** *All of the tools and resources in the intervention are designed to work together to achieve one goal – could we have a few people tell us what that goal is their own words?*

Have 2 or 3 trainees share their answers. Restate that the goal of an SHLS is that **children are safe, well and learning in emergencies**.

14. Distribute copies of the SHLS Staff Training Schedule and explain the rollout of activities. If the different interventions are being rolled out over several months, explain the time frame for when activities for each intervention will start.
15. Ask if there are any questions about the SHLS Activities or the SHLS Theory of Change. Answer these questions or write them on the Notice Board to address later.



- 16. **SAY >** *Later in this training you will learn more about the concept of well-being and the impact of violence and hardship on children. You will learn about how important your role as SHLS Facilitators and Leaders is to protect and support children, and why it is at the center of this theory of change.*



Foundational Training Session 3: Promoting Children's Resilience and Well-being

Training session summary | Duration: 1 hour, 45 minutes

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Articulate a shared understanding of what it means for a child to be 'well'.
- Articulate the concept of severe adversity and its impact on children.
- Explain the role of SHLS Facilitators in promoting children's resilience and well-being.

KEY MESSAGES

- Childhood is a time of rapid brain development. When children face severe adversity, such as violence, abuse and displacement, it can cause damage to their growing brain.
- This damage can be mitigated. Children are very resilient. They have the inner strengths and natural abilities to cope and recover from adversity. This ability is called resilience.
- SHLS Leaders and Facilitators can support children's resilience by being a supportive and consistent adult figure; by using routines to support children's sense of control; by fostering a sense of belonging and self-worth; and, by creating a positive learning environment.

MATERIALS REQUIRED

- Foundational Training – Trainee's Handbook
 - Handout 6: Five Areas of Well-being
 - Handout 7: 'Without Violence' Infographic
 - Handout 8: Impact of Toxic Stress on the Brain
- Flipcharts and markers
- Colored pencils/pens
- Tape

PREPARATION REQUIRED

- Prepare a flipchart paper with a line drawn vertically down the middle.
- Prepare a flipchart with the following information:
 - A Good SHLS Facilitator...*
 - *Understands child development and how children learn*
 - *Takes into account individual differences*
 - *Helps children know what is expected of them*
 - *Provides children with opportunities to practice what they learn*
 - *Helps children develop creative and analytical thinking skills*
 - *Empowers, guides and supports children*
 - *Models the attitudes, values and behaviors expected from the children*



- If a video projector is available, download the following video clips from the SHLS website:
 - [IRC Healing Classrooms video 1.1](#) (approx. 3 minutes)
 - [How Toxic Stress Derails Healthy Development](#) (approx. 2 minutes) created by *Center on the Developing Child, Harvard University*

TRAINING SESSION OVERVIEW

In this session, trainees learn about the concept of children's well-being and the 5 areas of human needs. They then study the impact of severe adversity on a child's brain development and the ways this can be reduced. Trainees reflect on the Facilitator's role in promoting children's resilience in the SHLS.

Steps to follow

What is well-being?

Time: 30 minutes | **Arrangement:** Small groups

1. Give instructions for breaking into small groups. Explain that trainees should count off 1, 2, 3, 4...1, 2, 3, 4... etc. When everyone has a number, all those who called out 1 form the first group, all those who called out 2 form the second group, all those who called out 3 the third group and all those who called out 4 the fourth group.

2. Give each group one large sheet of flipchart paper and a marker.



3. SAY >

- *In this activity we are going to think about what it means to say that a child is 'well'. Close your eyes. Imagine your children or the children in your community. **What do they feel** and **how does their behavior** show us that they are 'well'?*
 - *On your flipchart draw a line down the middle; on the left side of the paper, work as a group to list as many ideas about how a child feels or behaves when they are well. For example, a child who is well shows confidence in themselves. You have 5 minutes.*
4. After 5 minutes, ask one group to stand up and share their list. Then ask the next group to stand up and add anything that was not mentioned. Continue around the room until all of the new ideas have been shared.



Example answers:

- Trust and attachment to friends and family
- Confidence in themselves
- Attention and concentration during tasks
- Respect and responsibility towards family and community
- Able to function in daily life
- Happiness and joy
- Freedom from fear and anxiety



5. **SAY >** *These are all great examples of how children feel and behave when they are well. In this work, we care deeply that children are well and **that means trying to support their well-being.***

6. Have trainees turn to Handout 6: Five Areas of Well-being on page 11 of the Trainee Handbook and follow along.



7. **SAY >**
- *When we talk about a child's well-being, there are 5 circles that come together. These represent 5 areas of human needs: material, emotional, cognitive, spiritual and social. Can someone read an example of the needs, starting with social?*
 - *When we think about well-being in this way, we see that it goes beyond basic material needs. In order to support children's well-being, we need to consider all of these areas. In an SHLS, we focus in particular on the cognitive, emotional and social parts of well-being.*
8. If you have a video projector available, show and discuss the Healing Classrooms video 1.1 (approximately 3 minutes).
9. Facilitate a discussion on the following questions:
- *What did you see in the video that showed that the children were well?*
 - *What were the teachers doing to promote these feelings?*

What is severe adversity?

Time: 30 minutes | **Arrangement:** Small groups



1. **SAY >** *We will now think about some of the threats and challenges faced by children and adolescents who will attend the SHLS. Let's go back to our posters. On the right side of the page, work as a group to list all of the*



types of hardship, challenging experiences, risks and threats that children may have faced in the past or are facing at this time. You have 5 minutes.

2. Walk around the room as the groups are coming up with their lists. Make sure the list includes examples that fall into each of these categories:
 - Exposure to violence – community, domestic
 - Direct violence and abuse (physical, emotional, sexual), neglect, exploitation
 - Loss of or separation from parents and other family members
 - Physical injury, poor health
 - Displacement or forced migration
 - Extreme poverty, lack of access to social services and education
 - Major changes in family dynamics
3. After 5 minutes, call on a group to start sharing their list. Have the other groups add any examples that were not included. Stick the posters on the board or on a wall.



4. **SAY >**

- *Children and youths affected by conflict and disaster often face more than one form of hardship. Another word for hardship is adversity. They may experience this adversity for an extended period of time. **The stress created by exposure to prolonged adversity is sometimes called ‘toxic stress’.***
 - *Childhood is a time of rapid brain development. When children face severe adversity, such as violence, abuse and displacement, it can cause damage to their growing brain.*
 - *This damage may cause children to develop negative behaviors in the short term, like having trouble learning and focusing, struggling to make friends and interact with peers, misbehaving, or even giving up hope for the future. It can also have a negative effect on their health and well-being in the long term.*
5. If possible, show this [2-minute video](#) on how toxic stress negatively impacts the healthy development of the human body.⁴
 6. Explain that later in this training we will discuss your role in referring children who demonstrate signs of distress or toxic stress for additional support.

4. *How toxic stress derails healthy development.* Center on the Developing Child at Harvard University.



The 2-day training on Psychological First Aid will help you understand how children at each developmental stage react to crisis. It will also give you the skills to communicate with children who have experienced these types of adversity.

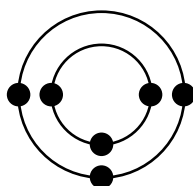
7. Have trainees turn to Handout 7: 'Without Violence' Infographic on page 12 of the Trainee Handbook, which gives examples of the impact of violence on a child's brain.
8. Highlight a few points from the handout to make it more accessible:
 - Children may experience multiple forms of violence – at home, in school and in communities affected by war or disaster.
 - Each type of violence can have a negative effect on a child's brain.
 - Depending on the group, read together the points going down the page under the 'War and Emergencies' column.
 - Briefly explain the images that show how the brain develops.
 - Make the point that the SHLS is an example of a program that helps to reduce the impact of violence on children during an emergency.
9. Have trainees turn to Handout 8: Impact of Toxic Stress on the Brain (page 14 of the Trainee Handbook), look at the images and understand the impact of toxic stress on a child's brain development.
10. In their small groups, have the trainees discuss something they learned or found interesting from both handouts.



11. **SAY > *We also know that this damage can be reversed. Children have the inner strengths and natural abilities to cope and recover from adversity. This ability is called 'resilience'. It is a combination of a child's personality as well as the protective factors in a child's environment. Our goal in an SHLS is to strengthen a child's 'inner resources' to help them to be resilient.***

The role of SHLS Leaders and Facilitators

Time: 45 minutes | **Arrangement:** Small groups



1. Have the trainees form 2 concentric circles (as shown in the adjoining image) – the inner circle with trainees facing out, and the circle around them with trainees facing in. Everyone should be facing another person.





2. **SAY >**

- *In this activity we will think about how children are able to overcome difficult circumstances, and your roles as SHLS Facilitators and Leaders in promoting a child's well-being.*
- *Those in the outside circle – raise your hands.*
- *Those in the inside circle – raise your hands.*

3. Explain that you will announce a topic and instruct either the outside group or the inside group to share first. While the first group is speaking the other group will practice **actively listening**, but not speaking. You will then say “Change,” and the next group will share their answers while the first group actively listens.



4. **SAY >** *We will start with the inner circle speaking first; please keep speaking until I say “Change.” Please talk about someone who you looked up to and trusted in your childhood. Who was it? What do you remember about them?*

5. After 1 minute, say “Change,” and ask the outer circle to speak while the inner circle listens. Repeat the discussion questions from Step 4.
6. Have all the trainees take 1 step to their left. Everyone should now be facing someone new.



7. **SAY >** *We will now start with the outer circle speaking first. Think about yourself or someone you know that overcame a difficult experience in their life. How did they do this? What were the personal traits or characteristics of that person that helped them to stay strong, function and/or even recover?*

8. After 1 minute, say “Change,” and ask the outer circle to speak while the inner circle listens. Repeat the discussion questions from Step 7.
9. Have all the trainees take 1 step to their left. Everyone should then be facing someone new.



10. **SAY >** *We will start with the inner circle speaking first; please keep speaking until I say “Change.” Keep thinking about this same person. What were some external factors such as people, activities or services that helped them cope with the difficult experience?*

11. After 1 minute, say “Change,” and ask the outer circle to speak while the inner circle listens. Repeat the discussion questions in Step 10.



12. Again, have all the trainees take 1 step to their left. Everyone should be facing someone new.



13. **SAY >** *This is the last statement. We will start with the outer circle speaking first; please keep speaking until I say “Change.” What is your role as an SHLS Leader or SHLS Facilitator in promoting the well-being of children in the SHLS?*

14. After 1 minute, say “Change,” and ask the inner circle to speak while the outer circle listens. Repeat the discussion question from Step 13.

15. Ask everyone to return to their seats, and ask how it felt to do this activity.

16. Explain that they will now think a bit more about the role that SHLS Facilitators and SHLS Leaders play in promoting children’s well-being in the SHLS by creating a safe, predictable and caring environment.

17. Ask trainees to count off into groups of 3 to 5 people, and provide them with a flipchart paper and markers.

18. In groups, give trainees 10 minutes to discuss the qualities and actions of a good SHLS Facilitator. Encourage them to think about the good teachers and role models in their life. They should be as detailed as possible. Alongside, they should draw a picture with images and words that represent a good SHLS Facilitator. Encourage creativity!

19. After 10 minutes have each group take turns to explain their picture to the rest of the group.

20. After each group has presented, spend 5 minutes discussing:

- How were the descriptions of a good SHLS Facilitator similar?
- How were they different?
- How do the SHLS Facilitators described here promote student well-being?

21. Write the responses on a poster to create a list of characteristics of a good SHLS Facilitator and hang this in the room. After a few minutes of discussion, bring out the flipchart that you have prepared in advance with the following points, and hang next to the other flipchart:

A Good SHLS Facilitator...

- *Understands child development and how children learn*
- *Takes into account individual differences*



- *Helps children know what is expected of them*
- *Provides children with opportunities to practice what they learn*
- *Helps children develop creative and analytical thinking skills*
- *Empowers, guides and supports children*
- *Models the attitudes, values and behaviors expected from the children*

22. As a group, review the 2 flipcharts side by side and discuss any points that were not listed on the description created by the group. Leave the charts hanging in the training room as a reminder during the rest of the training days.



Foundational Training Session 4:

Keeping Children Safe and Protected

Training session summary | Duration: 2 hours

TRAINING SESSION OBJECTIVES

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

- Explain the categories of children's rights and how the SHLS helps to protect those rights.
- Articulate the definitions of a child and child protection.
- Sign the SHLS Code of Conduct and explain appropriate standards and behaviors of SHLS staff.
- Articulate the meaning of feedback and 2 types of feedback collected in the SHLS.
- Explain how to use the feedback mechanisms that have been developed for the SHLS.

KEY MESSAGES

- The work of child protection is to put in place safeguards for children and to uphold their rights; a child refers to anyone under the age of 18.
- The SHLS Code of Conduct outlines the standards and behaviors for all SHLS staff to ensure that children are safe and protected.
- SHLS Leaders are the focal point for program feedback and serious complaints from the community. Communicating feedback mechanisms to children and the community is essential for accountability.

RESOURCES REQUIRED

- [Resource 3: Sample SHLS Code of Conduct](#)
- Foundational Training – Trainee's Handbook:
 - [Handout 9: United Nations CRC](#)
 - [Handout 10: Five Categories of Child Abuse](#)
- Flipcharts and markers
- Tape
- SHLS Code of Conduct
- Copies for all trainees of feedback mechanisms in the SHLS

PREPARATION REQUIRED

- Hang a sheet of flipchart paper titled "True" on one side of the room, another titled "False" on the other side of the room and "Not sure" in the middle.
- Prepare a flipchart with the definition of child protection – **'The prevention of and response to all forms of abuse, exploitation, neglect and violence against children.'**
- Prepare a flipchart with the following questions:
 - *How will following this behavior and standard keep children safe?*
 - *Is the standard easy to follow? What challenges might you face to follow it?*
 - *What are some specific examples of how you will uphold these standards in your role as a Facilitator or Leader?*



- Adapt and print the SHLS Code of Conduct (2 copies for each trainee – one to keep and one to return). A sample SHLS Code of Conduct is included as [Resource 3](#).
- Familiarize yourself with your organization's Child Safeguarding Policy and the process for handling internal violations.
- Confirm that the mechanisms for program feedback and serious complaints have been defined in context:
 - If they are not yet defined, adapt the activity to brainstorm potential feedback mechanisms. Refer to Step 9 in the Manager's Guide.
 - If feedback mechanisms are in place, obtain a document with information about the feedback mechanisms from the SHLS manager, and print copies for all trainees.
- Print or write out the 4 scenarios for the activity 'Encouraging community feedback' on page 41.

TRAINING SESSION OVERVIEW

In this session, trainees become familiar with the basic concepts of child rights and the definition of child protection. They study and sign the SHLS Code of Conduct. Trainees then think about how to engage children and communities in providing program feedback and/or raising serious complaints in the SHLS.

Steps to follow

Children's rights and child protection

Time: 25 minutes | **Arrangement:** Whole group

1. Explain that in this activity we will learn about children's rights and child protection, and how the SHLS can promote and protect the rights of a child. We will spend some time sharing our perspectives on several statements. Remind the group that this is a safe space for everyone to share their views without fear of judgment.



2. SAY >

- *Around the room you see 3 signs [point to the signs] that say 'True', 'False' and 'Not sure.'*



- *I am going to read a statement. You are then going to move to the sign that reflects your answer.*
- *If you are not sure about the answer, then stand in front of 'Not sure.' It is okay to be 'not sure' of the answer!*
- *After everyone has moved, we will ask for a volunteer from each sign to explain why they are standing where they are. I will then read the correct answer, and we will discuss the statement.*

TIP > Make an extra effort to facilitate discussion and call on new voices to share their opinions during this activity.

3. To make sure that everyone understands the instructions, start with a practice statement. For example, "The sun rises in the west."

Answer: False, the sun rises in the east.
4. Facilitate the activity using the following statements. After each statement, have one trainee under each sign explain **why** they are standing there. Then read the answer, and facilitate a short discussion using the questions provided.



5. **READ ALOUD > Statement number 1: Anyone below the age of 18 is a child.**

Answer: True! The United Nations Convention on the Rights of the Child defines a 'child' as a person below the age of 18. Setting the legal definition of a child to all those below 18 requires governments to increase the level of protection for all children under 18.



6. **ASK >** *Do you agree with this definition of a child? Why or why not? What does it mean for the SHLS?*



7. **READ ALOUD > Statement number 2: Children are sometimes to blame if they experience violence.**

*Answer: False! No matter what children say, what they wear or how they behave, they are **never responsible** for the violence or abuse they experience. It is always the responsibility of the adult to behave appropriately and prevent and protect children from violence and abuse.*



8. **ASK >** *Can someone give an example of when a child might be blamed for abuse? What does this mean for your role in an SHLS?*



9. **READ ALOUD > Statement number 3: Children have a right to participate in the decisions that affect them.**



Answer: True! Article 12 of the Convention on the Rights of the Child says that the voices of children must be heard and respected in all matters concerning their rights.



10. **ASK** > *Do you think that children feel they can share their honest feelings about the decisions that affect them? What does this mean in an SHLS?*

11. Have the group return to their seats and turn to Handout 9 on page 16 in their Trainee's Handbook. Explain that this is a child-friendly copy of the *United Nations Convention on the Rights of the Child* (CRC). This international document was created by representatives from every country in the world. The CRC outlines the highest international standards of protection and assistance for children. Since 1989, over 190 countries have signed the CRC.



12. **SAY** > *The CRC includes 4 main categories of rights:*

- **The right to survival** (physical needs of children, such as food, shelter and medical care)
- **The right to development** (cognitive, emotional and spiritual needs, such as going to school, playing and cultural activities)
- **The right to protection** (to be protected from abuse, exploitation, neglect and insecurity)
- **The right to participation** (to express opinions, to be heard and to join groups)



13. **ASK** > *How can an SHLS contribute to the rights of a child? How can you in your role contribute to these rights?*

14. Explain that the SHLS contributes to children's rights in many ways. Participating in SHLS reading, math and SEL activities are part of children's right to development. Creating opportunities for children to express themselves and to be heard is the right to participation. Your role as SHLS Facilitators and Leaders is directly related to a child's right to protection.



15. **SAY** > *All of us are responsible for protecting children's rights. We call this child protection. **The definition of child protection is the prevention of and response to all forms of abuse, exploitation, neglect and violence against children.** Refer to the flipchart with the definition.*



SHLS Code of Conduct

Time: 45 minutes | **Arrangement:** Whole group; Small groups; Individual



1. **SAY >** *As we have discussed, SHLS Facilitators and Leaders have a very important role in promoting children's well-being. In addition to this, an essential part of your role is to keep children safe and protect their rights. In this activity we will learn about the behaviors and standards for SHLS staff that are necessary to protect children.*
2. Write the phrase “Do no harm” on a flipchart, and facilitate a discussion using the following questions:
 - Have you heard this phrase before?
 - What does the phrase mean?
 - To whom do you think it applies?
3. Explain that ‘do no harm’ is about the obligation to minimize the possible negative effects and maximize the possible benefits of any intervention or activity. In the context of the SHLS, ‘do no harm’ means that it is the responsibility of all SHLS staff – in particular SHLS Leaders and Facilitators – to ensure that the SHLS activities do not further expose children, families and communities to increased danger or abuse of their rights.



