

Foundational Training

TRAINEE'S HANDBOOK

HANDOUTS AND KEY MESSAGES
FOR SHLS STAFF

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

The content and conclusions in the Safe Healing and Learning Spaces Toolkit are those of the authors and do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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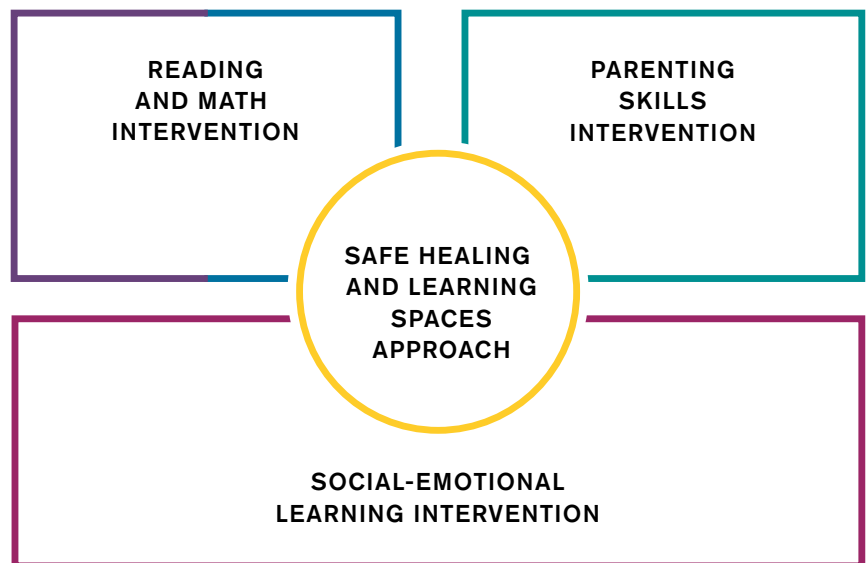
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Introduction

Welcome to the *Safe Healing and Learning Spaces* Foundational Training – Trainee's Handbook! This resource is to be used by trainees and contains all of the handouts needed for the Foundational Training. It can also serve as a reference when implementing activities in the Safe Healing and Learning Space (SHLS).

The Foundational Training is a resource in the SHLS Toolkit. Along with the Manager's Guide and *Save the Children 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.**



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



2

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*	
		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 and to train SHLS staff before starting activities.	Explicit social-emotional learning (SEL) instruction and complementary recreational and creative games to develop SEL competencies. Lesson plans are designed for children ages 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 ages 6–11.	Instruction to strengthen positive parenting skills for caregivers of children (ages 6–11) and caregivers of adolescents.	

* Available in English and French



Foundational Training

TRAINEE'S HANDBOOK

SHLS TOOLKIT

Handout 4

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*?

