TRAINING MANUAL

FOR TEACHERS

TRAINING MANUAL FOR TEACHERS

By Jeannie Annan, Lucia Castelli, Anne Devreux, Elena Locatelli

Copyright: AVSI
Funded by: USAID
Design and production by: Acha Graphics
Photographs by: Farida Khawaja, Jeannie Annan and Elena Locatelli
Illustrations by: Otim Christopher, Peter Lumoro, and the children from Kitgum and Gulu Districts.

Published by:
AVSI
East African Regional Office
Plot No. 1119
Ggaba Road
Kampala, Uganda

First Edition, February 2003

Any part of this Training Manual for teachers may be freely reproduced with the appropriate acknowledgement.

PREFACE

Many NGOs work for children and communities in war situations. In recent years growing attention has been paid to answering not only basic needs — shelter, food, water, medical care — but also to increasing the mental and psychological health of the child. The assumption is that the trauma children experience in such situations can significantly affect their psychological and physical growth.

It is in this context that the Kitgum District Psycho Social Support Program (PSSP) was initiated in Northern Uganda in 1997 in response to the needs of people who had fled their homes after brutal attacks by Lord's Resistance Army (LRA) rebels. The pilot project in two sub counties was expanded to cover the whole district under a tripartite agreement between Kitgum District, UNICEF, and AVSI. Funding was provided by UNICEF, USAID (United States Agency for International Development) and AVSI, which the latter by offering technical and logistic support. The district operated the program through the Community Development Office (CDO). Since 1999, USAID (United States Agency for International Development) provided additional funding for PSSP, implemented by AVSI. Other agencies carrying out similar activities in the district are World Vision, International Rescue Committee (IRC), the Churches, Kitgum Concerned Women's Association (KICWA), Gulu Support the Children Organisation (GUSCO), Concerned Parents Association, and others.

PSSP is designed to help everyone in Kitgum and Pader District benefit from the program. It is aimed at helping people deal with past traumas so that they can move ahead in a productive and peaceful manner. Training to build capacity for different stakeholders is one of the major components of PSSP's community-based holistic approach.

This *Training Manual for Teachers* is written to accompany the *Handbook for Teachers*. The goal of the teacher training is not to train "special teachers" but rather to enhance the effectiveness of those identified by the school, by showing a different perspective or approach to what they are already doing in order to benefit the children. The material in the Handbook is a summary of the teacher training provided as part of the Kitgum District PSSP in Uganda. This Manual offers direction and information for facilitators who want to work with teachers using the material in the Handbook.

ACKNOWLEDGEMENTS

Special thanks to Olaa Ambrose for his invaluable leadership in the development of the PSSP and training. Many thanks for all the contributions to the content of this book that have been made by the AVSI team,Centre Coordinator Tutors, district supervisors and other members of the Kitgum and Pader District Psycho Social Support Program, and the teachers themselves. Thanks to Macmillan Education Ltd. for the use of the family picture on the back cover.

HOW TO USE THIS MANUAL

This Manual is designed to accompany the *Handbook for Teachers*, and it is recommended that the facilitator use both books together in order to follow the intent of the Manual. Whereas the *Handbook for Teachers* was intended for use by the teachers as a resource following their training, this *Training Manual for Teachers* is written for those who facilitate training with the teachers.

This Manual is divided into three sections:

A	**INTRODUCTION**	**Includes general background information for facilitators of teachers. In this section there is an exploration of such topics as the theoretical orientation and approach used in this Manual, the basics of facilitation, suggested methods to use as facilitators, and suggestions for how to organise the workshop.**
B	**SESSIONS FOR TEACHERS TRAINING**	**This middle section of the Manual refers to specific pages and topics found in the Handbook for Teachers. It offers practical exercises for facilitators to present the various topics useful to teachers which are found in the Handbook. See the following page for the format of each page in this section.**
C	**RESOURCE INFORMATION**	**This is a reference section which offers additional information and resources to support the work of the facilitator.**

The material in Section B is the core of the Manual. It is presented in a similar way on each page of the Manual where you will find:

⇒ The topic presented on this page which corresponds to a topic in the Handbook

⇒ A picture from the page or pages of the Handbook to which the Manual is referring along with the page number(s)

⇒ *"Why this section?" offers important information for the facilitator because it explains the importance of this topic and the reason for presenting it at this stage of the training, as well as how this topic links to other topics.*

⇒ **Focus point which indicate what participants need to know and also serve as a reference point for the facilitator to remain focused while leading sessions**

⇒ Method of facilitating the focus points to participants – practical examples of how to develop the session with teachers

⇒ Additional information for the facilitator, to deepen their understanding of the topic beyond what is shared with participants

⇒ Blackboard that includes questions for the facilitator to consider on a personal basis and/or discuss with the team. This serves to reinforce that we are all learners, whether teachers or facilitators, and that we can learn and develop by reflecting on our own experience. It is also very useful for the facilitator to reflect on the blackboard questions in the Handbook since using one's own experience helps one to understand each topic more deeply and can aid the facilitator in preparing personal examples to share with participants. A small blackboard symbol appearing in the text will remind you to reflect on the Handbook questions.

⇒ ***Additional symbols used in the Manual include:***

F.C ⇒ Facilitator comments

⇒ Approximate time frame for this section

H M ⇒ To distinguish references to other resource material contained in the Handbook or the Manual

"Refer to H #" means refer to page # in the *Handbook for Teachers* (e.g., ***H 34*** means refer to Handbook page 34).

"Refer to M #" means refer to page # in the *Training Manual for Teachers* (e.g., ***M 22*** means refer to Manual page 22).

THEORETICAL ORIENTATION

In order to fully understand the concepts and approach presented in this Manual, it is important to recognise the theoretical basis for the work. There are three basic theoretical approaches underlying all of the concepts shared in this Manual.

First, the welfare and growth of a child depends upon a dynamic process of interactions between the child's needs and resources. Several factors interact playing an equally important role in the growth and welfare of a person. We can classically distinguish the various factors as physical, psychological, spiritual and social:

- Physical: food, shelter, protection, medical care
- Psychological: affection, self-esteem
- Spiritual: identity, values
- Social: family, friends, community to which one belongs

A person is not an isolated individual but one who belongs and interacts in a given time and space with the community where he/she finds him/herself, whether it is the original or an adopted community. This is why to foster a child's welfare we can act on various levels: individual, family, community, national, or international.

Secondly, the global approach means to consider needs and resources at the same time and, as much as possible,to intervene at the various levels on all the factors that contribute to the child's well-being, (i.e., the physical, psychological, spiritual and social factors).

The third theoretical approach stresses the importance of a psycho-social intervention (rather that only psycho or only social) which lies in the complex interaction between the individual (psycho) and the environment in which he/she lives (social).
Assisting a child in a conflict situation means above all:

- To answer the child's basic needs (food, protection, health)
- To promote self esteem and a sense of belonging (resilience)
- To value and use the resources of the person and the community
- To foster the reconstruction of the family fabric
- To promote social access, such as to school and community
- To enhance those traditional, religious and cultural aspects which promote positive growth in a society.

PARTICIPATORY APPROACH

Based on these theoretical foundations, the PSSP conducts training to benefit the whole community. The method used in these trainings is not to teach lessons. Rather, the approach used in training is the participatory approach. This empowering style of facilitating encourages the realisation of the capacities and resources of participants. It also promotes open communication among participants as well as facilitators. This is done so that the personal experiences of the participants , and their personal understanding of the issues explored, are discussed and shared openly. All are reinforced in what they already know from personal experience and all learn from each other.

The training should thus be flexible and geared to the needs of the individual group. Facilitators can adjust the training based on the understanding and experience of the participants, which is constantly assessed by their answers and responses to the topics. While remaining focused on the main points (referred to as "focus points" in this manual) that participants need to grasp, the facilitators remain flexible in their approach by adjusting each topic based on the unique group's understanding of the topic being presented.