4. **SAY >** *The value of a child's involvement in the SHLS must be greater than any harm that might be caused by their participation.*
5. Explain that the principle of ‘do no harm’ has been carefully considered by the organization in all aspects of setting up this SHLS. This includes the location of the space, the content of the interventions that will be offered and most importantly, the staff that have been hired to work with the children and caregivers. Setting clear expectations and standards for the behavior of SHLS staff is part of ensuring that their actions do no harm.
6. Have trainees form small groups, of 4 to 5 people each.
7. Hand out the SHLS Code of Conduct. In small groups, each person should take a turn reading a few lines, going through the whole document together. Assign 1 or 2 standards to each group (depending on the number of groups),



which they must discuss in detail, using the questions in step 8. They have 10 minutes for this activities.

8. Paste the flipchart with the questions for group discussion, on the wall:
 - How will following this behavior and standard keep children safe?
 - Is the standard easy to follow? What challenges might you face to follow it?
 - What are some specific examples of how you will uphold these standards in your role as a Facilitator or Leader?
9. Have each small group present back on 1 or 2 standards or behaviors that they discussed and share a specific example of how they can uphold that standard in their role.



10. **SAY >** *The principle of 'do no harm' guides all of our work. By signing this Code of Conduct, we commit to actions and behaviors that prevent violence and protect children and adolescents in the SHLS from abuse or exploitation. We will work together and hold each other accountable for following these standards. Next we will learn about the confidential mechanisms for reporting any violations to this Code of Conduct.*

11. Bring the group back together and distribute another copy of the SHLS Code of Conduct to all trainees. Have each person sign and date one copy of the document, and collect them; they should keep the other copy for reference.

12. **Give these signed copies to the SHLS Manager so they can be stored in each staff member's Human Resources file, along with a signed copy of the Child Safeguarding Policy.**

Encouraging community feedback

Time: 30 minutes | **Arrangement:** Whole group; Pairs



1. **SAY >** *We have just discussed and signed the SHLS Code of Conduct. As part of ensuring that SHLS staff are adhering to these standards and behaviors, and that our SHLS is indeed operating to improve child well-being, it is important that we collect feedback from communities. This feedback lets us know how the SHLS is being run and the perspective of the children,*



families and communities it is designed to serve. In this activity, we will learn about how to obtain this feedback.

2. Write the word “Feedback” in the middle of a flipchart paper, and draw a circle around it.
3. Have trainees raise their hands and say one thing that comes to their mind when they hear the word ‘feedback’. Write their responses around the word ‘feedback’ on the flipchart.

Example answers:



“ 4. **SAY >** *In this activity we are going to think about feedback mechanisms in the SHLS. Feedback mechanisms are the ways in which we will receive and be able to respond to feedback, such as suggestions, complaints or concerns, from children and the community.*

5. Ask trainees to turn to someone next to them and briefly discuss the following questions for 2 minutes:

? 6. **ASK >**

- *Why is it important to receive feedback?*
- *How would getting feedback from children, parents and the community improve the quality of activities in the SHLS?*
- *How would getting feedback from children, parents and the community help keep children safe?*



7. Have a few trainees share the main points of their discussion with the whole group.
8. Inform trainees that the SHLS seeks 2 kinds of feedback from the community:
 - **Program feedback**, either positive or negative, including suggestions on ways to improve programming, or questions about implementation.
 - **Serious complaints**, including inappropriate behavior of an SHLS staff member or volunteer, violations of the child safeguarding policy or SHLS Code of Conduct, bullying within the SHLS, or abuse or violence in the home or community of a child who participates in the SHLS.
9. Explain that before we learn about feedback mechanisms in this SHLS, we should know how to create an environment that will encourage children and communities to give feedback and report complaints.
10. Divide trainees into 4 groups, and number them from 1 to 4.
11. Give each group a flipchart paper and a marker, along with the piece of paper with the scenario for discussion:

Group 1: A 10-year-old girl comes to the SHLS. She was called 'stupid' and mocked by an SHLS Facilitator for talking to her friend during the reading lesson. What are the reasons that this girl **would not** want to report this abuse?

Group 2: A 10-year-old girl comes to the SHLS. She was called 'stupid' and mocked by an SHLS Facilitator for talking to her friend during the reading lesson. What are the reasons that this girl **would** want to report this?

Group 3: There is a 6-year-old boy who tells his mother that the SHLS does not have enough materials for the younger children to play games and that all of the balls are used by the older children. What are the reasons that his mother **would not** want to complain about the lack of resources for her son to play with?

Group 4: There is a 6-year-old boy who tells his mother that the SHLS does not have enough materials for the younger children to play games and that all of the balls are used by the older children. What are the reasons that his mother **would** want to complain about the lack of resources for her son to play with?



12. Ask groups to discuss their question for 5 to 7 minutes and select 1 person to write their responses on the flipchart.
13. During the discussion, go around the room to listen. If you feel that any discussions are going off-topic, guide the groups in the right direction.
14. After the discussion, have a volunteer from each group read out their question and share their responses with the rest of the group.

Example answers:

Why they *would not* give feedback or file a complaint:

- Feel it is a risk to their own safety.
- Fear losing further assistance.
- Not wanting to be seen as a troublemaker.
- Do not know it is their right to be free from violence.
- Do not know what the quality standards of the SHLS should be.
- Do not have information about the feedback and complaint mechanisms.
- Fear others finding out.
- Have seen that previous complaints and feedback have not been addressed properly.
- Feel that SHLS staff and SHLS Parents' and Children's Committee representatives are not accessible.

Why they *would* give feedback or file a complaint:

- Are sure that confidentiality will be maintained.
- Do not fear potential risk to their own or their family's safety, or losing further assistance.
- Know their rights and the standards of the SHLS.
- Know about and understand the complaint and feedback mechanisms.
- Have seen that previous complaints and feedback appropriately addressed.
- Are involved in the resolution of the issue, where appropriate.
- Feel that SHLS staff and SHLS Parents' and Children's Committee representatives are easily accessible.



15. **SAY** > *It is the responsibility of SHLS Leaders as well as the SHLS Parents' and Children's Committees to ensure that children in the SHLS and the community members are familiar with and able to access the feedback mechanisms. This means creating a sense of trust in the mechanisms as well as confidence that there will be an action or response to their concern.*

Understanding SHLS feedback mechanisms

Time: 20 minutes | **Arrangement:** Whole group

ADAPTATION > If the feedback mechanisms have not yet been developed for the SHLS, adapt this activity to brainstorm potential ways to receive program feedback and serious complaints.

1. Present the mechanisms that have been established in the SHLS to receive and respond to program feedback and serious complaints.
2. Use the scenarios from the previous activity to talk through how the mechanisms work in context.



Examples:

- **Program feedback example:** A monthly Parents' Committee meeting is held, and the mother is able to express her concerns about the lack of materials for younger children. The Parents' Committee documents her concern and raises it with the SHLS Leader. The SHLS Leader procures additional materials. The Parents' Committee reaches out to the mother to inform her that the materials have arrived and are available for the younger children to play with.
- **Serious complaint example:** The 10-year-old girl is called 'stupid' and mocked by an SHLS Facilitator in front of the other children. She knows that this is a violation of the SHLS Code of Conduct because all children received this information in the first week of SHLS activities. She feels comfortable speaking to a different Facilitator and discloses what occurred. This Facilitator speaks to the SHLS Leader, in confidence, about the complaint. The SHLS Leader fills out an allegation report and appropriate Human Resources (HR) procedures are followed with the Facilitator who violated the SHLS Code of Conduct. The girl is referred for additional support through the established referral pathway if needed.

3. Briefly explain that different HR procedures would come into effect depending on the violation, and could range from a written warning to immediate dismissal. Appropriate measures must be taken to ensure the safety of the child affected by the incident, and to protect them and their family from any retaliation or negative consequences.



4. **ASK >** What are some ways that the Parents' Committee and Children's Committee can be encouraged to be involved in the feedback process?

Example answers:

- Publicizing the information about the feedback mechanisms.
- Encouraging families to use the feedback mechanisms for both positive and negative feedback.
- Conducting community meetings or focus groups.
- Helping to communicate how the feedback has been addressed back to children and communities.



5. Explain that when addressing serious complaints, the following points are critical:
- Taking all concerns seriously.
 - Always maintaining confidentiality by protecting information about a complaint and not discussing details with others (more on confidentiality in the next session).
 - Taking precautionary measures to ensure the safety and protection of a child or children who are the subject of a reported concern.
 - Effectively investigating or cooperating with any subsequent process of investigation, following the internal child protection/safeguarding policy guidance.
 - Using the 'best interest of the child' principle to guide all actions.
 - Listening to and taking seriously the views and wishes of the child/ children involved in the complaint, including obtaining consent or assent to act.
 - Working in partnership with caregivers and/or other professionals to ensure the protection of children.
6. Ask trainees if they have any questions or concerns about the feedback and complaint mechanisms. Address all relevant questions. Write questions which may not be directly relevant on the Notice Board, to address later.



Foundational Training Session 5: Identifying and Referring Child Protection Cases

Training session summary | Duration: 1 hour, 30 minutes

TRAINING SESSION OBJECTIVES

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

- List the 5 categories of abuse and identify physical and behavioral signs of abuse.
- Articulate their role in the SHLS referral pathway and the process for referring identified or suspected child protection concerns.
- Explain the difference between informed consent and informed assent.
- Identify child protection concerns in their context and articulate appropriate responses.

KEY MESSAGES

- The signs of child abuse are both physical and behavioral.
- SHLS Leaders and Facilitators should not proactively seek to identify child protection issues or collect information from the child – this is the role of trained child protection actors.
- SHLS Leaders and Facilitators should be familiar with the signs of abuse and emotional distress and are responsible for referring a child to the appropriate actor based on the referral pathway.
- SHLS Leaders **must obtain consent** from the child and his or her caregivers (when appropriate), for the referral.

RESOURCES REQUIRED:

- [Resource 4: 'Signs of abuse' Cards](#)
- Ball
- 4 or 5 rolls of sticky tape (ideally one for each group)
- Copies for all trainees of the referral pathway for each SHLS
- Copies for all trainees of the referral log and referral form for the SHLS
- Trainees handbook:
 - [Handout 10: Five Categories of Child Abuse](#)
 - [Handout 11: Roles and Responsibilities in SHLS Referrals](#)
 - [Handout 12: Principles of Confidentiality](#)
 - [Handout 13: Monitoring Child Protection Concerns in the SHLS](#)

PREPARATION REQUIRED

- Cut up the 'Signs of abuse' cards from [Resource 4](#) (page 94). There are 51 cards; depending on group size, 10–15 slips per group.
- Prepare 6 flipcharts labeled "Physical abuse", "Emotional abuse", "Sexual abuse", "Neglect", "Exploitation" and "Multiple forms of abuse" and post them in accessible areas all around the room.
- Adapt the session based on the referral pathways that have been developed in context. Refer to Step 10 in the Manager's Guide.



- Print copies of SHLS referral pathways and/or referral logs for all the trainees.
- Print copies of the referral form that will be used in the SHLS, for all the trainees.
- Review Resource 5: Monitoring Child Protection Concerns in the SHLS – Trainer Copy (page 100) and think about the issues that are most relevant in context. Be prepared to assist trainees with answers for the table.

TRAINING SESSION OVERVIEW

In this session, trainees learn about the types and signs of abuse. They understand SHLS referral pathways and available services. They then brainstorm the key child protection concerns in their context and appropriate responses.

Steps to follow

What does abuse look like?

Time: 30 minutes | **Arrangement:** Whole group; Small groups



- 1. SAY >** *By the end of this activity, you will be familiar with the 5 types of abuse and some of the physical and behavioral signs that these may be occurring. During the training on psychological first aid for children, you will gain further understanding of the signs of abuse and emotional distress.*



- 2. ASK >** *When I say the word 'abuse', what comes to your mind?*

- 3.** Invite a volunteer to write down all of the trainees' responses on a flipchart paper.

TIP > Read the definition twice to ensure it is understood.

- 4. SAY >** ***Child abuse is any form of ill treatment that can harm or is likely to cause harm to a child's safety, well-being, dignity and development. It is also an omission: failing to prevent abuse from happening to a child.***

- 5.** If there is confusion about the concept of 'failing to prevent abuse,' explain that this could include child labor, it could be expecting a child to do something that is not age-appropriate, or it could also be handling a child in a physical way that causes harm, even if no harm was intended.



6. Explain that there are 5 main categories of abuse. Have trainees turn to Handout 10: Five Categories of Child Abuse on page 17 of their handbooks.
7. Have trainees get into small groups of 4 to 8, and read and discuss the 5 categories of abuse for 5 to 7 minutes.



8. **ASK >** *Some children are more at risk of abuse, neglect or exploitation than others. What are some factors that could put certain children at greater risk?*

Example answers:

- Age – younger children are usually more vulnerable
- Gender – girls face a higher risk of sexual abuse, educational and nutritional neglect; boys face a higher risk of physical abuse
- Special circumstances or characteristics – children with disabilities; unaccompanied and separated children
- Parent/caregiver factors – young age, poor parenting skills, substance abuse, physical or mental illness
- Family risk factors – overcrowded living conditions, social isolation, severe stress, domestic violence
- Community and societal factors – social acceptance of violence, social inequality/poverty



9. **SAY >**

- *It is important as SHLS Facilitators and Leaders to keep these factors in mind when thinking about child protection concerns in the SHLS.*
- *SHLS Facilitators are not responsible for diagnosing or treating abused or distressed children. However, it is important to be able to spot the signs of abuse and emotional distress and make the appropriate referral. We will discuss the process for making referrals later in this activity.*
- *In this activity, I will be handing groups slips of paper with physical and behavioral signs of abuse. In your groups, read the sign and decide which type of abuse it corresponds with. Then you will paste that paper on one of the flipcharts with a type of abuse posted around the room.*
- *Abuse rarely fits clearly into just one of the 5 categories. If it could indicate several forms of abuse, then put it on the paper that is labeled 'Multiple forms of abuse.'*

10. Hand each small group 10 to 15 slips of the cut up 'Signs of abuse cards' and a roll of tape.



11. Have trainees work for up to 15 minutes, until they have put all of their cards on the posters.
12. After trainees have stuck their slips to the posters they should spend a few minutes walking around, looking at what others have posted under the various types of abuse.



13. **ASK >** *Are there any 'Signs of abuse' cards that you think are on the incorrect poster?*

14. Have a short discussion to see if any cards should be moved, and explain that there may be other signs of abuse which are not listed.

15. Emphasize the point that **the signs of abuse are not always clearly the result of one type of abuse. Children may also be experiencing multiple forms of abuse at the same time.** For example, a girl who is being sexually abused is also likely to be emotionally abused by the perpetrator.



16. **ASK >** *How might child abuse come to your attention in an SHLS?*
Write responses on a flipchart.

Example answers:

- *Can be verbally told by the victim (the child) or by a third party*
- *Written information*
- *Can observe it happening*
- *Might suspect it is happening based on signs and indicators we observe*



17. **SAY >**

- *Earlier in this training we learned about the impact of severe adversity on children. Child abuse, neglect and exploitation are forms of severe adversity that have a negative impact on a child's brain development and can cause toxic stress.*
- *We know that the SHLS is an important part of strengthening a child's resilience, and in the training on psychological first aid you will learn basic tools to communicate with children in distress or affected by severe adversity and provide them with reassurance and comfort.*
- *However, certain children may require additional support services and protection to address this ongoing abuse, neglect or emotional distress. It is not the responsibility of the SHLS Leader or Facilitator to provide this extra support, but it is your role to refer children through the referral pathway.*



Referral pathways in the SHLS

Time: 40 minutes | **Arrangement:** Whole group

Note for the trainer: This activity must be adapted with information on the referral pathways in context – the information will be reiterated briefly during the Psychological First Aid training.



1. SAY >

TIP > Explain the definition of 'referral' in simple words if required.

- *In this activity we will clearly define the roles of SHLS staff in referring children for additional services and/or protection, and you will understand the referral pathways in your SHLS.*
- *A referral is the process of formally requesting services for an individual from another service provider or agency through an established procedure and/or form.*
- *When we think about referrals for child protection, there are some specific services that are needed. In a best case scenario, there would be a **child protection case management system**. This is a system where a trained caseworker assesses the needs of a child, and in some cases his or her family, and then coordinates and monitors the provision of multiple services to meet the child's needs.*
- *The other services include health, nutrition, education, gender-based violence and more targeted psychosocial support. If these services are lacking, the SHLS Manager will advocate for them to be activated.*

2. Explain that the referral process has several actors, and that the different actors have defined roles and responsibilities to ensure that child protection cases are addressed in the correct manner. Have trainees turn to Handout 11: Roles and Responsibilities in SHLS Referrals on page 18 of their handbook for the Roles and Responsibilities in SHLS Referrals table.



SHLS Managers and Officers	SHLS Leaders	SHLS Facilitators
▪ Determine available case management services; conduct service mapping and update regularly. ▪ Define SHLS referral pathways. ▪ Train SHLS Facilitators and Leaders to identify and refer child protection cases. ▪ Monitor referral pathway for responsiveness and quality of care. ▪ Ensure appropriate confidentiality, information sharing and data storage.	▪ Obtain consent/assent from child and caregivers for referral. ▪ Make a timely referral of suspected child protection cases to designated child protection actor, as defined in the SHLS referral pathways. ▪ Ensure proper documentation of referrals. ▪ Follow up on the referral. ▪ Support SHLS Facilitators in identifying children at risk. ▪ Ensure appropriate confidentiality.	▪ Pay close attention to the behavior and appearance of children in the SHLS. ▪ Take time to listen to the children when they have something to say. ▪ Refer identified and suspected child protection cases to SHLS Leader. ▪ Ensure appropriate confidentiality.

3. Read aloud the following bullet points and ask a few trainees to raise their hands and state whose responsibility this is:

- *Take time to listen to children*
Answer: SHLS Facilitators
- *Determine available case management services*
Answer: SHLS Managers and Officers
- *Define SHLS referral pathways*
Answer: SHLS Managers and Officers
- *Ensure proper documentation of referrals*
Answer: SHLS Leaders
- *Refer suspected child protection cases to designated child protection actor*
Answer: SHLS Leaders
- *Pay close attention to the behavior and appearance of children*
Answer: SHLS Facilitators
- *Ensure appropriate confidentiality*
Answer: Everyone's responsibility

4. Remind the group that **confidentiality is the obligation to protect information about the abuse of a child and never to discuss details with family, friends or colleagues. There are limits to confidentiality while working with children.** Information is shared on a need-to-know basis and only after obtaining permission. Refer trainees to [Handout 12: Principles of Confidentiality](#) on page 19 in the handbook for more information on confidentiality and obtaining consent.



5. Remind trainees that during the training on Psychological First Aid for Child Practitioners, they will learn strategies for appropriate communicate with distressed children.



6. **SAY >** *We will now learn about the referral pathways in this context and available services for children. It is important to remember that SHLS Leaders and Facilitators **should not** interview or try to assess a child's protection needs. It is the role of the SHLS Facilitator to share their concern with the SHLS Leader, and it is the role of the SHLS Leader to make the appropriate referral using the designated referral pathway.*

7. Explain that prior to this training, an 'actor mapping' of available services and qualified protection individuals was conducted. The purpose of the mapping was to develop the appropriate referral pathway for the SHLS.

8. If appropriate, present an overview of the mapping to give trainees an understanding of the services available in the context.

9. **Distribute a copy of the SHLS-specific referral pathway to trainees, explain the process and highlight the contact information of the designated receiving individual/agency for SHLS Leaders.**



10. **ASK >** *What is consent?*

Example answer: Consent is the voluntary agreement or willingness to participate in services.