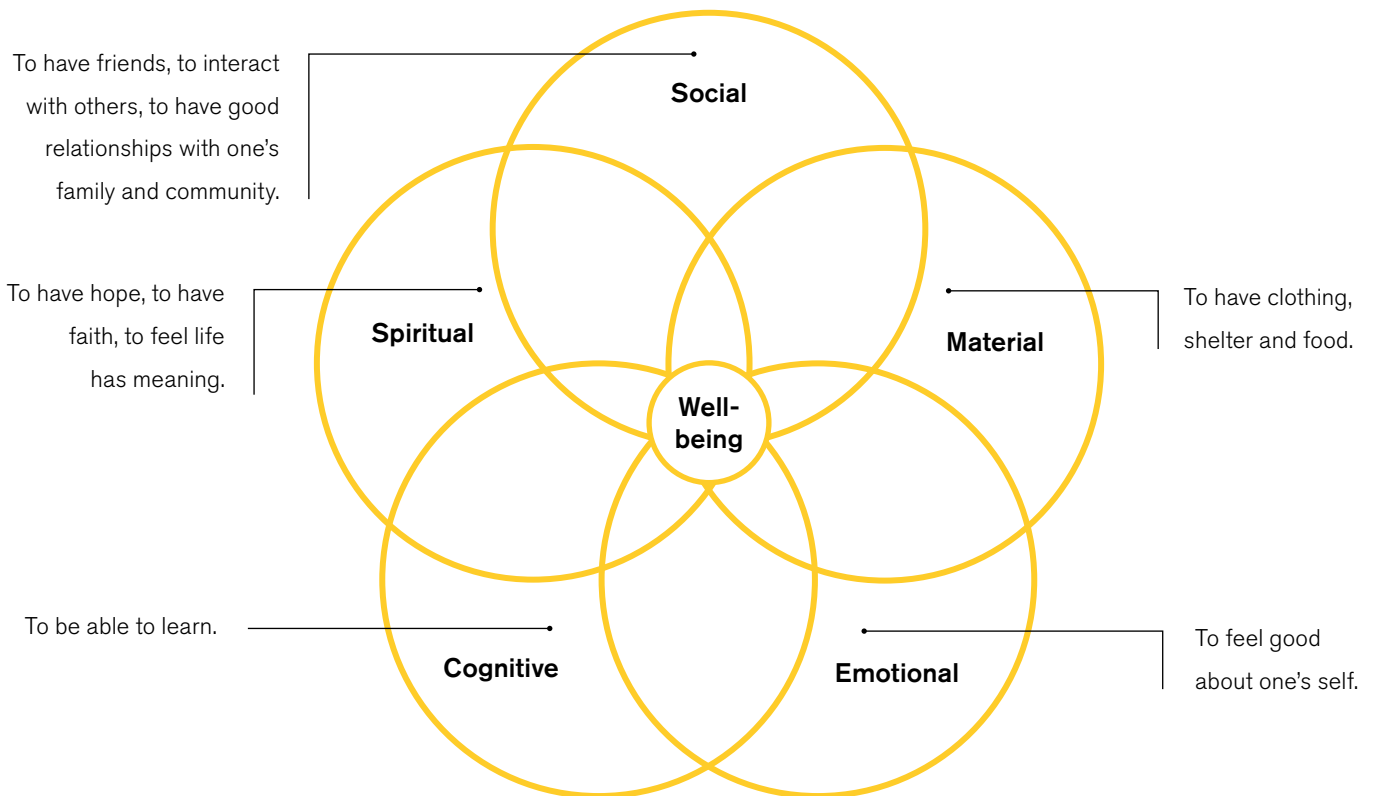
.....

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.⁸



Violence at School

Slightly more than 1 in 3 students between the ages of 13 and 15 worldwide experience bullying on a regular basis.⁸



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.¹⁰



Sexual Violence

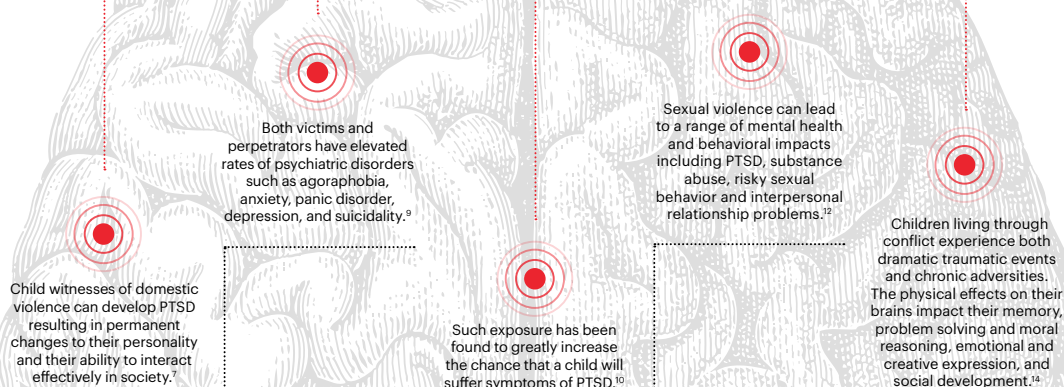
150 million girls and 73 million boys experience sexual violence each year.¹¹