The participatory approach also means that each participant is involved in thinking about his or her own experience of life and giving feedback on all the topics as they relate to his/her own thinking, problems, personal solutions, strengths and weaknesses. Although the tendency of people is to speak and think about others rather than themselves, it is the responsibility and art of the facilitator to help the participants focus on their own experience throughout the course. For this reason one aspect

of the training is that it is a therapeutic process, a kind of retreat for the participant. Focusing on the experiences of the participants is also a way to bring out the value of each of them. Individually they become more aware of themselves, the problems they are having, and their own resources and capacities.

The basis of this training approach is the conviction that you can become a good helper if you begin and remain in the process of listening to yourself, taking care of and helping yourself first, so that you can better understand and help others. The manner in which the facilitators deal with participants – listening to them, giving them an opportunity to express their thoughts and feelings, etc. – is the same respectful way we hope the teachers will function when they return to work with people in their communities, such as the children in their classes.

NOTE: No handout or Handbook should be given to participants before the end of the training.

Note taking should be discouraged during the sessions as our experience shows that if you allow note-taking during the sessions, participants are unable to give their full attention to the facilitators or the group. As a result they are not available to ask questions, offer suggestions or react personally to the topic. Then it will no longer be a participatory approach. For this reason, always ask them not to take notes during the sessions. Instead, inform them that they can take notes at any time outside the sessions (i.e., during breaks, at the end of the day, etc.) because the large sheets summarizing each session will remain displayed throughout the training. Also, assure them that they will receive a handout after the end of the training.

FACILITATORS

In order to become a facilitator it is recommended that the candidate participate in a three-step process. As a first step the future facilitator should attend the teacher training (this content appears in the Handbook) as a participant in order to gain a basic understanding of the psycho-social concepts and approach. The second step would be for the future facilitator to attend a second training for facilitators — to review the Handbook material along with the Manual in order to understand how

the topics link together. Also each trainee would present one of the topics for practice and receive feedback from others to develop their facilitation skills. The third step would be for the new facilitator to participate on a team that includes more experienced facilitators and to join in offering a workshop for teachers.

In participatory training, the facilitator can learn from everyone because each person has his/her own experiences and answers to problems. The goal of the teacher training is not to train "special teachers" but rather to enhance the effectiveness of those identified by the school, by showing a different perspective or approach to what they are already doing in order to benefit the children.

The role of the facilitator in this approach is:

- to encourage full participation by those in attendance, through asking questions and listening rather than talking
- to ask questions to encourage participants to develop their own solutions to problems or issues
- to listen and include participants, but to keep the focus on the main points
- to process group input
- to keep participants focused on their own experiences
- to use the facilitator's own experience to share with others, and to better understand the experiences of others
- to work well with a team and believe in the team participatory approach
- to serve as a role model for participation
- to reinforce learning by preparing, maintaining, and following up on written material displayed during training

Teamwork

The participatory approach also involves the whole team of facilitators. Usually for training, there are 3 facilitators plus 2 new facilitators on the third step in the process of learning. These 5 facilitators remain together

from the beginning until the end. A team is usually developed from people of different disciplines (i.e. social workers, counsellors, teachers, AVSI staff, and Centre Coordinating Tutors (CCT). The facilitation team members usually have different styles of working with participants, but among team members there is mutual respect and all are involved in supporting each other.

The facilitation team plans all of the training together, because it is not a teaching lesson but rather a process of learning through which participants will be led . All facilitators attend the entire training together, being present at all sessions. During the training, one person takes responsibility for each topic and for facilitating it. However, that person remains open to support from others on the team who can join in at any time. This aspect provides a real support for the facilitator who can at times forget something, become stuck, or lose the focus of the topic due to the reactions of the participants. When a team does the same training several times, it is important to change the topics for which each is responsible so that one does not always present the same topic. This way, all the facilitators are able to deal with all of the topics of the training. Over time this helps the team of facilitators to be united in their approach and understanding of the topics. It is also a way to prevent anxiety should one team member not be present on the day of a training (e.g., in the case of illness) since any member can replace the other.