11. **SAY >** *When we talk about consent in the SHLS, we are talking about 2 similar actions:⁵*

- **Informed consent** *is the voluntary agreement of an individual who has the legal capacity to give consent. To provide 'informed consent' the individual must have the capacity and maturity to know about and understand the services being offered and be legally able to give their consent. According to the Inter Agency Guidelines for Case Management and Child Protection, this is generally children aged 15 and older.*
- **Informed assent** *is the expressed willingness of a child to participate in services. For younger children who are by definition too young to give informed consent, but who are old enough to understand and*

5. See Child Protection Work Group. January 2014. Inter agency guidelines for case management & child protection. p. 118. Retrieved from <http://cpwg.net/wp-content/uploads/sites/2/2014/09/Interagency-Guidelines-for-Case-Management-and-Child-Protection.pdf>



agree to participate in services, the child's informed assent is sought. This generally applies to children aged 6–14.



12. SAY >

- *As a general principle, we seek permission to proceed with a referral to case management or other services from the child through informed assent, as well as the caregiver through informed consent.*
- *However, in some cases of abuse – such as abuse being committed by the caregiver himself or herself – it may be inappropriate to seek consent from the caregiver. This is a judgment made by the SHLS Leader if he or she feels that it is in the best interest of the child to proceed with a referral without the caregiver's consent.*
- *After obtaining consent and making a timely referral, SHLS Leaders must also document all referrals in the log.*

13. Distribute copies of the adapted referral log and/or referral form.

14. Explain how trainees must use these documents for the referral process and how they are supposed to be stored.

Child protection in context

Time: 20 minutes | **Arrangement:** Small groups



1. **SAY >** *In this activity we will brainstorm some of the child protection concerns in this context. We will also reflect on the responsibilities and behaviors of SHLS Leaders and Facilitators.*

2. Explain that they now have an understanding of child rights, child protection and the signs of abuse. They also understand the process for making referrals in the SHLS. With this information, they have a good idea of the responsibilities and actions that could be taken to support and protect children.
3. Have trainees form small groups and turn to Handout 13: Monitoring Child Protection Concerns in the SHLS on page 21 of the handbook for an activity on Monitoring Child Protection Concerns in the SHLS.



4. Explain that in groups, trainees should brainstorm the child protection concerns that are relevant in their context and then outline the responsibilities and actions of SHLS Leaders and Facilitators. They will have 10 minutes.
5. After 10 minutes, ask each group to present 2 or 3 child protection concerns and how these might be addressed in the SHLS. Use [Resource 5: Monitoring Child Protection Concerns in the SHLS](#) in this Trainer's Manual to help trainees check their responses.
6. Use this opportunity to reiterate the referral pathway and appropriate documentation.

Day 1 closing

Time: 10 minutes | Arrangement: Whole group

1. Conclude the day by reviewing what trainees learned.
2. Have all trainees stand in a circle.



3. SAY >

- *Start by holding the ball and share one thing that you learned today. Then toss the ball to another person in the circle who will share what he or she learned.*
- *The ball will continue being tossed around the circle until everyone has shared one thing they learned during the day.*



Day 2

Session	Duration	Session Overview
<i>By the end of the session, trainees will be able to:</i>		
FOUNDATIONAL TRAINING SESSION 6: CREATING A PREDICTABLE ENVIRONMENT	2 hours	▪ Explain the importance of establishing predictability routines in the SHLS. ▪ Explain the 5 principles of SHLS classroom management. ▪ Articulate how they would apply positive discipline strategies to real-life classroom scenarios.
<i>Tea/coffee break</i>	<i>15 minutes</i>	
FOUNDATIONAL TRAINING SESSION 7: PROMOTING A SENSE OF BELONGING	1 hour, 45 minutes	▪ Define 'sense of belonging' and its importance in the SHLS. ▪ Identify and demonstrate strategies (connecting to children's lives, questioning techniques, whole-class questioning, cold calling) for fostering a sense of belonging in the SHLS.
<i>Lunch break</i>	<i>1 hour</i>	
FOUNDATIONAL TRAINING SESSION 8: CREATING AN ACTIVE AND COOPERATIVE LEARNING ENVIRONMENT	1 hour, 45 minutes	▪ Articulate how group work contributes to a cooperative SHLS environment and enhances children's well-being. ▪ Recall the principles of cooperative and effective group work. ▪ Articulate how using differentiated learning techniques contributes to an active SHLS ▪ Define differentiated learning and identify 4 different learning techniques (lecture, visual demonstration, individual problem-solving, group work)
<i>Tea/coffee break</i>		<i>15 min</i>
FOUNDATIONAL TRAINING SESSION 9: CLOSING THE TRAINING	45 minutes	Complete a post-test on the Foundational Training. Share the most useful thing they learned during the training, and something they feel they need to practice more.



Foundational Training Session 6: Creating a Predictable Environment

Training session summary | Duration: 2 hours

TRAINING SESSION OBJECTIVES

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

- Explain the importance of establishing predictability routines in the SHLS.
- Explain the 5 principles of SHLS classroom management.
- Articulate how they would apply positive discipline strategies to real-life classroom scenarios.

KEY MESSAGES

- Children who have experienced severe adversity need a predictable environment in order to regain a sense of stability and control in their lives.
- Establishing routines is an important part of creating a predictable environment and supporting children's well-being by helping them to feel safe and secure. A routine is an activity that is practiced at the same time, in the same way, at regular intervals.
- Promoting positive discipline by focusing on developing positive behaviors in children is also part of creating a predictable environment. When facilitators have clear rules and non-violent consequences for misbehavior, and adhere to these consistently and fairly, children know what to expect and what is expected of them in return.

MATERIALS REQUIRED

- Foundational Training – Trainee's Handbook:
 - Handout 14: Big 5 Principles of SHLS Classroom Management
 - Handout 15: Steps to Apply Positive Discipline
- Flipchart paper and markers

PREPARATION REQUIRED

- Prepare a flipchart with the following text:
We can support children's well-being and learning in the SHLS by...
 - *Strengthening children's sense of control and sense of belonging*
 - *Promoting feelings of self-worth and positive relationships*
 - *Providing intellectual stimulation*
- Prepare a simple drawing with a sunrise between 2 mountains, with 3 clouds, 2 trees and a bird.
- Prepare 3 slips of paper with the following text:
 - *Objective – To draw a beautiful sunrise in nature.*
- Prepare 3 more slips of paper with the following text:
 - *Objective – To draw a sunrise between 2 mountains, 3 clouds, 2 trees and a bird.*



TRAINING SESSION OVERVIEW

In this session, trainees review the concept of well-being that they learned on Day 1. They learn briefly about the Healing Classrooms approach and the purpose of specific instructional practices in the SHLS. They then focus on creating a sense of predictability for children through establishing routines and promoting positive discipline in the SHLS. Trainees identify at least 3 routines they can establish in the SHLS. They then apply positive discipline practices to a set of scenarios related to classroom management.

Steps to follow

Introduction to *Healing Classrooms* instructional practices

Time: 15 minutes | Arrangement: Whole group



1. **SAY >** *Welcome to Day 2 of the SHLS Foundational Training. Today we will be focusing on a set of instructional and classroom management practices that SHLS Facilitators will use in their lessons to promote children's well-being in the SHLS by creating a predictable environment. Before we get started, let's spend a few minutes reflecting on the concept of well-being.*



2. **ASK >** *Based on what we learned yesterday, what are the 5 areas of well-being?*

Answer: Social, emotional, cognitive, material and spiritual.

3. Refer trainees to Handout 6: Five Areas of Well-Being on page 11 of the handbook, for reference.

4. Facilitate a discussion based on the following questions:

- How can well-being be nurtured in the SHLS?
- What is the role of SHLS Leaders and Facilitators in supporting children's well-being?

Example answers:

- *The SHLS provides a safe, caring and predictable environment.*
- *The SHLS can provide a sense of stability for children through predictable daily routines.*



- *The SHLS brings communities together and encourages positive relationships.*
- *SHLS Leaders and Facilitators can help children to learn, regain trust and foster a sense of hope.*
- *SHLS Leaders and Facilitators can help children to feel good about themselves and gain self-confidence.*

5. Hang up the poster 'We can support children's well-being and learning in the SHLS by...'



6. **SAY >**

- *Research has shown that there are several conditions that can be created in a classroom or SHLS to support children's well-being. These conditions include strengthening children's sense of control and sense of belonging; promoting feelings of self-worth and positive relationships, and providing intellectual stimulation.*
- *There are specific instructional practices – ways of teaching and managing a group of children – that can be used in a classroom or SHLS to create these conditions.*
- *The International Rescue Committee has developed an approach called Healing Classrooms that trains teachers to use these specific practices in their classrooms.*
- *In this part of the Foundational Training, we will be drawing on the Healing Classrooms approach to introduce a set of instructional and classroom management practices that are necessary to create a safe, caring and predictable learning environment in the SHLS.*



7. **SAY >** *During today's training, we will focus on the following practices:*

- *Establishing routines*
- *SHLS classroom management and positive discipline*
- *Connecting to children's lives*
- *Cold calling and whole-class questioning*
- *Promoting cooperative group work*
- *Differentiated – or active – learning strategies*

TIP > Repeat the list of practices, as needed.



8. **ASK >** *Do any of these practices sound familiar?*



9. **SAY >**

- *You have already experienced some of these practices during this training. For example, we co-created the rules for the training and have worked in cooperative groups in several activities.*



- *These practices are fully integrated into the SHLS content to deliver the social-emotional learning, reading and math interventions. You will receive further training on the content and how to use the scripted lesson plans in the SHLS Toolkit.*
- *In each training, you will receive a Trainee's Handbook as well as a Lesson Plan Bank. The training and these resources will guide you in applying these practices in the interventions and help to create a safe, caring and predictable learning environment for children in the SHLS.*

Establishing routines

Time: 40 minutes | **Arrangement:** Pairs; Whole group; Small groups



- 1. SAY >** *In this activity, we are going learn about the importance of establishing routines in the SHLS. We will also learn how the SHLS tools you will be using have been designed to help you create routines and predictability.*
- 2.** Have trainees turn to a partner and discuss the following for 3 to 5 minutes:
 - What does it mean to have routine in your daily life?
 - Make a list of routines in your daily lives (at home, at school, at work, in the community).
- 3.** After 5 minutes, invite a few pairs to share what they discussed.

Example answers:

- *Establishing routines creates structure, order and predictability as you do the same actions around the same time, daily or weekly.*
- *Examples of routines:*
 - *Eating family meals together at the same time every day*
 - *Washing dishes at the same time every day*
 - *Having a regular bedtime*
 - *Brushing your teeth*
 - *Praying*
 - *Going to work*



- 4. ASK >** *Why do you think it is important to establish routines in the SHLS?*
- 5.** Write trainee responses on a flipchart under the heading 'Establishing routines'.





6. SAY >

- *A classroom routine creates stability in a child's day. A schedule that is predictable combined with a structured environment supports a child's feeling of security and control.*
- *The SHLS should be a space of predictability for children. Children who have experienced severe adversity, such as conflict, displacement or violence, need a predictable environment in order to regain a sense of control in their lives.*
- *One way to re-establish predictability is by establishing routines.*
A routine is an activity that is practiced at the same time, in the same way, at regular intervals. *Establishing routines help students feel a sense of predictability, and when that environment is created they:*
 - *Feel safe and secure.*
 - *Feel a sense of stability and predictability.*
 - *Know and understand what to expect and what is expected of them.*
- *Routines are particularly important for children and youths whose daily lives and sense of stability have been disrupted by displacement, chaos and violence. Your routines in your personal life help you to keep order and know what will happen. The same can be true of routines in the SHLS.*
- *Now, we will brainstorm some routines that we can use to foster a sense of predictability in the SHLS.*

7. Have trainees form small groups of 4 people each.

8. Give each group a flipchart paper and a marker.



9. SAY >

- *Divide the flipchart into 2 columns. In the left column, write the heading 'Beginning of the day' and in the right column, write the heading 'End of the day'.*
- *On the left side make a list of specific routines that could be used in the SHLS to create predictability at the beginning of each day and on the right, a list of routines for the end of the day.*

10. After 5 to 10 minutes, invite each group to describe, demonstrate, or act out one practice to open the day, and one practice to close the day. Write a list of trainees' ideas on the flipchart paper.



Example answers:

Beginning of the day	End of the day
▪ Have a daily schedule and timetable; share this with the students. ▪ Follow the daily schedule and timetable. ▪ Start and end class the same way every day, for example by creating a 'morning message' and having children read and discuss it. ▪ Have a lesson plan, and follow it. ▪ Make sure students know and understand the objectives of a lesson. ▪ Getting children's attention in the same way (for example, using a double clap).	▪ Lead a sing-along song. ▪ Child journal writing. ▪ Dismissing the SHLS session on time. ▪ Greeting children by name when they walk out.



11. SAY >

- *Now you have an idea of why routine is important and some practical ways you could create routine in the SHLS. In fact, creating routines and predictability are at the heart of the SHLS.*
- *Each SHLS will have a structured activity schedule that is clearly displayed in the SHLS so that children will know exactly what activities are taking place each day, where they will take place and at what time.*
- *In addition, the lesson plans that you will be using to deliver the social-emotional learning, reading and math lessons follow a consistent routine and structure.*
- *All lessons follow the same structure, starting with a warm-up, presenting the material, giving children an opportunity to practice the learning and finally apply what they have learned.*
- *You will all receive further training to use the tools in the SHLS Toolkit to deliver the content and become comfortable with the lessons plans. The lesson plans will guide you to deliver the content in a way that creates a sense of predictability through routines.*



Communicating clear learning objectives

Time: 20 minutes | **Arrangement:** Whole group; Pairs



1. **SAY >** *In this activity, we will learn another important way to create predictability in the SHLS. It is to communicate clear learning objectives to children at the start of the lesson.*
2. Have 6 trainees volunteer to participate in this activity, while the remaining trainees actively observe.
3. Give each of the volunteers 1 sheet of paper and a pencil. Give 3 of them a paper that says 'Objective – To draw a beautiful sunrise in nature' and the other 3 a paper that says 'Objective – To draw a sunrise between 2 mountains, 3 clouds, 2 trees and a bird.'
4. Explain to the volunteers that they have 3 minutes to create an illustration based on the objective listed on their paper.
5. After they have completed their illustrations, hold up the image that you prepared earlier, of a sunrise between 2 mountains, 3 clouds, 2 trees and a bird.



6. **SAY >** *I wanted these volunteers to make this drawing, but I gave them different objectives.*
7. Have the first group read out their objective, 'To draw a beautiful sunrise in nature' and hold up their images.
8. Have the second group read out their objective, 'To draw a sunrise between 2 mountains, 3 clouds, 2 trees and a bird.'



9. **ASK >** *Which image is more similar to the one that I created? Why?*



10. **SAY >**
 - *The second group was able to produce the desired image because the **objective of the activity was conveyed to them more clearly and with more specific details.***
 - *Telling children the schedule and objectives of a lesson allows them to know in advance what they will be doing and learning. It makes the general structure of the day predictable, which helps students feel assured that nothing unexpected and scary will happen to them.*



- *Children are also more likely to follow along and pay attention to a lesson if they know and understand the learning objectives.*
- *All of the lessons in the reading, math and social-emotional learning lesson plan banks are structured with clear learning objectives. Facilitators are guided to communicate these objectives to the children at the start of every lesson, which further contributes to establishing routine in the SHLS.*

Positive discipline

Time: 45 minutes | **Arrangement:** Whole group; Pairs; Small groups



1. SAY >

- *An important part of fostering predictability for children in the SHLS is creating an environment that has clear rules and non-violent consequences for misbehavior. At the start of this training, we co-created the rules for this training – that is the same exercise that you will be guided to implement in your SHLS.*
- *When children participate in co-creating the rules, they feel that they have a role and responsibility in creating and maintaining a safe learning environment. In this activity, we are going to think more about how to manage the classroom in a way that encourages positive behavior. We will also learn strategies to apply non-violent consequences for misbehavior in the SHLS.*
- *Let's begin with a visualization exercise. Close your eyes and think about the term 'Discipline.'*

2. Have trainees share different words or images that come to mind as they think about the term 'discipline.' Inform them that there is no right or wrong answer to this visualization exercise.
3. After a few people have shared their answers, ask trainees to think about the term 'positive discipline' and share different words or images that come to mind. Inform them that there is no right or wrong answer to this visualization exercise.



4. SAY >

- *Positive discipline involves applying rules in a fair and consistent manner, and is an important element of fostering students' sense of*



predictability. It is essential that all children understand the rules that they have helped create and the consequences for breaking rules.

- *Positive discipline focuses on prevention rather than punishment. Research has shown that harsh, violent punishment for misconduct can lead to mistrust of the Facilitator, and **continued, repeated and even increased misconduct**. It has also been found to decrease the ability to problem-solve and think rationally.⁶*
- *The end product of following positive discipline is a classroom environment that establishes predictable rules and consequences so that children are aware of the potential consequences of breaking the rules and are able to control their behavior in order to avoid those consequences.⁷ In addition to improving classroom management, using positive discipline in place of traditional punishment methods promotes students' healthy psychosocial functioning.*

-  → **5. ASK >** *Is physical or verbal punishment of children a violation of the SHLS Code of Conduct?*

Ensure that all trainees understand that the answer is YES.

TIP > If necessary, ask a trainee to read the description of each principle.

-  → **6.** Have trainees to turn to page 22 in their Trainee's Handbook – Handout 14: Big 5 Principles of SHLS Classroom Management. In pairs, they should spend a few minutes reading and discussing the handout.

-  → **7. ASK >** *We have already spoken about several of these principles during today's training. Which ones are they?"*

Answers: Routine, clear objectives and positive discipline.

-  → **8. ASK >** *Which of these principles do you think will be most difficult to apply in the SHLS? Why?*

- 9.** Spend a few minutes discussing trainees' ideas and concerns.

6. Osher, D., Bear, G., Sprague, J., and Doyle, W. 2010. How can we improve school discipline? *Educational Researcher* 39: 48; Parker, J. and Stimpson, J. 2000. Positive discipline. *Community Practitioner: The Journal of the Health Visitors' Association*. 73:4, p. 549; Dupper, D.R. and Montgomery Dingus, A.E. October 2008. Corporal punishment in U.S. public schools: A continuing challenge for school social workers. *Children & Schools*. 30:4, p. 243–250.

7. Osher, D. et al. 2010. How can we improve school discipline? *Educational Researcher*. 39:48.





10. **SAY >** *We started this activity thinking about the concept of positive discipline. We will now think about real scenarios in the SHLS and how to use positive discipline to manage difficult behavior.*

11. Divide trainees into small groups and have them turn to Handout 15: Steps to Apply Positive Discipline on page 23 in the Handbook. Give groups 5 minutes to read over the 5 steps to apply positive discipline.

TIP > Read each scenario twice if needed and ensure groups are using the handout to think about how they would use positive discipline to address the situation.

12. Explain that you will read a short scenario, and in small groups, trainees should discuss how they could use the steps to apply positive discipline to address the behavior. We will ask for volunteers from each group to share their ideas.

Scenario 1: You are presenting instructions for a game. While you are speaking, a boy in the back of the room keeps whispering into the ear of his friend because he did not hear the instructions.