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



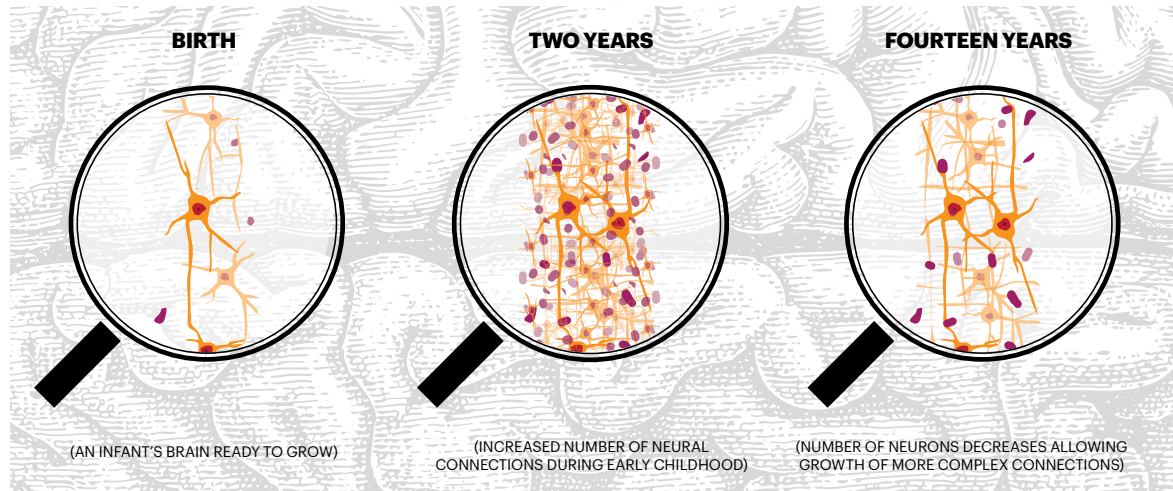
International Rescue Committee's Parents Make the Difference program in Liberia reduced physical and verbal punishments by up to 56% by introducing families in adverse post conflict and displacement conditions to new ways of coping with stress and conflict.²²

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. Working: 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, Penamaki & 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)

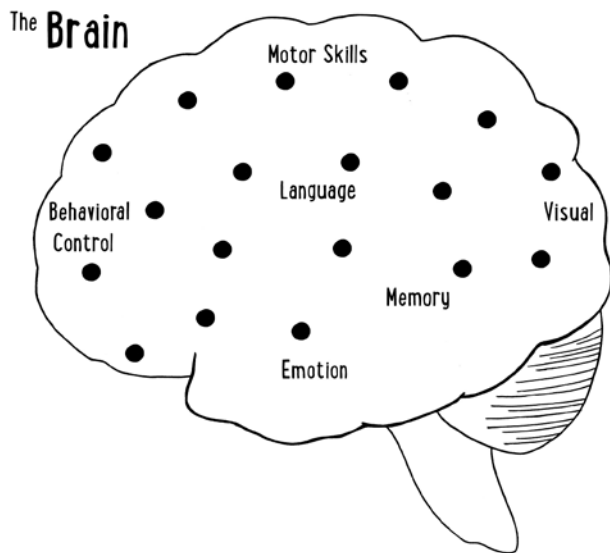
²⁰ Cure Violence, Results – Recent Successes <http://cureviolence.org/results/recent-successes/> (accessed April 2015)

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

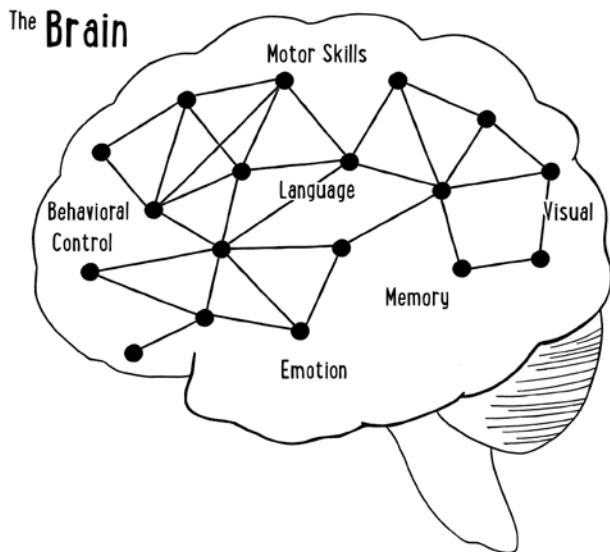
²² International Rescue Committee, Parents Make the Difference (2014)