Evaluation

At the end of each day and at the end of the training the facilitators evaluate and review the training together. Because it is so important to encourage participation, daily feedback is requested from participants through the following questions:

1. *Which topic did you like most? Why?*
2. *What was most difficult to understand about today's topics? Why?*
3. *General comments.*

After the evaluation, the facilitators meet to review the participants' responses to evaluate the status of the training and prepare the sessions for the next day. The following morning at the beginning of training the team reports to the large group on the participant responses and the plan for addressing the concerns presented. If there are points that some reported they did not understand, the facilitator reviews the topics by asking participants who would like to explain. This serves as a way of checking the understanding of the group, and of reinforcing the learning and knowledge of participants.

At the end of the training the team discusses the following questions: "How did we do? What should we change? Where can we improve? How do we perceive the relationships among us?" It is also important for facilitators to recognize and praise each other for positive facilitation of the topics. Because this reflection and self-evaluation is so important to the process of facilitation, there are reflection questions throughout the Manual for both the individual facilitator and the team to consider.

METHODS USED IN TRAINING

During the training the facilitators use different methods to help the participants understand the important points and concepts. The team also attempts to bring the group together so that the participants feel free to express themselves, give honest feedback to the facilitators, share their own ideas or point of view, and even disagree with material presented. The team tries to create a comfortable climate of unity and enjoyment in being together as a group. Following are the ways in which this is accomplished.

Plenary Discussion

Facilitators discuss with the entire group in which everyone is allowed to express him/herself. It is preferable for groups to meet in a circle, all together at the same level (either all on mats or all on chairs). This helps everyone to feel of equal importance and reinforces the collaborative nature of the workshop. The rules are that only one talks at a time, one cannot interrupt someone else who is speaking, everyone listens and respects what others say, and everyone is welcome to speak. When a participant demeans or criticizes someone who is speaking because they disagree or think the response is inappropriate, it is the responsibility of

the facilitator to support both participants. Both should be allowed to speak and the group may need to be reminded about the rule of acceptance, no judgement, respect for one another, and the right to be heard. When painful situations are shared in the group, the facilitators should ask the group for special respect and attention to one another without laughing, mocking or commenting when someone is sharing. The reason for this that should be shared with participants is that everyone has a personal story that can be accompanied by much pain, even though to others it can appear unimportant. This helps the group to learn more respect, without judgement or their own interpretation, and without the tendency to minimize someone else's problems because of not feeling the same way.

This method is useful to bring the group together and to promote unity. Through this method of plenary discussion the facilitators can learn the general ideas of the group and their responses to the topics. Agreement and disagreement about an issue can be expressed openly, even if one person or group goes against others, because it is a good way to learn together to respect and listen to different points of view.

The entire training is a learning process and it is interesting for the facilitator to observe the group dynamics that unfold. Learning takes place not only through the topics presented but also through the role model of the facilitator putting into practice the quality of a good listener (see ***H 32*** for details) throughout the training.

A disadvantage of this method is that people who are more shy or afraid of expressing themselves do not come out. It is important to give time to participants to answer questions even if there are some moments of silence. In order to encourage full participation, it is also important to choose different people to answer questions, to encourage equal participation from both men and women, and to use many different methods in the training.

Brainstorming

This method can be used during a plenary discussion to encourage participation and to find out the views and ideas of participants. In this method the facilitator asks the group to come up with as many ideas as they can about something, or anything that comes to mind when they think of a certain topic. For example, the facilitator might ask participants to think of as many reactions to a traumatic event as they can. The participants give examples while the facilitator writes all responses without evaluating any of them. When the group is finished the facilitator looks over the whole list and picks out important or useful points. This can be accomplished by saying that all of the answers are valid, but for the purposes of this topic certain answers need to be pointed out. Then the facilitator explains the reason for the exercise (e.g., there are many different responses, each person may have a different response, and the experience of everyone is valuable).

Teaching

This is a rather traditional method of sharing new information with participants in which the facilitator is presenting. The facilitator usually employs diagrams or educational materials. Any such sessions used in the participatory approach are very brief and are immediately linked with the experience and knowledge of participants.