Example answers:

- *Facilitators could stop and think about why the boy is whispering – perhaps he is not trying to be disruptive. There may be many children in the room or the Facilitator did not speak loudly enough. [Step 1]*
- *The Facilitator could repeat the instructions for the game. [Step 4 – re-explain expectations]*
- *The Facilitator could remind the children that while he or she is speaking, everyone should be listening. [Step 4 – positive narration]*
- *The Facilitator could walk to the back of the room, closer to where the boy is sitting. [Step 4 – proximity]*

Scenario 2: Children are doing a read-aloud, with everyone reading a piece of text together. One boy starts to read very loudly in a silly voice, trying to get the attention of his friends. Some children start to laugh and he continues to read even more loudly in the silly voice, disrupting the activity.

Example answers:

- *The Facilitator could point out the positive behavior of those who are reading properly. [Step 4 – positive narration]*
- *The Facilitator could suddenly stop speaking to get the group's attention. [Step 4 – sudden silence]*
- *The Facilitator could make eye contact with the child who is being disruptive. [Step 4 – physical cues]*



- *If the child continues, the Facilitator could walk over to the child and in a quiet voice, explain that he is creating a disruption and making it difficult for other children to focus; they could give him a warning that, if the behavior continues, his name will be written on the board. [Step 5 – issuing a consequence/warning]*
- *If the child continues to misbehave, the Facilitator could send a non-verbal sign to the student that he is misbehaving, without stopping or disrupting the lesson, like looking at the student or touching his shoulder. [Step 5 – issuing a consequence/warning]*

Scenario 3: The children are working in small groups on a math exercise. One of the girls begins to argue with a boy in the group and then, getting increasingly frustrated, throws a pencil at his face which hits him in the eye.

Example answers:

- *Ask the girl to step over to the side so that you can have a private conversation, give her a chance to explain what has happened. [Step 5 – be private when possible]*
- *Explain to her that she has broken a rule in the SHLS by using physical violence, and that it is not acceptable to use violence or injure someone in the SHLS. [Step 5]*
- *Explain that the consequence for throwing something in another child's face and injuring them in the SHLS is a meeting with the SHLS Leader. [Step 5 – Issue consequence]*



13. SAY >

- *As we have discussed in these scenarios, there are a number of strategies that Facilitators can use to apply positive discipline in the SHLS. The first strategy should be to promote and reinforce positive behavior.*
- *However, in the last scenario, we saw the need to have appropriate, non-violent consequences for negative behavior that do not humiliate or shame the children. The consequences need to be known to the children and should be appropriate for the negative behavior.*
- *Also as discussed earlier, using violent punishment would most likely have the opposite effect, leading to mistrust in the Facilitator and repeated misconduct.*

14. Explain that examples of these types of consequences can include writing a child's name on the board, and then erasing it if they cooperate or leaving it on the board if they continue to misbehave. If their name is still



on the board at the end of the day, they must have a discussion with the Facilitator at the end of the day. Other possible consequences could include meetings with the SHLS Leader or with the child's parents.



15. SAY >

- *It is absolutely essential that every time a rule is violated, the same consequence is applied to all children with no exceptions. Applying the steps of positive discipline along with the other principles of classroom management will reinforce a sense of predictability in the SHLS.*
- *This will then help children feel they are in a safe, caring and predictable learning environment. Classroom management and positive discipline can be challenging, so don't hesitate to ask for support or ideas from other Facilitators or the SHLS Leader.*



Foundational Training Session 7: Promoting a Sense of Belonging

Training session summary | Duration: 1 hour, 45 minutes

TRAINING SESSION OBJECTIVES

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

- Define 'sense of belonging' and its importance in the SHLS.
- Identify and demonstrate strategies (connecting to children's lives, questioning techniques, whole-class questioning, cold calling) for fostering a sense of the belonging in the SHLS.

KEY MESSAGES

- A sense of belonging is the feeling that you are part of a community, which promotes good learning and positive behavior. Children should feel a sense of belonging in the SHLS, which means they feel included, accepted and welcome.
- Connecting to children's lives promotes a sense of belonging in the SHLS by helping SHLS Facilitators understand the children and their personal circumstances, and showing that their lived experiences are valued.
- Questioning techniques promote belonging because they help children feel that their participation is valued, and that they are a part of the class community.

MATERIALS REQUIRED

- Foundational Training – Trainee's Handbook
 - [Handout 16: Read-aloud Activity](#)
 - [Handout 17: Additional Questioning Strategies](#)
- Flipchart paper and markers
- Basket or other container

PREPARATION REQUIRED

None

TRAINING SESSION OVERVIEW

In this session, trainees gain a shared understanding of 'a sense of belonging' in the SHLS. They become familiar with and practice 2 strategies and associated techniques for fostering a sense of belonging in the SHLS. They discuss the connection between the strategies and promoting a sense of belonging in the SHLS.



Steps to follow

Connecting to children's lives

Time: 1 hour | **Arrangement:** Whole group; Small groups



1. SAY >

- *In this session we will discuss what it means to help children feel a sense of belonging and why it is important to foster a sense of belonging in the SHLS. We will then come up with facilitation techniques that help to create a sense of belonging.*
- *A sense of belonging is the feeling that you are part of a community. When children feel a sense of belonging in the SHLS, they:*
 - *Respect their peers, teachers and school community.*
 - *Show care and compassion for their peers.*
 - *Trust and feel attached to their teachers.*
 - *Feel included, accepted and welcome at the SHLS.*
 - *Feel like they are part of a group, and that they are not alone.*
 - *May be more likely to attend classes regularly.*



2. SAY > *Let us begin with an activity as a whole group. Let's get into one big circle. I will start by saying my full name. We will go from right to left, with everyone repeating all the names said before them and adding their name.*

3. Go around and have everyone take a turn. Once everyone has said their name, ask for volunteers who would like to try to repeat the names of all the trainees in the group, in the order in which they were said.
4. Facilitate a discussion using the following prompts:
 - *How did this activity help to develop a sense of belonging?*
Example answer: Everyone was involved and needed to participate to succeed, individuals bonded by learning each other's names and having others learn their name.
 - *Why is it important to develop a sense of belonging in the SHLS?*
Example answers: It allows children to regain trust and want to come to the SHLS; it allows them to be open to new experiences, etc.



- What are ways that we can develop a sense of belonging in the SHLS?
Example answers: Knowing names; sharing personal experiences; connecting what is happening to lived experiences; sharing opinions.



5. **SAY** > We will practice asking questions that connect to children's lives by doing a read-aloud activity. In a read-aloud, the Facilitator reads to children while asking questions **before**, **during**, and **after** reading. Our questions will ask children to consider how the story connects to their lives, thoughts, feelings and experiences. This will foster the children's sense of belonging.



6. Explain that in groups, trainees will practice conducting a read-aloud (see Handout 16: Read-aloud Activity on page 24 in the Trainee's Handbook) – a type of activity that is also present in the reading intervention. They will use questions to connect the text to students' lives. Group members take turns acting as the SHLS Facilitator while the rest of the group members act as children. One group member takes notes on the questions that are asked to connect the story to children's lives.
7. Remind trainees that when they are acting as the SHLS Facilitator, they should ask questions that connect the story to the children's lives **before**, **during** and **after** reading the story:
 - Before – Say the name of the story or show the cover of a storybook and ask questions.
 - During – Pause between different parts of the story and ask questions.
 - After – Ask questions at the end of the story.
8. Separate trainees into groups of 3 or 4.
9. Divide a flipchart into 3 columns (Before, During, After).
10. After 20 minutes of reading the text and doing the questions activity, invite group members to report back on the questions they asked to connect the story with the lives of children. Write trainees' ideas in the appropriate space.

Example answers:

Before	During	After
What do you think this story will be about?	▪ Has something like this ever happened to you? ▪ Have you ever felt similarly? Tell me about a time when you did.	▪ What do you have in common with this character? ▪ What would you have done differently?



11. Remind trainees that in all of the SHLS interventions, there are activities that allow the Facilitator to connect to children's lives.
12. Facilitate a discussion using the following questions and write trainees' ideas on the flipchart. Once trainees have shared their responses, add any missing information from the 'example answers' provided below.



13. **ASK >** *Why is it important to promote a sense of belonging for children in the SHLS?*

Example answers: Feeling a sense of belonging in the SHLS may be particularly important for children affected by crises, so they can regain trust and the rebuild the positive connections to their social groups and communities that may have been lost through experiences of displacement, disruption of social structures and violence.

Creating an environment in which children experience compassion, caring, and inclusion will serve to rebuild a sense of belonging.



14. **ASK >** *How do questions like these promote a sense of belonging for children in the SHLS?*

Example answers: Questions like these help SHLS Facilitators to understand the children and their personal circumstances. Forming strong relationships between the SHLS Facilitator and children requires getting to know – and understand – them and their personal circumstances.

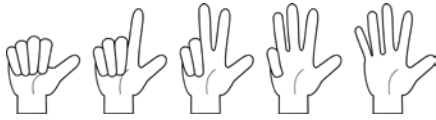
Whole-class questioning and cold calling

Time: 45 minutes | **Arrangement:** Whole group



1. **SAY >**
- *Calling on all children equally promotes a sense of belonging. If Facilitators use questioning techniques that include all children, children have increased opportunities to respond in class.*
 - *This helps children feel like they are part of the SHLS community and helps them feel a sense of belonging in the SHLS. We will discuss 2 specific techniques: **whole-class questioning** and **cold calling**.*





- In whole-class questioning, the Facilitator calls on all children to answer a question. Children can then respond non-verbally. For example, children can raise their fingers to show if they agree, disagree, or are unsure.
- Or, the Facilitator can ask a question and provide children with 3 possible answers. The children can then raise 1, 2 or 3 fingers to indicate which answer they agree with. Children can also respond chorally, by giving the answer in unison.

2. Model the strategy by asking trainees the following question. Have them raise 1 finger for the first option, 2 fingers for the second option and 3 fingers for the third option:



ASK > What is one way to promote belonging in an SHLS?

- Whole-class questioning [raise 1 finger]
- Punishment [raise 2 fingers]
- Only calling on girls [raise 3 fingers]

Answer: Whole-class questioning [1 finger raised]



3. **SAY >** The second questioning technique is **cold calling**. Cold calling means that every child can be called at any time and in no particular order. To ensure every child has an equal chance to be called, the Facilitator may put all the children's names in a basket, and randomly select a name from the basket.

4. Model the strategy by asking trainees the following question, and selecting 2 or 3 trainees from different places in the room (to model inclusion) to answer.



ASK > Name 1 routine you plan to establish in the SHLS?



5. **SAY >** We will now do an activity to practice using these questioning techniques. One at a time, you will come up to practice either whole-class questioning or cold calling. Take 1 minute to think of a question to ask the group and determine if it should be answered with whole-class questioning or cold calling. Then you will come up and demonstrate it.

6. Allow trainees 1 minute to think of a question. Provide additional time or sample questions if needed.

7. After 1 minute, invite trainees, one at a time, to come to the front and ask a question using whole-class questioning or cold calling. After each question:

- Ask the trainee, why he or she chose to use that questioning technique for the question.



- Ask the whole group whether they agree with the choice of questioning technique.

Example: The question might be “What is 4 + 5?” In that case, it would be effective to use whole-class questioning. The reason for using this technique would be that the answer can be easily communicated non-verbally, using hands.

8. After all the trainees have had their turns, facilitate a discussion on the importance of these different questioning techniques, using the following questions. Record trainees' ideas on the flipchart. Once trainees have shared their responses, add any missing information from the 'example answers' provided below.



9. **ASK >** How does using questions to include all children promote a sense of belonging in the SHLS?

Example answer: By involving all children in questioning activities, Facilitators increase each child's opportunities to respond in class. This helps students feel like their participation is valued, and that they are a part of the class community.



10. **ASK >** How does whole-class questioning promote a sense of belonging in the SHLS?

Example answer: Whole-class questioning promotes inclusion by allowing all children, even those who are shy or less confident speaking up in class, to respond either orally or physically, such as by holding up their fingers, a written answer, or an object.



11. **ASK >** How does cold calling promote a sense of belonging in the SHLS?

Example answers: This technique impacts children's sense of belonging by showing them that the Facilitator cares about what they have to say, regardless of whether or not they raise their hands. Cold calling ensures that the Facilitator is not using any particular criteria for choosing children to respond to questions, which ensures all children have an equal chance of being involved in the activity, regardless of their ability, gender, ethnicity, age, or any other factor.

12. Have trainees read aloud the 2 additional questioning strategies in Handout 17: Additional Questioning Strategies (page 25 of the Handbook) – 'Think–Pair–Share' and 'Text message discussion'.





13. SAY >

- *We have discussed how connecting to children's lives and posing questions in class can promote belonging and help children feel that their lives are important and their participation is valued, and that they are a part of the SHLS community.*
- *Feeling a sense of belonging in the SHLS is particularly important for children affected by severe adversity. It can help them regain trust and form positive connections to their social groups and communities, which may have been lost through displacement or violence.*
- *When Facilitators use questioning techniques that include all children, they have increased opportunities to respond in class. This helps children feel like their participation is valued, and that they are a part of the class community. It is important to develop these strategies in your own facilitation practice.*
- *Going to the SHLS and feeling like a student also helps crisis-affected children regain a sense of predictability and hope for the future.*



Foundational Training Session 8:

Creating an Active and Cooperative Learning Environment

Training session summary | Duration: 1 hour, 45 minutes

TRAINING SESSION OBJECTIVES

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

- Articulate how group work contributes to a cooperative SHLS environment and enhances children's well-being.
- Recall the principles of cooperative and effective group work.
- Articulate how using differentiated learning techniques contributes to an active SHLS
- Define differentiated learning and identify 4 different learning techniques (lecture, visual demonstration, individual problem-solving, group work).

KEY MESSAGES

- The SHLS should be an active and cooperative environment. An active and cooperative learning environment fosters both good learning and good behavior.
- Group work fosters a cooperative SHLS environment by encouraging positive socialization and friendship while discouraging prejudice, discrimination, and exclusion.
- Differentiated learning techniques foster an active SHLS environment by supporting a variety of different learning styles.

MATERIALS REQUIRED

- Foundational Training – Trainee's Handbook
 - Handout 18: Five Principles of Effective and Cooperative Group Work
 - Handout 19: Instructions for Folding a Paper Hat
 - Handout 20: Differentiated Learning Choice Board
- Paper (to fold paper hats)
- Notecards or sticky notes (e.g. Post-it notes)
- Flipchart paper and markers

PREPARATION REQUIRED

Practice folding a paper hat using Handout 19: Instructions for Folding a Paper Hat so you are familiar with how it works.

TRAINING SESSION OVERVIEW

In this session, trainees develop a shared understanding of the importance of group work in creating an active and cooperative learning environment in the SHLS. Trainees become familiar with the principles of cooperative group work, which they will use in the SHLS to engage children. Finally, trainees gain a detailed understanding of how to use differentiated learning techniques for group and pair work in the SHLS.



Steps to follow

Cooperative group work

Time: 45 minutes | **Arrangement:** Whole group; Small groups



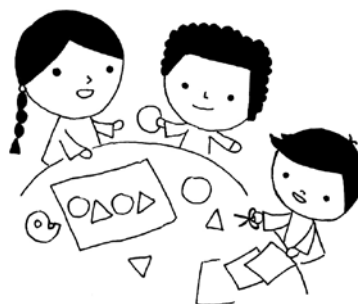
1. **SAY** > *In this session we will learn about group work and pair work – why they are important and how you can make sure that children cooperate and learn in groups.*



2. **ASK** > *What are some examples of ways we have already used group or pair work in this training?*

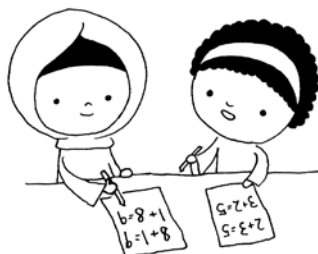
Example answers:

- Group discussion
- Group role-play
- Turn and talk
- Think–Pair–Share



3. Have trainees count off and get into groups of 3. Have each group assign one of the following roles to each of the group members:

- Note-taker
- Time-keeper
- Presenter



4. **SAY** > *You have 5 minutes to discuss and list 3 advantages of working in pairs and groups. These advantages could be for the children or the Facilitator.*

5. Put up a flipchart where everyone can see it. It is important that you model this strategy clearly so that trainees can use it as a example of how to facilitate group work in the SHLS.
6. Circulate among the groups and answer any questions if needed, but let trainees work things out by themselves and learn from each other.
7. After 5 minutes, have all the groups present their 3 points to the whole group. If they feel that a point has been stated already, they should not



repeat it. If they have no new points to share, they can just say that others have already shared their points. If trainees do not cover any of the following example answers in their responses, share them as additional advantages of working in groups.

8. Write all the responses on the flipchart for everyone to see.

Example answers:

- *Promotes positive relationships and friendships, and discourages prejudice, discrimination and exclusion.*
- *Gives opportunities to almost everyone to share ideas, which is not possible in the whole group.*
- *Gives opportunities for weaker students to receive help and support from stronger students, as well as helping stronger students learn by explaining and teaching.*
- *Group members learn to work with others from different backgrounds, ages and genders.*
- *Encourages students to take more risks than they would in front of the whole class.*
- *Allows them to engage in more challenging tasks that can be accomplished through team effort.*
- *Helps develop important social skills, such as communication, problem-solving, leadership, empathy and conflict resolution.*
- *Helps Facilitators monitor and assist children more easily when they are in small groups.*



9. SAY > *Several SHLS activities that you will do with children and caregivers in the SHLS will involve group or pair work. In order to ensure that they work well and cooperate with each other, we must think of and follow certain practices that can promote effective and cooperative group work.*



Write the following 5 questions on a flipchart and assign 1 question to each group:

1. What can you do to ensure that group work is cooperative?
2. What can you do to ensure that children complete the given group-work task accurately and within the given time?
3. What can you do to make sure that group work promotes conflict resolution and positive social skills in children?
4. What can you do to motivate children to do the group task well and give them a sense of achievement?
5. What can you do to provide support to children working in groups?

6. Give trainees a flipchart and a marker, and explain that in their small groups they must answer the question assigned to them. They have 10 minutes to complete the task.
7. After 10 minutes, have each group present their work to the others.
8. Have trainees turn to page 26 and take turns to read aloud Handout 18: Five Principles of Effective and Cooperative Group Work.
9. Answer any questions about the handout.



10. SAY >

- *There are many kinds of grouping techniques which can be used to put children in groups or pairs. We will talk about 2 such techniques: **mixed grouping** and **ability grouping**.*
- *Throughout this training, you have usually been grouped using 'mixed grouping'. A mixed grouping is assigned at random, such as by assigning all children a number and asking the same numbers to work together.*
- *Sometimes you will want to group children based on their level or by age. At other times you will want mixed groups, so that more advanced students can assist beginning students. This is called 'ability grouping'. Ability grouping is assigned in advance based on the child's level.*
- *We just learned how group work can create a cooperative environment. It can help children develop other important social skills, such as communication, problem-solving, leadership, empathy and conflict resolution.*



- *Doing group work encourages positive socialization and friendship while discouraging prejudice, discrimination and exclusion.*
- *Group work allows children to engage in more challenging tasks that can be accomplished through team effort.*

Differentiated learning techniques

Time: 1 hour | **Arrangement:** Pairs; Whole group

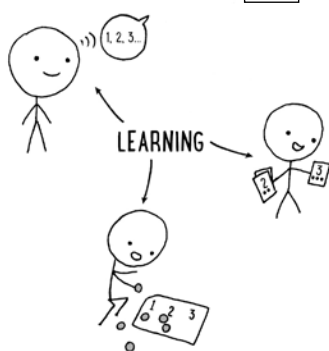


1. SAY >

- The SHLS should be an 'active learning' environment for children.
Active learning is when children are engaged in activities in a meaningful way. Children are significantly more likely to learn when they are active. Active learning has several benefits:
 - *We learn best when we are engaged and involved in our own learning.*
 - *When children are active and engaged, they are more motivated to pay attention and less likely to fall off-task, get distracted or misbehave.*
 - *When we are able to analyze and synthesize the content, it stays with us better and for longer.*
- 2. Have trainees add more points to this list of benefits if they can think of any more.