8 Handout 8: Impact of Toxic Stress on the Brain



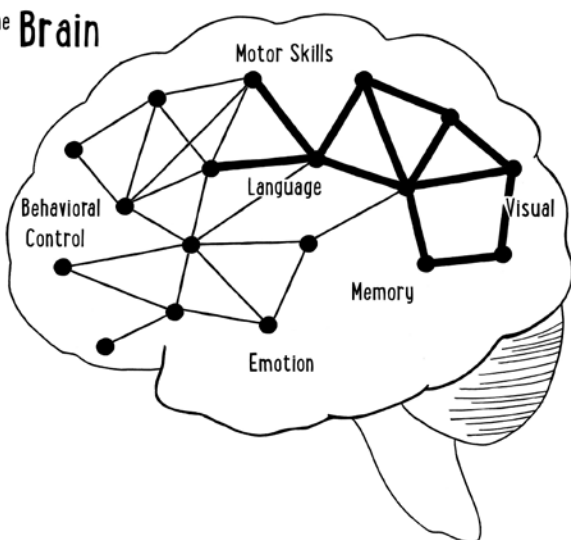
- There are neurons in different parts of the brain.



- 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.

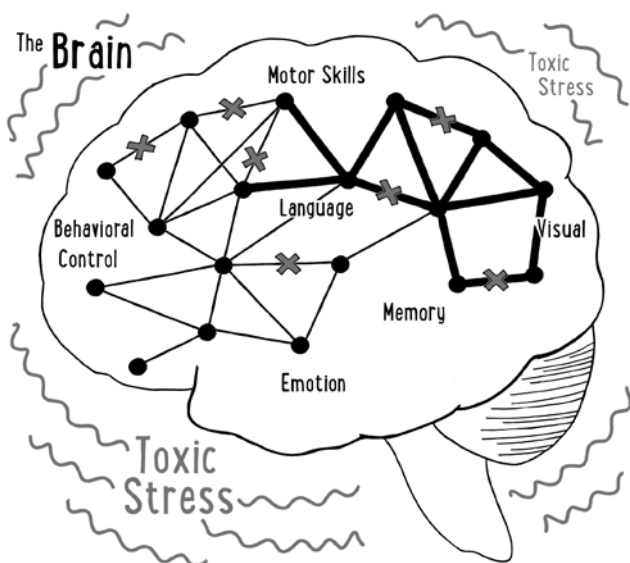


The Brain



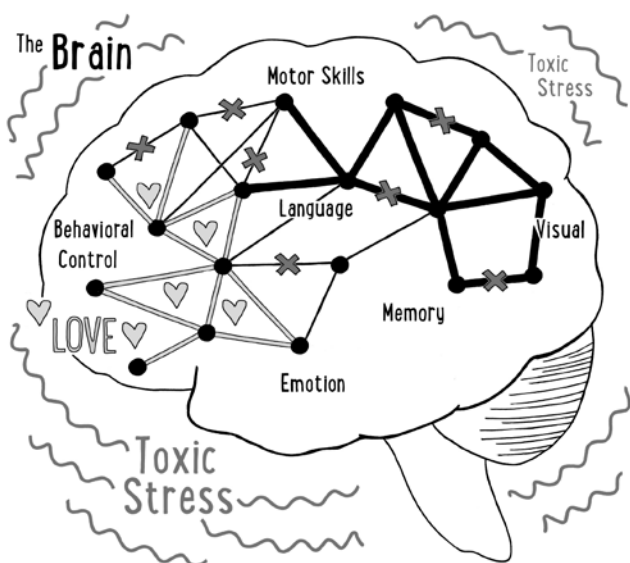
- With a safe and predictable environment, supportive and consistent adult relationships and an overall nurturing environment, the brain develops in a healthy manner, strengthening the connections between neurons.

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!"

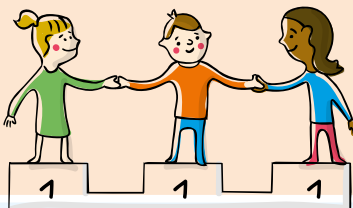


SOS CHILDREN'S
VILLAGES

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 behaviour 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.

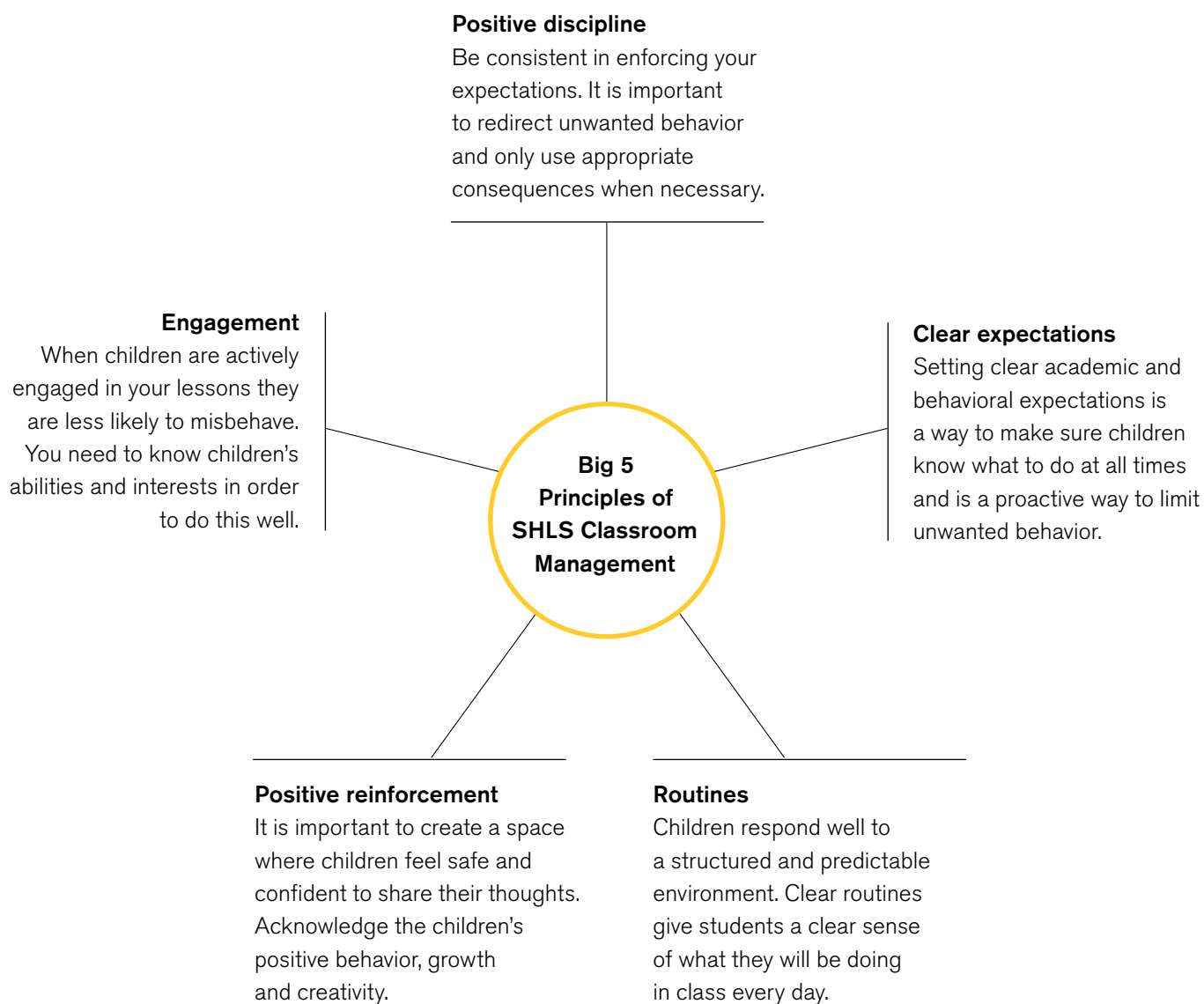


13

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



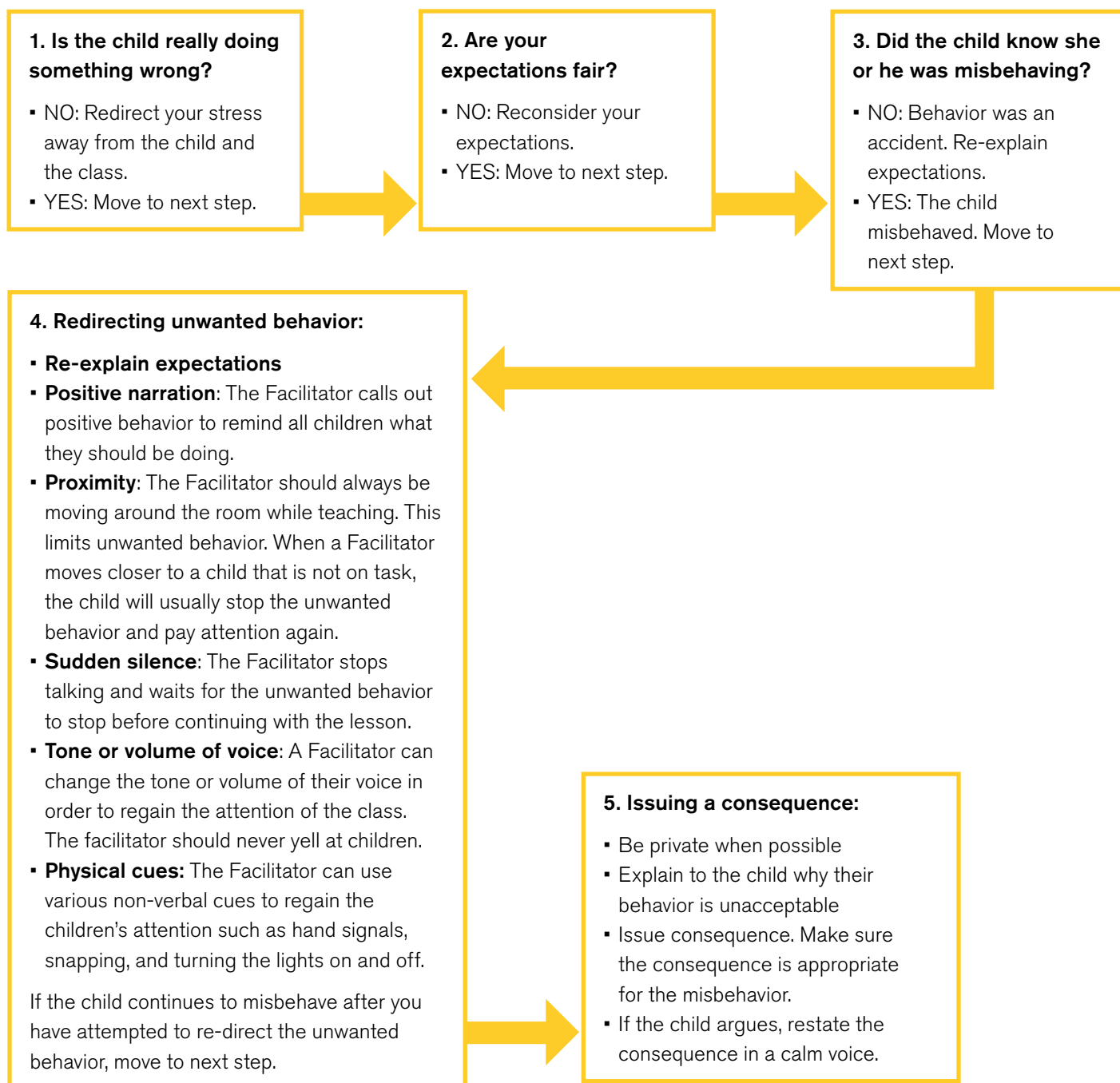
Adapted from Refugee Teacher Working Group training materials (2015)



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.

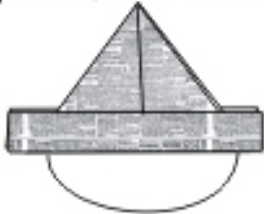


18 Handout 18: Five Principles of Effective and Cooperative Group Work

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 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).

.....
.....



22 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. (n.d.), 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 has 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?*