3. SAY >



- *Though we all learn best when engaged, we have different learning styles. One of the ways to ensure that everyone is actively engaged is through **differentiated learning**.*
- *Children have different learning styles. Learning styles include learning through listening (auditory), learning through seeing (visual), and learning by doing (kinesthetic). Some children need a combination of learning techniques. Differentiated learning techniques allow Facilitators to support the different learning styles of children.*
- *Now, we will have an experience of the same lesson using differentiated learning techniques. The learning objective of this lesson is to fold a paper hat. We will learn how to fold a paper hat using 4 different learning techniques: **lecture, visual demonstration, individual problem-solving, and group work.***



4. Distribute a sheet of paper to all trainees.



5. **SAY >**

- Now, I will **give a lecture**. I will read the instructions for how to fold a paper hat. You may listen and take notes.
- First, fold the paper in half. Next, fold the right and left sides toward the middle to form a point. Finally, open the bottom, and fold bottom up on the back and front.
- Now, you may try to fold the paper hat on your own.

6. Allow trainees 1 minute to attempt to fold the hat.



7. **SAY >** Now, I will **demonstrate** how to fold the hat. After I demonstrate, you may try.

8. Demonstrate for the group how to fold the paper hat (see Handout 19: Instructions for Folding a Paper Hat). Walk around the room so that each trainee can see the procedure.



9. **SAY >** Now please **do the task** – try to fold the paper hat.

10. Allow trainees 1 minute to fold their hat.



11. **SAY >** Now, **refer to the diagram** in Handout 19: Instructions for Folding a Paper Hat on page 27 of your Trainee Handbook. Try making the hat again, using only the diagram. You must still work alone.

12. Allow trainees 1 minute to fold the paper hat using only the diagram in the handbook.



13. **SAY >** Now, you may work in groups of 4 to fold the paper hat. Those of you who have worked it out already should help those in your groups who are still figuring it out.

14. Allow trainees 1 minute to fold the paper hat.



15. **SAY >** We have now experienced the same learning objective in 4 different learning techniques: lecture, visual demonstration, individual problem-solving and group work.



16. **ASK >** Who preferred 'lecture'? Who preferred 'visual demonstration'? Who preferred 'individual problem-solving'? Who preferred 'group work'?

17. Ask trainees to vote on their preferred learning technique by raising their hands. Count the number of votes for each.





18. SAY >

- *As you can see, many of us here prefer different learning techniques.*
- *You will facilitate several kinds of activities in your SHLS lessons, and you will receive the training and practice you need to deliver the content.*
- *Keep these differentiated learning techniques in mind while you facilitate, and feel free to use one or more of these techniques to improve the children's active engagement in your lesson.*
- *Handout 20: Differentiated Learning Choice Board is a summary of the differentiated learning techniques you will find in the tools you use to deliver lessons.*

19. Summarize the main points from this activity:

- Using multiple teaching styles in each lesson balances the disadvantages of each individual style.
- Everyone is unique in their learning style; supporting a variety of different learning styles will keep children more active.
- Using a range of teaching methods in the SHLS keeps children engaged and gives them multiple opportunities to master new content and skills.
- Lessons that are targeted towards a child's style of learning, varied and interesting help him or her stay actively involved and on task.
- When children are active in a task, they process information and learn at a deeper level.
- Children who are active and interested in a lesson are less likely to be bored, to fall off task and to misbehave.



Foundational Training Session 9:

Closing the training

Training session summary | Duration: 45 minutes

TRAINING SESSION OBJECTIVES

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

- Complete a post-test on the Foundational Training.
- Share the most useful thing they learned during the training, and something they feel they need to practice more.

MATERIALS REQUIRED

- Resource 6: Foundational Training Pre- or Post-test Answer Key
- Foundational Training – Trainee's Handbook:
 - Handout 21: Foundational Training Post-test

PREPARATION REQUIRED

None

TRAINING SESSION OVERVIEW

Trainees complete the Foundational Training Post-test to assess what they learned during the training. The training closes with everyone reflecting on what they learned and what they would like to practice further.



Steps to follow

Post-test

Time: 25 minutes | **Arrangement:** Individual

1. Explain that trainees will now spend some time completing the Foundational Training Post-test. Have trainees turn to page 29 of their handbook and take 20 minutes to complete the Foundational Training Post-test (Handout 21).
2. The trainer should collect these from all trainees.

Closing the training

Time: 20 minutes | **Arrangement:** Whole group

1. Answer any remaining questions the trainees may have regarding the Foundational Training.
2. Conclude the training by having trainees stand in a circle and share 2 things:
 - A topic or practice from the 2 days of training that they still find confusing or that they feel needs more time for discussion and practice.
 - The most useful thing they learned in the Foundational Training.
3. Provide trainees with information about the time and location of the Psychological First Aid Training. Remind them that in this training they will learn how they can communicate with and support children and their caregivers who are experiencing distress.
4. Thank trainees for their active participation.



PART 3

Resources



1

Resource 1a: Proposed Training Agenda – Foundational Training

DAY 1

Session	Duration	Session Objectives <i>By the end of the session, trainees will be able to:</i>
FOUNDATIONAL TRAINING SESSION 1: OPENING THE TRAINING	1 hour	▪ Address other trainees by name. ▪ Articulate the co-created Foundational Training rules, and the purpose for co-creating them. ▪ Articulate the co-created Foundational Training rules, and the purpose for co-creating them. ▪ Articulate the goals of the training.
FOUNDATIONAL TRAINING SESSION 2: WHAT IS A SAFE HEALING AND LEARNING SPACE?	45 minutes	▪ Articulate the goal we seek for children who attend an SHLS, and how it can be achieved through the 4 SHLS components. ▪ Name the SHLS interventions that will be part of their SHLS. ▪ Identify the resources they will be using to deliver the SHLS content.
<i>Tea/coffee break</i>	<i>15 min</i>	
FOUNDATIONAL TRAINING SESSION 3: PROMOTING CHILDREN'S RESILIENCE AND WELL-BEING	1 hr 45 minutes	▪ Articulate a shared understanding of what it means for a child to be 'well'. ▪ Articulate the concept of severe adversity and its impact on children. ▪ Explain the role of SHLS Facilitators in promoting children's resilience and well-being.
<i>Lunch break</i>	<i>1 hour</i>	
FOUNDATIONAL TRAINING SESSION 4: KEEPING CHILDREN SAFE AND PROTECTED	2 hours	▪ Explain the categories of children's rights and how the SHLS helps to protect those rights. ▪ Articulate the definitions of a child and child protection. ▪ Sign the SHLS Code of Conduct and explain appropriate standards and behaviors of SHLS staff. ▪ Articulate the meaning of feedback and two types of feedback collected in the SHLS. ▪ Explain how to use the feedback mechanisms that have been developed for the SHLS.



<i>Tea break</i>	<i>15 minutes</i>	
FOUNDATIONAL TRAINING SESSION 5: IDENTIFYING AND REFERRING CHILD PROTECTION CASES	1 hour, 30 minutes	▪ List the 5 categories of abuse and identify physical and behavioral signs of abuse. ▪ Articulate their role in the SHLS referral pathway and the process for referring identified or suspected child protection concerns. ▪ Explain the difference between informed consent and informed assent. ▪ Identify child protection concerns in their context and articulate appropriate responses.
DAY 1 CLOSING	15 minutes	Be able to share one thing that they learned during the day.



DAY 2

Session	Duration	Session Overview
<i>By the end of the session, trainees will be able to:</i>		
FOUNDATIONAL TRAINING SESSION 6: CREATING A PREDICTABLE ENVIRONMENT	2 hours	▪ Explain the importance of establishing predictability routines in the SHLS. ▪ Explain the five principles of SHLS classroom management. ▪ Articulate how they would apply positive discipline strategies to real-life classroom scenarios.
<i>Tea/coffee break</i>	<i>15 minutes</i>	
FOUNDATIONAL TRAINING SESSION 7: PROMOTING A SENSE OF BELONGING	1 hour, 45 minutes	▪ Define 'sense of belonging' and its importance in the SHLS. ▪ Identify and demonstrate strategies (connecting to children's lives, questioning techniques, whole-class questioning, cold calling) for fostering a sense of the belonging in the SHLS.
<i>Lunch break</i>	<i>1 hour</i>	
FOUNDATIONAL TRAINING SESSION 8: CREATING AN ACTIVE AND COOPERATIVE LEARNING ENVIRONMENT	1 hour, 45 minutes	▪ Articulate how group work contributes to a cooperative SHLS environment and enhances children's well-being. ▪ Recall the principles of cooperative and effective group work. ▪ Articulate how using differentiated learning techniques contributes to an active SHLS. ▪ Define differentiated learning and identify 4 different learning techniques (lecture, visual demonstration, individual problem-solving, group work).
<i>Tea/coffee break</i>	<i>15 min</i>	
FOUNDATIONAL TRAINING SESSION 9: CLOSING THE TRAINING	45 minutes	▪ Complete a post-test on the Foundational Training. ▪ Share the most useful thing they learned during the training, and something they feel they need to practice more.



1

Resource 1b: Training Agenda – Psychological First Aid Training

[from *Save the Children's Psychological First Aid Training Manual for Child Practitioners*]

DAY 1

Training schedule: Psychological first aid focusing on children

Time	Session	Session overview
08:30–09:00	SESSION 0: PREPARATION	Welcome and registration
09:00–10:30	SESSION 1: INTRODUCTION	▪ Welcome and introduction ▪ Introduction to the day's programme ▪ Objectives ▪ Mutual expectations ▪ Introduction to <i>Save the Children</i> (optional)
10:30–10:50	<i>Tea/coffee break</i>	
10:50–11:00	<i>Energiser</i>	
11:00–11:15	SESSION 2: WHAT IS PSYCHOLOGICAL FIRST AID FOR CHILDREN?	Introduction to psychological first aid for children
11:15–13:00	SESSION 3: CHILDREN'S REACTIONS TO CRISIS	▪ Case example: Fire at a school ▪ Children's reactions to stressful events
13:00–14:00	<i>Lunch break</i>	
14:00–15:00	SESSION 4: IDENTIFYING CHILDREN WHO NEED PSYCHOLOGICAL FIRST AID, AND PSYCHOLOGICAL FIRST AID ACTION PRINCIPLES	▪ Identifying children who need psychological first aid ▪ Action principles of psychological first aid
15:00–16:00	SESSION 5: INITIAL CONTACT WITH DISTRESSED CHILDREN	▪ Animated movie 1 ▪ Initial contact with distressed children
16:00–16:30	<i>Tea/coffee break</i>	
16:30–17:45	SESSION 6: ROLE-PLAYS	Role-plays
17:45–18:00	<i>Wrap-up</i>	



DAY 2

Training schedule: Psychological first aid focusing on children

Time	Session	Session overview
08:30–10:30	SESSION 7: COMMUNICATING WITH CHILDREN	▪ Mood greetings ▪ Introduction to Day 2 ▪ Recap of Day 1 ▪ Communicating with children 1 ▪ Communicating with children 2
10:30–10:50	<i>Tea/coffee break</i>	
10:50–11:00	<i>Energiser</i>	
11:00–13:00	SESSION 8: CHILDREN IN DISTRESS	▪ Normalisation and generalisation ▪ More suggestions for communicating with children in distress ▪ Practice communicating with children
13:00–14:00	<i>Lunch break</i>	
14:00–14:15	<i>Energiser</i>	
14:15–15:45	SESSION 9: PARENTS AND CAREGIVERS IN DISTRESS	▪ Animated movie 2 ▪ Parents' and caregivers' reactions ▪ Communicating with parents and caregivers
15:45–16:00	<i>Tea/coffee break</i>	
16:00–17:15	SESSION 10: PRACTICE	Psychological first aid practice
17:15–17:30	<i>Wrap-up with evaluation</i>	



2

Resource 2: Lists of Materials for Foundational Training

- Foundational Training – Trainee's Manual
- SHLS Activity Schedule
- SHLS Staff Training Schedule
- SHLS Code of Conduct
- Feedback mechanisms for the SHLS
- Referral pathway for each SHLS
- Referral log and referral form for the SHLS
- Flipcharts and markers
- Writing paper and pens
- Pencils and colors
- 6–8 rolls of sticky tape
- Colored pencils/pens
- Basket or other container
- Notecards or sticky notes (e.g. Post-it notes)
- Paper (to fold paper hats)
- Ball



3

Resource 3: Sample SHLS Code of Conduct

Note: Resource must be adapted by implementing organization

SHLS Sample of Code of Conduct

Introduction

The SHLS Code of Conduct¹ sets standards and clear expectations of appropriate behavior for *all* SHLS staff and volunteers. It applies to all who interact with children and adolescents in both a direct and/or unsupervised capacity. The primary purpose is to protect children from abuse and exploitation. It can also protect staff from unfounded accusations of improper conduct. Violations by staff of this code of conduct will result in a formal enquiry and could lead to disciplinary measures or criminal proceedings. **Remember: *the adult is always responsible for maintaining appropriate relationships and boundaries with children and/or adolescents.***

SHLS Staff will:

- Treat everyone with respect, patience, integrity, courtesy, dignity and consideration.
- Represent the SHLS and act in a professional manner that inspires and motivates others.
- Avoid being alone with children and adolescents unless directly facilitating a lesson or activity.
- Maintain appropriate physical, emotional and sexual boundaries at all times.
- Establish a safe, caring and inclusive learning environment for all children.
- Use positive reinforcement that promotes children's confidence and self-worth.
- Act with transparency in all communication with children and adolescents.
- Comply with the [name of organization] mandatory reporting regulations and with the policy to report suspected child abuse; cooperate fully in any investigation of abuse of children and/or adolescents.

1. Adapted from: Association of International Schools in Africa. May 2014. *Child protection handbook*. Retrieved from <http://www.icmec.org/wp-content/uploads/2015/10/AISA-Child-Protection-Handbook-3rd-Edition.pdf>



SHLS Staff will not:

- Touch or speak to a child and/or youth in a sexual or other provocative or inappropriate manner.
- Inflict any physical or emotional abuse such as hitting, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children or adolescents.
- Smoke or be under the influence of alcohol or illegal drugs at any time while working.
- Engage in private communications with children via text messaging, Facebook or similar forms of social media except for activities strictly related to the SHLS.
- Discriminate on the basis of race, color, age, ethnicity, religion, national origin, sexual orientation, gender identity, sex, disability or political affiliation.
- Accept gifts from or give gifts to children or adolescents without the knowledge of their parents or caregivers.

Additional standards for SHLS Leaders and Facilitators with regular and direct access to children:

- *Will* protect the confidentiality of anything said by a child in confidence or otherwise sensitive information, with respect to local mandatory reporting requirements.
- *Will* be aware of how physical touch can be perceived and received; touch children only when necessary and in ways that are appropriate, public and non-sexual.
- *Will* hold one-on-one meetings with a child in an open area or where the interaction can be observed; will always notify another adult when meeting one-on-one with a child.
- *Will not* take a child to their own home.

Place:

Position:

Full name:

- I have read this Code of Conduct and agree to fully implement and uphold these standards
- I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action.

Signature:

Date:



4

Resource 4: ‘Signs of abuse’ Cards

Injuries such as bite marks and burns	Cuts or sores made by the child on the arms or legs (self-harm)	Presence of several injuries (3+) in various stages of healing
Signs of severe, long-term bruising, especially to face	Unexplained injuries/injuries that are not likely to be accidental	Injuries that form a shape or pattern
Frequent headaches, nausea or pain	Bald patches on a child’s head where hair may have been torn out	Injuries to the head (can be identified through ear injury)



Slow physical, cognitive or emotional development	Learning difficulties	No attempt to seek comfort when hurt
Difficulties in forming relationships	Withdrawal	Fears consequences of actions, often leading to lying
Eager to please or overly compliant	Poor self-esteem/ fear of new situations	Sudden or unexpected change in behavior



Overly affectionate/ knowledgeable in a sexual way inappropriate to age	Stomach pain when walking or sitting	Chronic itching, pain, discharge, bleeding from the genitals
Sexually transmitted diseases	Pregnancy	Abusive behavior and language while playing
Excessive fear of men or women	Unable to have fun with others	Frequent hunger, stealing or hiding food, losing weight



Poor personal hygiene	Constant tiredness	Cries excessively
Frequently missing school	Inappropriate dress for weather conditions	Dressed inappropriately for age
Untreated medical needs	Few friends/ social isolation	Chronic running away



Lacks trust in others	Fears going home	Reluctant to have parents contacted
Aggressiveness	Inability to concentrate	Fear of physical contact (flinching if touched)
Regressing to younger behavior	Depression and extreme sadness	Nightmares, sleep disturbances



Suicide attempts	Self-destructive tendencies	Hostility towards authority figures
Violence is a subject of art or writing	Extreme mood swings	Demands constant attention and affection



5

Resource 5: Monitoring Child Protection Concerns in the SHLS – Trainer Copy

The SHLS should be used to monitor the well-being of children and to report and refer children who are suffering from child protection risks. Potential child protection risks in this context include (but are not limited to):

Child protection risks and concerns	Facilitator responsibility and actions
Children suffering psychosocial distress	Engage the child one-on-one and display consistent respect, care and support to the child. Speak soothingly and monitor their condition for improvement/deterioration.
Children who are separated, or at risk of being separated, from their primary caregivers	Provide consistent messaging to caregivers and children on how to prevent separation during an emergency. Refer cases of unaccompanied and separated children through the referral pathway (ideally to the Family Tracing and Reunification program) and provide additional support and adult supervision.
Children who do not know who to trust or who will protect them and are at risk of being recruited into armed forces or armed groups or are at risk of exploitation and abuse.	Engage the child one-on-one and display consistent respect, care and support to the child. Speak soothingly and monitor their condition for improvement/deterioration.
Risks to children in the physical environment (land mines, debris, sanitary conditions)	Ensure the Safe Healing and Learning Space is cleared of these risks and engage children on conversation about avoiding these risks. Monitor a child's physical wellbeing and provide basic care or referrals when necessary.
Children who are out of school and working to earn income for the family	Provide consistent messaging – to both children and caregivers – on the importance of education and play for children's well-being. Monitor trends in child labor and industries where children may be most at risk.
Children with physical injuries or disabilities	Provide additional supportive adult supervision and advocate for these children to be included in activities. Utilize protection mechanisms to get children with disabilities to the SHLS.
Children who are displaced and lack access to food, shelter, clothing, medical attention and education	Provide additional supportive adult supervision and advocate for these children to be included in activities. Utilize protection mechanisms to get vulnerable children to the SHLS.
Children who are at risk of sexual exploitation or other gender-based violence, or who are at risk of early marriage	Monitor the suspected cases of sexual exploitation and report through the referral pathways. Do not approach the child directly.



6

Resource 6: Foundational Training Pre- or Post-test Answer Key

Name:

Position in SHLS:

Location: Date :

Please respond to these questions to the best of your ability:

1. List any 3 of the 5 areas of well-being. (3 points)
Social, emotional, material, spiritual and cognitive (any 3)
2. List any 3 of the 5 categories of abuse. (3 points)
Physical abuse, emotional abuse, sexual abuse, neglect, exploitation (any 3)
3. True or false: If a community member saw a child in the SHLS being bullied by older children, they should report this through the serious complaints feedback mechanism. (1 point)
TRUE
4. True or false: SHLS Facilitators are responsible for collecting information about child protection concerns. (1 point)
FALSE
5. Please name 1 child protection concern in this context and an action you can take to address it. (2 points)
[Correct based on context.]
6. True or false: Routines help children feel a sense of control. (1 point)
TRUE
7. Describe 1 routine you will use in the SHLS. (1 point)
As long as a routine is provided, this is correct.
8. True or false: Making eye contact is a form of positive discipline. (1 point)
TRUE
9. True or false: Cold calling means the whole class answers the question at the same time. (1 point)
FALSE
10. Name 2 different learning techniques that you could use to support the different learning styles of children. (2 points)
Lecture, visual demonstration, individual problem-solving, group work (any 2)



PART 4:

Handouts



1

Handout 1: Role of SHLS Leaders and Facilitators

KEEP CHILDREN SAFE

- Understand child rights and practice 'do no harm'
- Adhere to the SHLS Code of Conduct
- Create feedback mechanisms

PROMOTE CHILDREN'S WELL-BEING

- Use specific facilitation practices to create a safe, caring and predictable learning environment

REFER CHILDREN IN NEED

- Communicate effectively with children
- Identify signs of distress and abuse
- Follow referral pathways





Handout 2: Foundational Training Pre-test

Name:

Position in SHLS:

Location: Date :

Please respond to these questions to the best of your ability:

1. List any 3 of the 5 areas of well-being. (3 points).

.....
.....

2. List any 3 of the 5 categories of abuse. (3 points)

.....
.....

3. True or false: If a community member saw a child in the SHLS being bullied by older children, they should report this through the serious complaints feedback mechanism. (1 point)

.....

4. True or false: SHLS Facilitators are responsible for collecting information about child protection concerns. (1 point)

.....

5. Please name 1 child protection concern in this context and an action you can take to address it. (2 points)

.....

6. True or false: Routines help children feel a sense of control. (1 point)

.....

7. Describe 1 routine you will use in the SHLS. (1 point)

.....
.....

8. True or false: Making eye contact is a form of positive discipline. (1 point)

.....

9. True or false: Cold-calling means the whole class answers the question at the same time. (1 point)

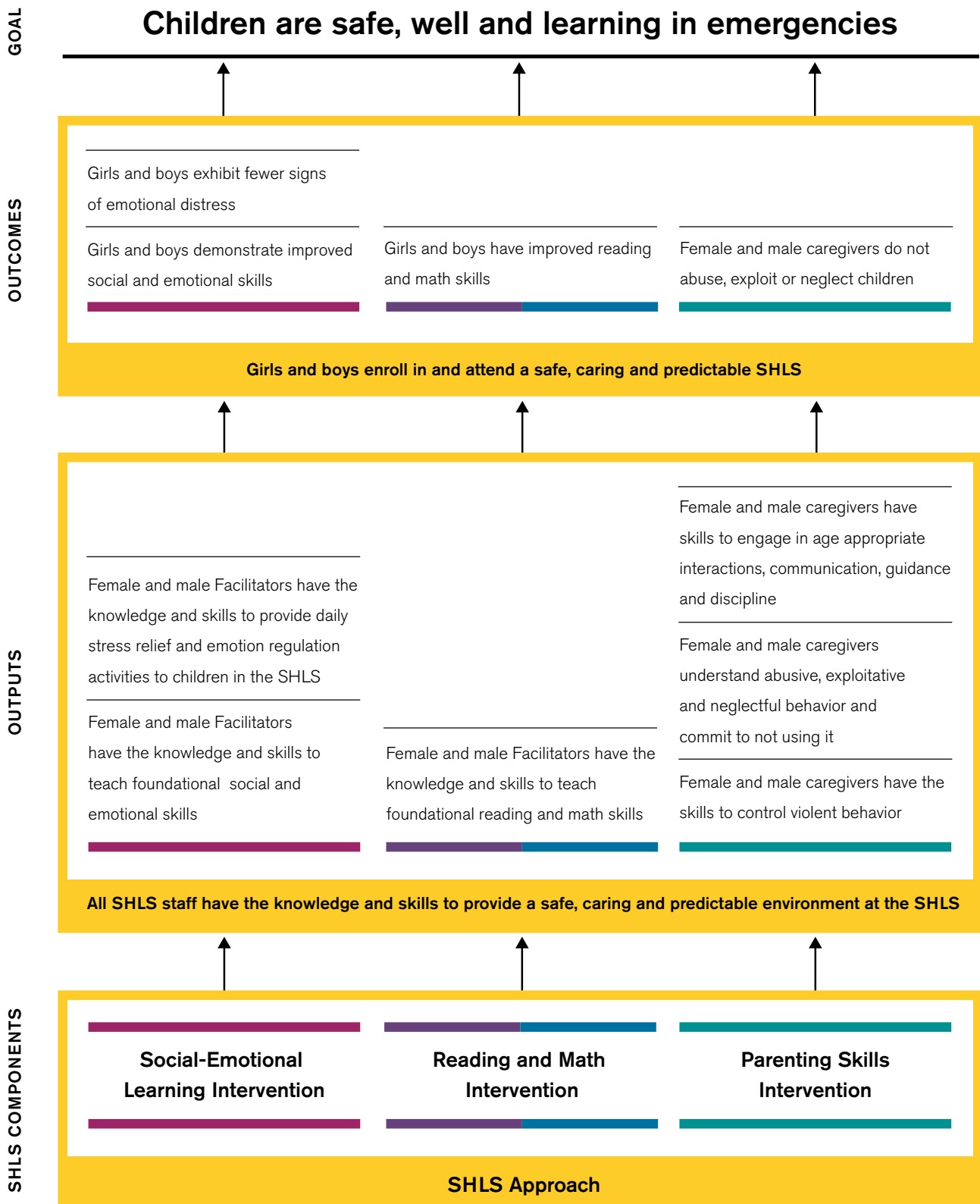
.....

10. Name 2 different learning techniques that you could use to support the different learning styles of children. (2 points)

.....
.....



3 Handout 3: SHLS Theory of Change



4 Handout 4: Overview of SHLS Components

	SHLS Approach	Social-Emotional Learning	Math	Reading	Parenting Skills
Tools					
	Manager's Guide				
	Foundational Training – Trainer's Manual	SEL Trainer's Manual	Math Trainer's Manual*	Reading Trainer's Manual*	Parenting Skills Trainer's Manual
	Foundational Training – Trainee's Handbook	SEL Trainee's Handbook	Math Trainee's Handbook*	Reading Trainee's Handbook*	Parenting Skills Trainee's Handbook
		SEL Lesson Plan Bank	Math Lesson Plan Bank	Reading Lesson Plan Bank	Parenting Skills Curriculum for parents of children ages 6–11
					Parenting Skills Curriculum for parents of adolescents
		SEL Games Bank			

Description	Step-by-step guidance, adaptable tools and foundational training materials to set up, monitor and evaluate a safe, caring and predictable environment in the SHLS. Designed for SHLS Managers to train SHLS staff <i>before</i> starting activities.	Explicit social-emotional learning (SEL) instruction and complementary recreational and creative games to develop SEL competencies. Lesson plans are designed for children aged 6–11.	Foundational reading and math instruction for children at the 'emerging' ability level who need support with basic reading and math skills. Lesson plans are designed for children aged 6–11.	Instruction to strengthen positive parenting skills for caregivers of children (aged 6–11) and caregivers of adolescents.
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* Available in English and French



5 Handout 5: SHLS Activities Treasure Hunt

Please use the SHLS Toolkit Overview and your SHLS activity schedule to complete the following:

1. Put a cross (X) next to all the SHLS components that are part of your SHLS program:

SHLS Components	Is this in your SHLS program?
SHLS Approach	
Social-Emotional Learning intervention	
Reading and Math Intervention	
Parenting Skills Intervention	

2. How many trainings are under the SHLS Approach?

.....

3. Which days of the week will SEL sessions be held?

.....

4. How long will each SEL session be?

.....

5. What will be the age group of children in the SEL Sessions?

.....

6. For which intervention is there a Games Bank?

.....

7. If your SHLS has the Reading and Math intervention:

a. How many days a week will the 1-hour lessons be held?

.....

b. How long is the Math lesson going to be?

.....

8. If your SHLS has the Parenting Skills Intervention:

a. What is the location of the Parenting Skills sessions for *caregivers of children*?

.....

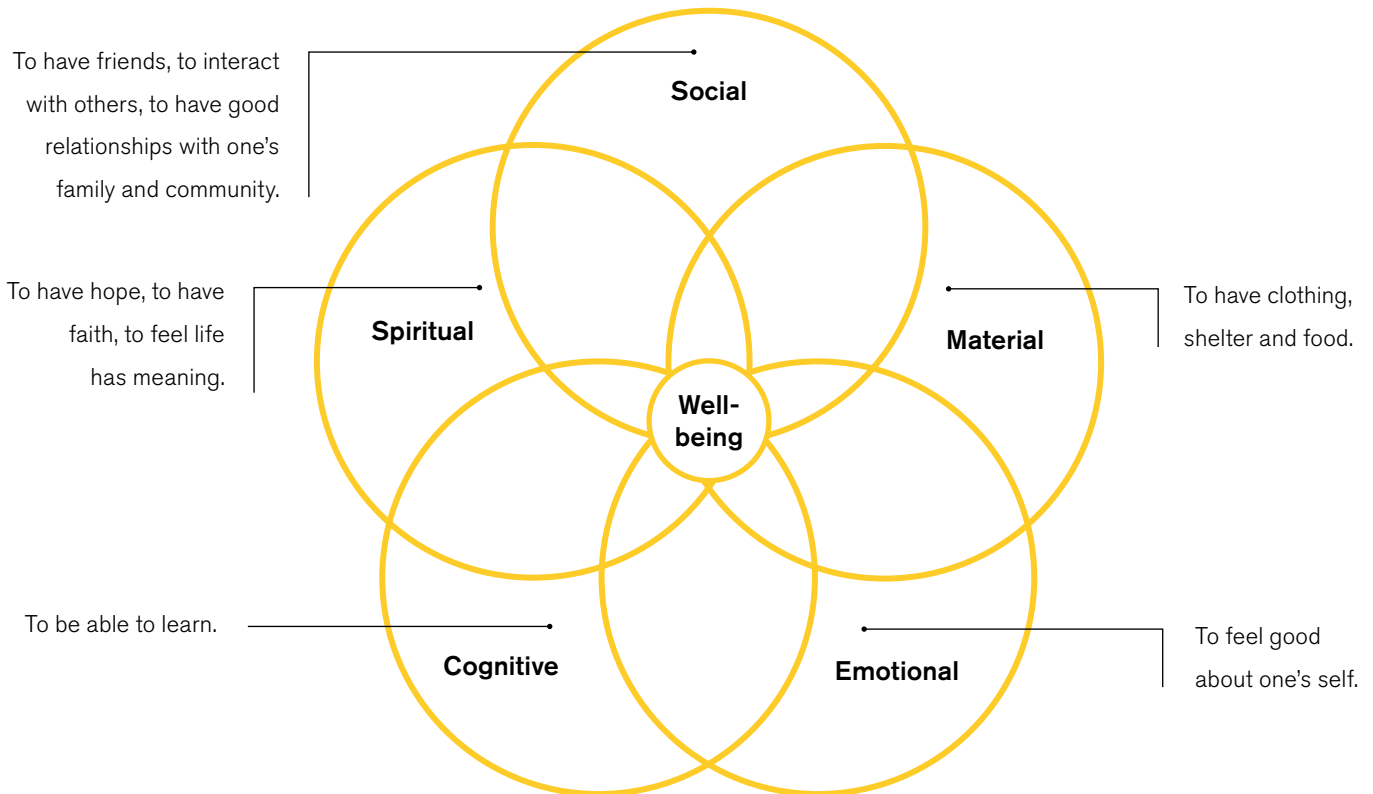
b. Which days of the week are the Parenting Skills sessions for *caregivers of adolescents* going to be held?

.....



6

Handout 6: Five Areas of Well-being



SHLS Leaders and Facilitators can strengthen children's **sense of control**; **sense of belonging**; **feelings of self-worth**; **positive relationships**; and, **intellectual stimulation**, all of which contribute to children's overall well-being.



7

Handout 7: 'Without Violence' Infographic¹

How violence & neglect leave their mark on a child's brain



Violence in the Home

1 billion children are subjected to regular physical punishment by their caregivers while 275 million children witness domestic violence every year.⁶



Violence at School

Slightly more than 1 in 3 students between the ages of 13 and 15 worldwide experience bullying on a regular basis.⁷



Violence in the Community

One in four school-age children in the U.S., ages 6 to 17, has been directly exposed to violence involving a weapon, either as a witness or a victim.⁸



Sexual Violence

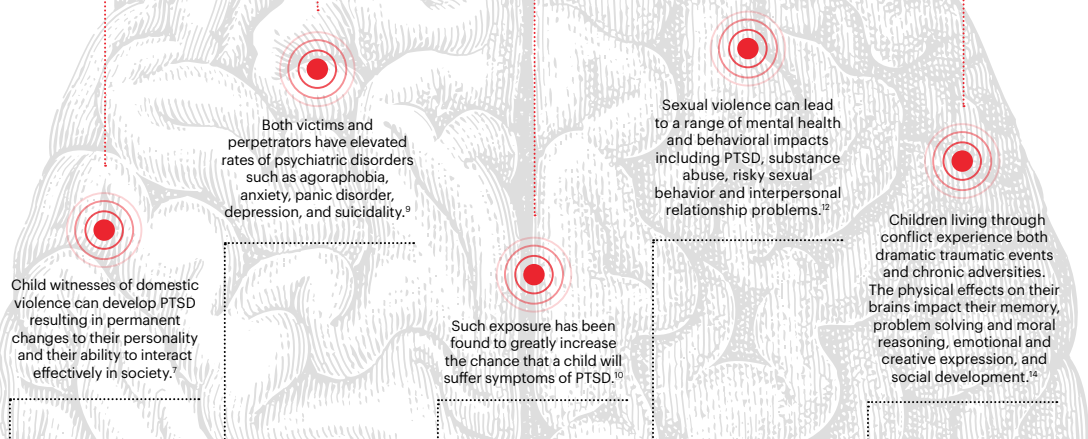
150 million girls and 73 million boys experience sexual violence each year.¹¹



War and Emergencies

1 billion boys and girls are living in conflict-affected areas.¹³

Violence & neglect scar the growing brain



These scars can be prevented



In Uganda, SASA! was found to reduce domestic violence by up to 52% and significantly changed attitudes to partner violence.¹⁵ The Early Enrichment Project in Istanbul reduced the use of physical punishment by caregivers by 73%.¹⁶



The Ma'An - Towards a Safe School campaign (Jordan) showed an average decline of 28% in physical violence and 15% in verbal violence in schools.¹⁷ In Uganda, The Good Schools Toolkit has reduced the use of physical violence by teachers against students by up to 40% by introducing guidelines for teacher-student cooperation.¹⁸ The 'For Safe and Enabling School Environment' program in Croatia reduced peer violence, aggression and bullying by 50%.¹⁹



The Cure Violence health-model employs violence interrupters in 50 cities around the world and has resulted in up to 75% reduction in shootings in program areas in Chicago, and a 50% drop in homicides in Loiza, Puerto Rico.²⁰



Stepping Stones in South Africa produced a long-term trend in the reduction of the use of sexual violence among males and females by promoting mutual cooperation and understanding.²¹



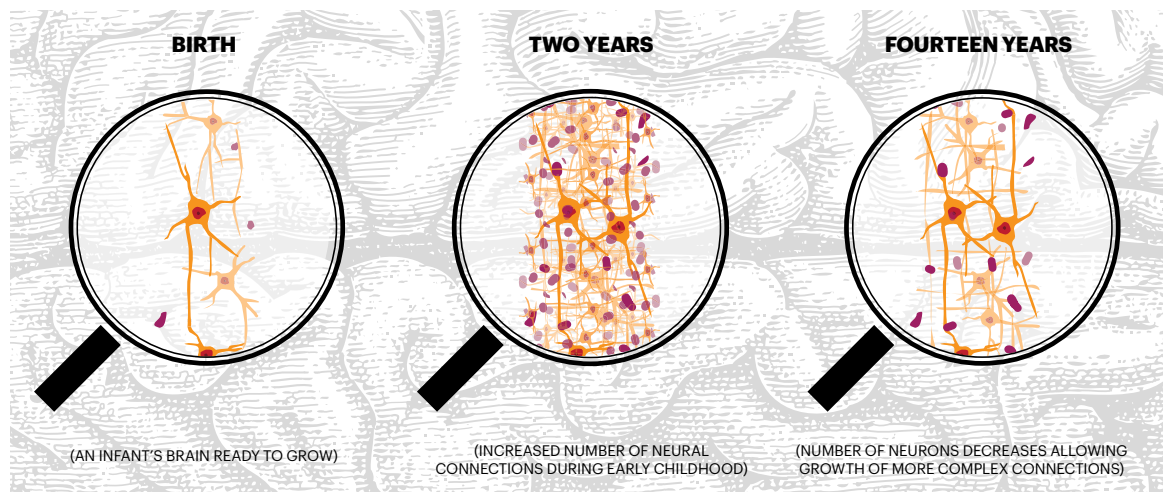
International Rescue Committee's Parents Make the Difference program in Liberia reduced physical and verbal punishments by up to 56% by introducing families in adverse post conflict and displacement conditions to new ways of coping with stress and conflict.²²

¹ Retrieved from <http://resourcecentre.savethechildren.se/library/how-violence-and-neglect-leave-their-mark-childs-brain>



Almost **1 in 2 children** aged between 2 and 17 years worldwide experience physical violence. This happens in every country, in rich and poor households.¹

Exposure to violence while the brain is still growing leaves physical marks on the brain that can impact a person for the rest of their life.²



The brain is most vulnerable to trauma in the first two years of life – when many new neural paths are growing, and again in the teenage years – when adolescents learn complex analytical skills and mature emotionally.³

Children who grow up in conditions of deprivation, neglect and other forms of hardship often exhibit elevated stress hormone levels which impact on the growth of the brain.⁴

Adults with a wide range of issues including mental health problems, addiction, obesity, type II diabetes and coronary heart disease often had poor brain development in early childhood.⁵

Call to Action

Every girl and boy deserves a chance to grow free from the physical and psychological scars of violence and neglect.

Support programs that reduce violence, poverty, and neglect in early childhood to give children their best chance at life.

¹ ODI & Childfund Alliance 'The costs and economic impact of violence against children' (2014)

² Mead, Beauchine, Shannon, 'Neurobiological adaptations to violence across development' Development and Psychopathology 22 (2010), 1–22

³ Swart, Chisholm, Brown, Neuroscience for Leadership: Harnessing the Brain Gain Advantage, Palgrave Macmillan, 2015

⁴ National Scientific Council on the Developing Child. (2005/2014). Excessive Stress Disrupts the Architecture of the Developing Brain: Working Paper 3. Updated Edition.

⁵ Felitti VJ, Anda RF, Nordenberg D, Williamson DF, Spitz AM, Edwards V, Koss MP, Marks JS. Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: the Adverse Childhood Experiences (ACE) study. American Journal of Preventive Medicine 1998;14(4): 245-258.

⁶ UNICEF, Hidden in Plain Sight: A Statistical Analysis of Violence Against Children (2014)

⁷ Areti Tsavoussis, Stanislaw P. A. Stawicki, Nicoleta Stoicea and Thomas J. Papadimos 'Child-witnessed domestic violence and its adverse effects on brain development: a call for societal self-examination and awareness'

Frontiers in Public Health 1 October 2014 doi: 10.3389/fpubh.2014.00178

⁸ UNICEF, Ending Violence Against Children: Six Strategies for Action (2014)

⁹ Copeland, Wolke, Angold & Costello, 'Adult Psychiatric Outcomes of Bullying and Being Bullied by Peers in Childhood and Adolescence' JAMA Psychiatry. 2013;70(4):419-426. doi:10.1001/jamapsychiatry.2013.504.

¹⁰ Mitchell et al, Weapon Involvement in the Victimization of Children, Pediatrics doi: 10.1542/peds.2014-3966

¹¹ Plan, Learn Without Fear: The global campaign to end violence in schools. Woking: Plan International Headquarters, (2008)

¹² Walsh, Galea & Koenen, Mechanism Underlying Sexual Violence Exposure and Psychosocial Sequelae: A Theoretical and Empirical Review, Clinical Psychology – Science and Practice, Vol 19 issue 3, October 2012

¹³ European Commission, Children in Emergencies Factsheet, July 2015

¹⁴ Qouta, Penamak & El Sarraj, Child development and family mental health in war and military violence: The Palestinian Experience, International Journal of Behavioral development, 2008, 32 (4), 310-321

¹⁵ Ellsberg, Mary, Diana J. Arango, Matthew Morton, Floriza Gennari, Sveinung Kiplesund, Manuel Contreras, and Charlotte Watts. "Prevention of violence against women and girls: what does the evidence say?." The Lancet (2014).

¹⁶ UNICEF, Ending Violence Against Children: Six Strategies for Action (2014)

¹⁷ UNICEF, Ending Violence Against Children: Six Strategies for Action (2014)

¹⁸ Devries et al, The Good School Toolkit for reducing physical violence from school staff to primary school students: a cluster-randomized controlled trial in Uganda, Lancet Global Health, 2015; 3(5): e378-86

¹⁹ UNICEF, Ending Violence Against Children: Six Strategies for Action (2014)

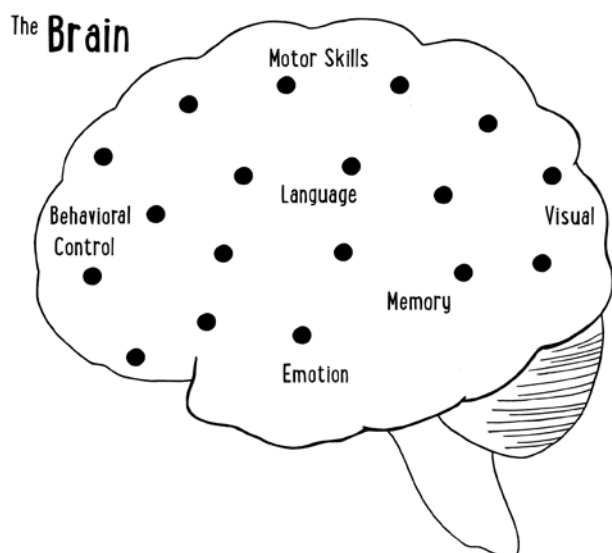
²⁰ Cure Violence, Results – Recent Successes <http://cureviolence.org/results/recent-successes/> (accessed April 2015)

²¹ UNICEF, Ending Violence Against Children: Six Strategies for Action (2014)

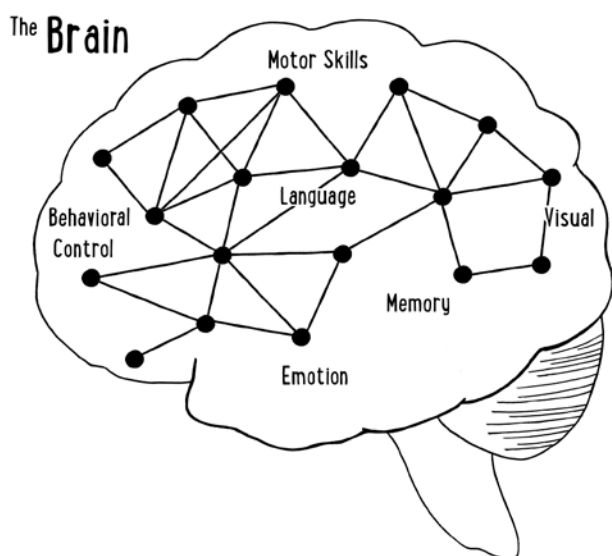
²² International Rescue Committee, Parents Make the Difference (2014)



8 Handout 8: Impact of Toxic Stress on the Brain



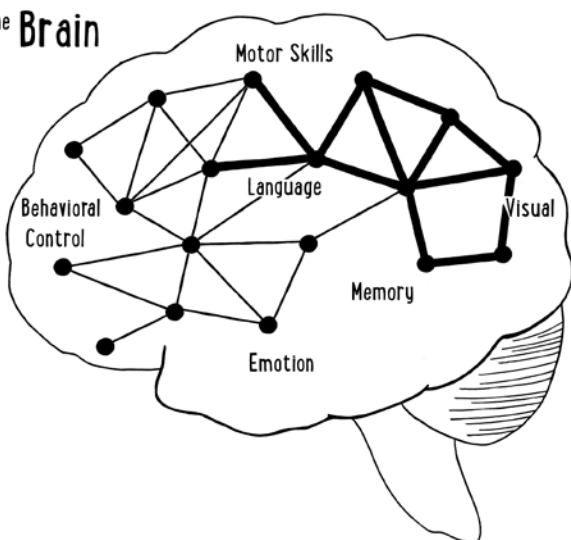
- There are neurons in different parts of the brain.



- These neurons form connections as the child's brain develops, helping him or her perform different functions like behavioral control, motor skills, language, visual, memory and emotion. Think about a path that is created to be used for going to get water or going to the market. At first, the path may be a little bumpy and hard to stay on. It does not actually become a path until lots and lots of people have walked that same path over and over again. The path becomes smoother and easier to see where you are going. Our brains are built in this same way. The more time you spend teaching and showing children kindness and respect, the stronger the connections between the cells (neurons) in their brains become! It is these strong connections that enable children to be healthy, happy and responsible family and community members.

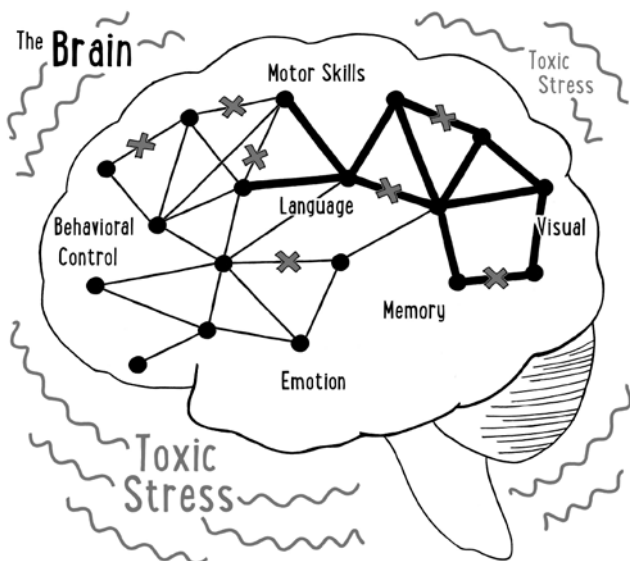


The Brain



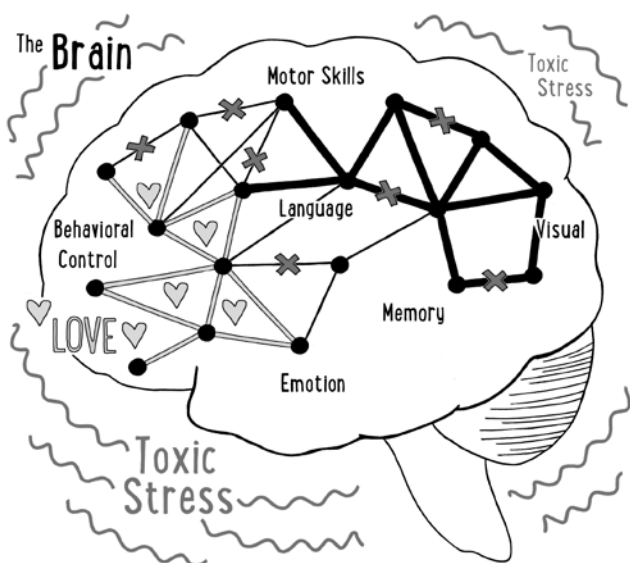
- With a safe and predictable environment, supportive and consistent adult relationships and an overall nurturing environment, the brain develops in a healthy manner, strengthening the connections between neurons.

The Brain



- When children experience severe adversity for a prolonged period, their brain development becomes affected by something called 'toxic stress.' This toxic stress can create blocks in the brain connections, and cause short-term issues like trouble learning and focusing, struggling to make friends and interact with peers, misbehaving, or even giving up hope for the future. It can also have a negative effect on their health and well-being in the long term.

The Brain



- The harmful effects of toxic stress can be stopped or reversed when children have a safe and predictable environment to play and learn, and have loving and nurturing adult relationships.



"I'VE GOT RIGHTS!"

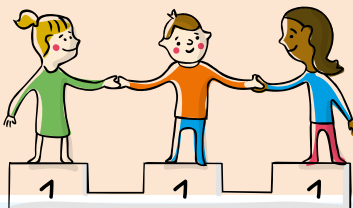


SOS CHILDREN'S
VILLAGES

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD In Youth-Friendly Language

1 Everyone under 18 has these rights.

2 ALL CHILDREN have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor.



3 When adults make decisions, they should think about how their decisions will affect children.

4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

6 You have the right to be alive.

7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

8 You have the right to an identity – an official record of who you are. No one should take this away from you.



9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a **FAMILY** that cares for you.

10 If you live in a different country than your parents do, you have the right to be together in the same place.

11 You have the right to be protected from kidnapping.



12 You have the right to give your opinion, and for adults to listen and take it seriously.

13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

16 You have the right to privacy.

17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

18 You have the right to be raised by your parent(s) if possible.

19 You have the right to be protected from being hurt and mistreated, in body or mind.

20 You have the right to special care and help if you cannot live with your parents.



21 You have the right to care and protection if you are adopted or in foster care.

22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.



24 You have the right to the best **HEALTH** care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.



26 You have the right to **HELP** from the government if you are poor or in need.

27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



29 Your **EDUCATION** should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

31 You have the right to play and rest.



32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

33 You have the right to protection from harmful drugs and from the drug trade.

34 You have the right to be free from sexual abuse.

35 No one is allowed to kidnap or sell you.

36 You have the right to protection from any kind of exploitation (being taken advantage of).

37 No one is allowed to punish you in a cruel or harmful way.

38 You have the right to **PROTECTION** and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

39 You have the right to help if you've been hurt, neglected or badly treated.

40 You have the right to legal help and fair treatment in the justice system that respects your rights.

41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.



42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.



43 to 54 These articles explain how governments and international organizations like SOS Children's Villages and UNICEF will work to ensure children are protected.

SOS Children's Villages thanks UNICEF for kindly permitting the use of their youth-friendly text for this educational poster.



For more information visit
www.sos-childrensvillages.org



Handout 10: Five Categories of Child Abuse

Child abuse is any form of ill treatment that can harm or is likely to cause harm to a child's safety, well-being, dignity and development. It is also an omission: failing to prevent abuse from happening to a child.¹

- **Physical abuse:** Involves the use of violent physical force so as to cause actual or likely physical injury or suffering; for example: hitting, whipping, shaking, burning, torture.
- **Emotional abuse:** Involves humiliating and degrading treatment; for example: name calling, constant criticism, belittling, persistent shaming, solitary confinement, isolation.
- **Sexual abuse:** Involves all forms of sexual violence, and can happen with or without contact, for example: rape, early and forced marriage, indecent touching and exposure, using sexually explicit language towards a child, showing children pornographic materials.
- **Exploitation:** Involves the use of children for someone else's advantage, gratification or profit resulting in unjust, cruel and harmful treatment of the child; this is often in the form of economic exploitation (child labor) or sexual exploitation.
- **Neglect:** Deliberately, or through carelessness or negligence, failing to provide for, or secure for a child, their rights to physical safety, health, education and development; for example: denial of food for long periods of time, lack of appropriate supervision, isolation.

Violence: From Article 19 UNCRC, “all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.”

Harm is the result of the exploitation, violence, abuse and neglect of children and can take many forms, including impacts on children's physical, emotional and behavioral development their general health, their family, and social relationships, their self-esteem, their educational attainment and their aspirations.

1. See also World Health Organization definition: http://www.who.int/topics/child_abuse/en/



11

Handout 11: Roles and Responsibilities in SHLS Referrals

SHLS Managers and Officers	SHLS Leaders	SHLS Facilitators
▪ Determine available case management services; conduct service mapping and update regularly. ▪ Define SHLS referral pathways. ▪ Train SHLS Facilitators and Leaders to identify and refer child protection cases. ▪ Monitor referral pathway for responsiveness and quality of care. ▪ Ensure appropriate confidentiality, information sharing and data storage.	▪ Obtain consent/assent from child and caregivers for referral. ▪ Make a timely referral of suspected child protection cases to designated child protection actor, as defined in the SHLS referral pathways. ▪ Ensure proper documentation of referrals. ▪ Follow up on the referral. ▪ Support SHLS Facilitators in identifying children at risk. ▪ Ensure appropriate confidentiality.	▪ Pay close attention to the behavior and appearance of children in the SHLS. ▪ Take time to listen to the children when they have something to say. ▪ Refer identified and suspected child protection cases to SHLS Leader. ▪ Ensure appropriate confidentiality.



12 Handout 12: Principles of Confidentiality

Principle	Definition
Data protection	Data protection relates to the protection of all personal data. In child protection, data protection protocols govern what information is collected; how, when and with whom it is shared and/or used; and how and for how long the information is stored. It is guided by the principles of confidentiality and 'need-to-know' with the ultimate aim of ensuring and protecting the best interests of the child.
Best interest of the child	In line with Article 3 of the Convention on the Rights of the Child (CRC), the Best Interests Principle should provide the basis for all actions taken on behalf of children in the SHLS. The term broadly refers to a child's well-being. Decisions that most effectively promote the best interests of children include those that promote the child's safety, protection, health and well-being and that do not cause the child emotional, psychological, and/or physical harm.
Confidentiality	Confidentiality is an ethical principle. Maintaining confidentiality requires that SHLS staff protect information gathered about children and agree only to share information with their explicit permission. All written information is maintained in a confidential place in locked files and only non-identifying information is written down on case files. Maintaining confidentiality means never discussing details with family or friends, or with colleagues whose knowledge of the abuse is deemed unnecessary. There are limits to confidentiality while working with children.
Need-to-know	Need-to-know describes the restriction of data which is considered very sensitive: only those individuals who have legitimate reasons to access certain information are allowed to receive it. The aim of using 'need-to-know' for information management is to restrict as much as possible the number of people who have access to particularly sensitive information with the ultimate aim of protecting the best interests of the child.
Informed consent	Informed consent is the voluntary agreement of an individual who has the legal capacity to give consent. To provide 'informed consent' the individual must have the capacity and maturity to know about and understand the services being offered and be legally able to give their consent. Parents are typically responsible for giving consent for their child to receive services. In some settings, older adolescents are also legally able to provide consent in lieu of, or in addition to, their parents.



Informed assent

Informed assent is the expressed willingness of a child to participate in services. For younger children who are by definition too young to give informed consent, but who are old enough to understand and agree to participate in services, the child's informed assent is sought.

Mandatory reporting

This refers to state laws and policies which mandate certain agencies and/or persons in helping professions (such as SHLS Leaders) to report actual or suspected child abuse (e.g., physical, sexual, neglect, emotional and psychological abuse, unlawful sexual intercourse).

Child participation

Child participation refers to the informed and willing involvement of children in matters affecting their lives. The right to participation is guaranteed in Articles 5 and 12 of the Convention on the Rights of the Child (CRC) and is one of the 4 core principles of the CRC. Children's ability to make decisions should correlate with their age, maturity, and evolving capacities, and should take into account the legal age of consent in a particular setting.

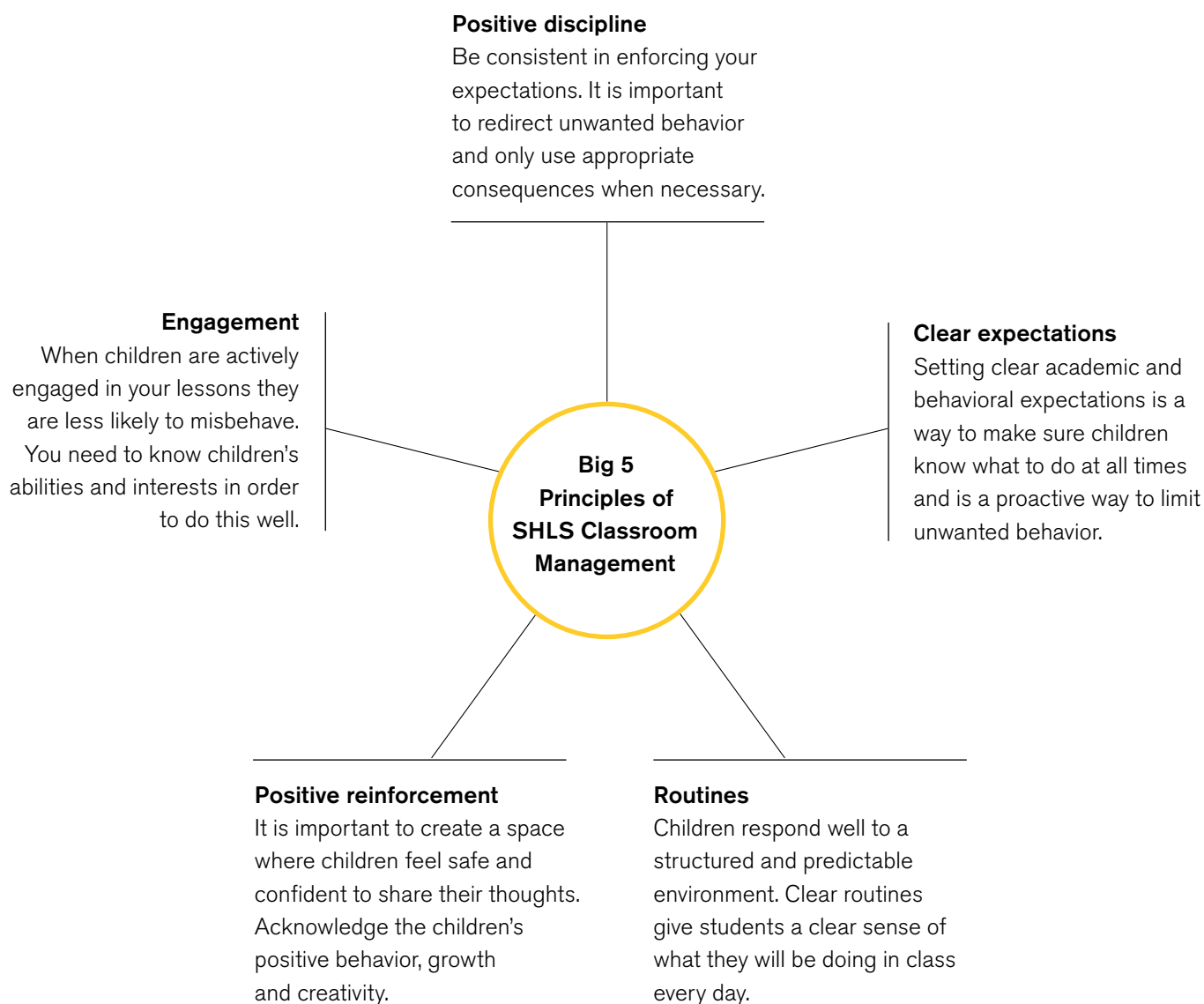


13

The SHLS should be used to monitor the well-being of children and to report and refer children who are suffering from child protection risks. Potential child protection risks in this context include (but are not limited to):

[illegible]

14 Handout 14: Big 5 Principles of SHLS Classroom Management



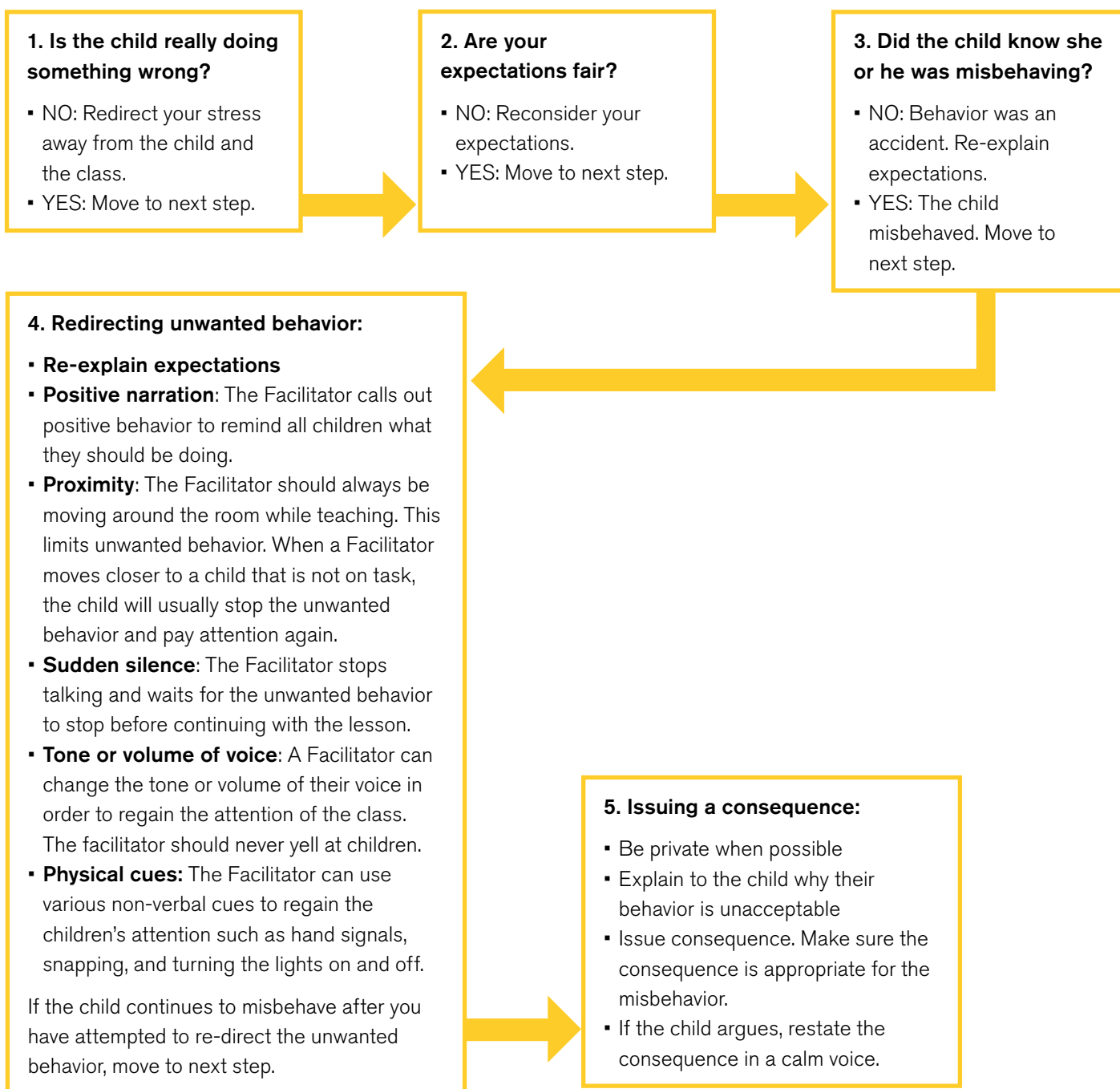
Adapted from Refugee Teacher Working Group training materials, 2015.



15 Handout 15: Steps to Apply Positive Discipline

Stop and Think

When a child's actions interrupt instruction, ask yourself the following questions before you take action:



Adapted from *Refugee Teacher Working Group Training Materials*, 2015; originally based on *Save the Children, Child Protection Manual*.



Handout 16: Read-aloud Activity

A Flock of Birds

A folktale from India

There was once a flock of birds that were peacefully pecking seeds under a tree. A hunter came along and threw a heavy net over them.

He said, "Aha! Now I have my dinner!" All at once the birds began to flap their wings ... together!

Up, up, up they rose, taking the net with them. They came down on a tree and as the net snagged in the tree's branches, the birds flew out from under it to freedom.

The hunter looked on in amazement, scratched his head and muttered, "As long as those birds cooperate like that with one another, I'll never be able to capture them! Each one of those birds is so small and yet, together they could lift the net!"

The Sun and the Wind

A fable from Greece

The North Wind boasted of great strength. The Sun argued that there was great power in gentleness. "We shall have a contest," said the Sun.

Far below, a man traveled a winding road. He was wearing a warm winter coat. "As a test of strength," said the Sun, "let us see which of us can take the coat off that man."

"It will be quite simple for me to force him to remove his coat," bragged the Wind. The Wind blew so hard, the birds clung to the trees. The world was filled with dust and leaves. But the harder the wind blew, the tighter the shivering man clung to his coat.

Then, the Sun came out from behind a cloud. The sun warmed the air and the frosty ground. The man on the road unbuttoned his coat. The Sun grew slowly brighter and brighter. Soon the man felt so hot, he took off his coat and sat down in a shady spot.

"How did you do that?" said the Wind. "It was easy," said the Sun. "I lit the day. Through gentleness I got my way."



Handout 17: Additional Questioning Strategies

Strategy 1: Think–Pair–Share

This is a useful questioning technique because it engages all of the students (even in very large classes), it gives students time to process their ideas, and it encourages group discussion.

- 1. Think.** Begin by asking students a question, then ask the students to think about this question and all of their ideas on their own for a few minutes.
- 2. Pair.** Next, ask the students to discuss their ideas with their partner (often the person sitting next to them) for a few minutes. This will help students develop their ideas and gain confidence in their ideas. Make sure all students have a partner if you have an odd number of students, one group can be a group of 3.
- 3. Share.** Lastly, call on several students to share their ideas with the class. As students have already had time to think about their ideas and discuss them, their answers will be more developed and they should feel more confident sharing them with the whole group.

Strategy 2: Text message discussion

This strategy is helpful for shy students and for large classes. This gives every student the opportunity to share their ideas.

- 1.** Tell students to pretend that they are engaged in a text message conversation with a friend.
- 2.** Give students a prompt to answer independently on their own paper.
- 3.** Have students trade papers with a partner.
- 4.** Students will read their partner's answer and write a response.
- 5.** Students will hand the papers back to their owners.
- 6.** Continue the dialogue with continued responses or new questions.

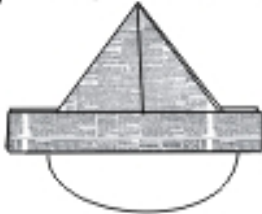


18 Handout 18: Five Principles of Effective and Cooperative Group Work

Routine	Have clear routines regarding how students get into groups, how they must behave and how you get their attention during and at the end of the activity. <i>Advantages:</i> ▪ <i>Creates predictability.</i> ▪ <i>Ensures effective use of time.</i>
Roles	Make sure that each group member has a clear role, with clear expectations. <i>Advantages:</i> ▪ <i>Ensures that all group members participate and are engaged in the group work.</i> ▪ <i>Builds a sense of responsibility and self-confidence.</i>
Cooperative task	Assign group work that promotes collaboration, not competition. <i>Advantages:</i> ▪ <i>Promotes positive interactions.</i> ▪ <i>Helps group members learn that they can achieve more by working together.</i> ▪ <i>Minimizes discrimination, prejudice, violence and peer fighting as members learn to work and collaborate together.</i>
Instructions	Give clear instructions at the start of the activity and make sure students have understood them. If required, provide an example before the group work begins. <i>Advantages:</i> ▪ <i>Ensures that the task is understood.</i> ▪ <i>Minimizes frustration and time wastage.</i>
Support	Move around the room to make sure students are working hard, and give support and encouragement as needed. Answer questions when needed, but let group members work things out for themselves and learn from each other. <i>Advantages:</i> ▪ <i>Encourages peer learning.</i> ▪ <i>Helps members learn from each other.</i> ▪ <i>Helps members solve problems and resolve conflicts.</i>
Output	Make sure there is concrete output from the group work. For example, ask students to present their work to the class, or to hand in a piece of work. <i>Advantages:</i> ▪ <i>Allows groups to appreciate and celebrate each other's work.</i> ▪ <i>Exposes them to more perspectives or ways of doing things.</i>



19 Handout 19: Instructions for Folding a Paper Hat

Make A Paper Hat!  1. Fold Newspaper in Half. (Like it comes.) 	2. Fold top down to meet bottom.  3. Fold right and left sides towards the middle to form a point. 	4. Open bottom, and fold bottom up on back and front.  5. You may use a piece of elastic to hold the hat in place, if needed. 
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20 Handout 20: Differentiated Learning Choice Board

Verbal

- Write instructions
- Keep a personal journal
- Write a poem
- Read stories to others
- Retell in own words
- Concept mapping
- Word puzzles

Mathematical

- Create a timeline
- Compare/contrast ideas
- Create an outline for a story
- Design a map
- Decipher codes
- Create patterns
- Design a game

Visual

- Create a poster
- Draw a map
- Create visual diagrams
- Draw from different perspectives
- Create a comic strip
- Graph the results of a survey

Social

- Tell stories
- Teach a cooperative game
- Role-play a situation
- Discuss and come to a conclusion
- Survey or interview others

**FREE
CHOICE**

Movement

- Make up a cooperative game
- Practice physical exercise
- Conduct hands-on experiments
- Construct a model

Musical

- Create rhymes or chants
- Write to music
- Teach dance steps
- Make up sounds and sound effects
- Write a song

Natural

- Collect and categorize data, material or ideas
- Discover or experiment
- Adapt materials to a new use
- Label and classify

Individual

- Keep a personal journal
- Write about personal experiences
- Think about and plan
- Review or visualize
- How would it feel to...
- Imagine and write about the future



21 Handout 21: Foundational Training Post-test

Name:

Position in SHLS:

Location: Date :

Please respond to these questions to the best of your ability:

1. List any 3 of the 5 areas of well-being (3 points).

.....
.....

2. List any 3 of the 5 categories of abuse. (3 points)

.....
.....

3. True or false: If a community member saw a child in the SHLS being bullied by older children, they should report this through the serious complaints feedback mechanism. (1 point)

.....

4. True or false: SHLS Facilitators are responsible for collecting information about child protection concerns. (1 point)

.....

5. Please name 1 child protection concern in this context and an action you can take to address it. (2 points)

.....

6. True or false: Routines help children feel a sense of control. (1 point)

.....

7. Describe one routine you will use in the SHLS. (1 point)

.....
.....

8. True or false: Making eye contact is a form of positive discipline. (1 point)

.....

9. True or false: Cold calling means the whole class answers the question at the same time. (1 point)

.....

10. Name 2 different learning techniques that you could use to support the different learning styles of children (2 point).

.....
.....



Handout 22: Foundational Training Glossary

CAREGIVERS

Any person that provides care for the physical and social and emotional needs of a child. The word 'caregiver' is used interchangeably with the word 'parent' in the SHLS Toolkit.

CHILD ABUSE

Any form of ill treatment that can harm or is likely to cause harm to a child's safety, well-being, dignity and development. It is also an omission, i.e., failing to prevent abuse from happening to a child.

CHILD PROTECTION

The prevention of and response to all forms of abuse, exploitation, neglect and violence against children.

COLD CALLING

When any child can be called on at any given time and in no particular order. To ensure every child has an equal chance to be called, the Facilitator may put all the children's names in a basket, and randomly select a name from the basket.

INFORMED ASSENT

The expressed willingness of a child to participate in services. For younger children who are by definition too young to give informed consent, but who are old enough to understand and agree to participate in services, the child's informed assent is sought.

INFORMED CONSENT

The voluntary agreement of an individual who has the legal capacity to give consent. To provide 'informed consent' the individual must have the capacity and maturity to know about and understand the services being offered and be legally able to give their consent.

POSITIVE DISCIPLINE

Positive discipline focuses on developing positive behaviors in children through classroom rules and non-violent consequences for misbehavior, adhering to these consistently and fairly. This is a way to create a predictable environment, where children know what to expect and what is expected of them in return.

REFERRAL

The process of formally requesting services for an individual from another service provider or agency through an established procedure and/or form.

RESILIENCE

The inner strengths and natural abilities to cope and recover from adversity.

ROUTINE

An activity that is practiced at the same time, in the same way, at regular intervals.



SENSE OF BELONGING

The feeling that you are part of a community, when students feel a sense of belonging, they feel included, accepted and welcome.

SOCIAL-EMOTIONAL LEARNING (SEL)

The processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

TOXIC STRESS

Toxic stress response can occur when a child experiences strong, frequent, and/or prolonged adversity – such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship – without adequate adult support. This kind of prolonged activation of the stress response systems can disrupt the development of brain architecture and other organ systems, and increase the risk of stress-related disease and cognitive impairment, well into the adult years.¹

WHOLE-CLASS QUESTIONING

Calling on all children to answer a question. Children can then respond non-verbally. For example, they can raise their fingers to show if they agree, disagree, or are unsure.

1. Toxic stress. (No date). Retrieved from <http://developingchild.harvard.edu/science/key-concepts/toxic-stress/>



23 Handout 23: Icebreakers and Energizers

An icebreaker is an activity that can be used to start the beginning of each training session. Icebreakers give participants a chance to have fun, get up and move around, and meet each other. Here are a few examples of icebreakers you can use throughout the training and in your activities with children.

The counting game

As a group, try to count out loud from 1 to 10. If there are any mistakes, the group must start over at 1. Mistakes include saying the same number twice or at the same time.

Numbers tournament

Have participants stand up and face a partner. On the count of 3, both participants will hold out their fingers in front of them. The first participant who counts the number of fingers correctly wins. (For example: one participant holds out 5 fingers and the other holds out 3. The participant who says '8' first wins). All of the winning participants should find a new partner for round 2. Continue game until there is a winner.

The eye-contact game

Have participants stand in a circle and put their heads down. When you count to 3, all participants should look up and look at another person in the eyes. If 2 participants are making eye contact (looking at each other in the eyes) they are both out. Participants will stay in the game if they are looking at someone who is looking at someone else. Continue game until only 2 players are left.

The paper circle

Give each participant a standard sized piece of printer paper. Tell participants to make a circle out of the paper. Participants cannot tear the paper and they must make the circle large enough that they can fit inside it. Next, tell participants to use the same piece of paper to create a circle that is large enough to fit 5 people.

Two truths and a lie

Have participants write down 2 truths and a lie about themselves. Each participant will share their truths and lie with a partner. The partner should try to guess the lie. Trade partners to continue.

The great wind blows

Have participants sit in a circle with 1 participant in the middle. The participant in the middle will say, "The great wind blows for anyone who..." and then says anything that is true for themselves. For example, "The great wind blows for anyone who has traveled to Erbil." All participants who have traveled to Erbil will stand up and find a new chair. Whoever is left without a chair will be in the middle for the next round and the game will continue.



Energizers

These serve as a way to start off the day's session by getting participants active, energized and ready for the day. They can also be used as needed after long periods of sitting down, after emotionally intense sessions, or when the energy in the room is waning. These activities should encourage physical movement, interactions, laughter and fun, as well as learning. A trainer can ask for a volunteer to prepare and lead an energizer for the following day.

DEFENDING YOUR SIDE

In this activity, the trainer comes up with list of pairs of opposing items or people. Examples are 'Coke or Fanta', 'rain or sun', 'red or green', 'math or reading', 'long hair or short hair', 'rice or bread', 'tea or coffee', 'airplane or boat'. The trainer announces a pair and tells people who like the first item to go the right side of the room and the people who like the second item to go to the left side. The groups then meet in the middle and find someone on the opposing side with whom they can defend their position. After 1 minute or when the argument comes to an end, announce a new pair of items. The debate is expected to create an environment of enjoyable and fun exchange of ideas.

PEOPLE SEARCH

Give everyone a list of 10 different descriptions that could apply to group members. Write the list on the board. Tell participants that they have 5 minutes to find someone in the group who fits each description and write down the person's name next to the description. Participants are expected to mingle and walk around the room to complete their list. Example items for the list are:

Find someone who:

1. Has an older sister
2. Is left handed
3. Has traveled to (name of city)

4. Knows how to ride a motorcycle

5. Has a younger brother

RAIN, WIND, STORM, SUN

Ask participants to either stand in a big circle or near where they are sitting. The leader will shout out either "rain", "wind", "storm" or "sun", each of which has corresponding movements. When the leader shouts "rain", everyone stomps the ground. When the leader shouts "wind", everyone raises their hands up high with a swaying motion. When the leader says "storm", everyone stomps and waves their hands in the air. When the leader says "sun", everyone stretches their arms out to the side and lets out a sigh of relief.

SKIP 6

Ask participants to stand in a big circle. Then they count in a circle as fast as possible starting from 1 but skipping every multiple of 6 and any number that contains 6. Anyone who calls out a multiple of 6 or a number that contains the digit 6 is disqualified from the game. Continue until there is only 1 person left standing. The list of accepted numbers are 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15, 17, 19, 20, 21, 22, 23, 25, 27, 28, 29, 31, 32, 33, 34, 35, 37, 38, 39, 40, 41, 43, 44, 45, 47, 49 etc.)



QUESTIONS BALL

Have participants stand in a circle, then throw the 'Questions Ball' to someone. The person with the ball unwraps the outer layer, reads the question on the paper aloud and provides an answer to the question. Then the person throws the ball randomly to another participant. Repeat the game of throwing the ball and answering questions until the ball is gone or 15 minutes have passed. When a question is read aloud and the participant answers, you or others in the group can add to or clarify the response as well.

To make the Questions Ball you need pieces of A4-size paper (or larger) and sticky tape.

- Write each review question on a piece of paper;
- Make a ball of the first paper and put tape around it;
- Wrap the second paper around it and put tape around it;
- Repeat until all the papers are balled around each other and the ball is big enough to throw around.
- Example questions for the ball: *Why should children learn about money at an early age?*