Group Work

Small group work helps to stimulate participants and increases the participation of some who find it difficult to express themselves in large groups. It also gives more time for thorough discussions by covering a range of issues in one session. Facilitators divide the large group (anywhere between 25 - 45 people) into 3-5 small groups (between 6 and 12 people in each group), depending upon the topic and the purpose of the group work. The way to decide the groups can be done in different ways. One way is to move around the group and give each person a number – 1, 2, 3, or 4 (depending on the number of groups you want to form) — or the name of different fruits, foods or animals for a group name. Facilitators then ask all those with number one to gather in a small group, number twos in a different place, etc. The facilitator then

suggests that everyone in each small group has the possibility to say something. The results of the group work have to come from the participation and expression of all the members. It is very important for facilitators to follow the first 5-10 minutes of each group to make sure the groups understand their tasks.

Each small group chooses a representative to present their work of the group during the following plenary session. After some time, to be decided by the facilitators based on the progress of the group in their assigned task, the small groups return to a plenary session to present what they have done. There are two ways for these small groups to present to the large group:

1. The facilitator gives each group a large sheet of paper on which they can write the result of their discussion. One by one the leaders of each small group present their results to the large group in a plenary session.
2. Each group writes the results of their discussion on regular paper. The facilitator asks the first small group to share 3 answers from their list and these are written by the facilitator on a large sheet of paper in the front of the room. The second group is asked for 3 answers from their list that were not already mentioned by the first group, and the facilitator adds these to the list. This process is continued until all have contributed. Then the first group is asked if they have anything else on their list that has not yet been mentioned, and so on with the other groups until all have had this second chance to add items from their work.

A disadvantage of the first way to present is that it can take a long time, depending on the ability of the small group leaders to be brief. There tends to be a lot of repetition, especially if the topic has been the same for all groups. However, an advantage of the first way of presentation is that the participants feel very proud to present to the large group. The advantage of the second way to present is that it is faster and loses less training time.

The participants enjoy group work because they have the opportunity to get to know each other on a more personal level. In addition, those who are more shy tend to open up and speak in smaller groups. During the training the facilitators try to vary the small groups so that people are mixed in different ways in order for all attending to meet one another. This group method is a way to create unity and friendship among participants.

Individual Work

Another way to be sure that all the participants share and give their contribution is through individual work. The facilitator gives the participants a few minutes to write or draw about one topic. For example, "The most difficult situation in my life". In silence everyone draws the topic individually. Then the facilitator asks everyone to share in a small group what they have drawn. This is a way to get the contribution of the entire group and also to focus participants on their own experience. (see ***M 23*** for details)

Role play

The aim of a training is not only to increase knowledge, but to change attitudes and behaviour. Role play is one of the best methods to use for this purpose. The idea behind role play is that there is a unity between mind (including thoughts and feelings) and body. Therefore, if a facilitator asks a participant to show their point of view through a little drama or role play, the way a person uses their body language in the drama can effectively demonstrate their understanding. However, sometimes there is inconsistency between what a person expresses verbally (knowledge) and what that person shows with his/her body (behaviour). Role play is a good way to work on understanding the inconsistency and getting the mind and body to work together.

For the volunteers involved directly in the role play it is a way to know themselves better. Feedback from the other participants and the facilitators can make them aware of what they did well and how they can improve. Because they practiced in a role play they can have a better idea about what to do in the future if they encounter a similar situation in the field.

For the participants who observe and offer comments or suggestions for the role play, it is a better reminder of the topic than just listening to words. The image and the scenario are linked with the understanding of

the topic discussed, and these are more likely to be remembered than mere verbal communication.

When a participant wants to convince the group about an idea or method that he/she thinks is the best way to put theory into practice, he/she can use a role play to show this method. Then, through the comments of the group, everyone can see the advantages and disadvantages of this method. Role play can be a way of challenging, of opening the mind, and of developing a new view of the situation.

Role play can also be used to help participants remember situations or feelings about past experiences (such as when they were children). The facilitator can ask volunteer participants to play a specific childhood experience, and often the emotions of that period return because of the unity of thoughts, feelings and body. Role play is a very useful method to help people connect with past experiences. (see ***M 40*** for details)

In this Manual, three different categories of role plays are used. We refer to them as demonstrative role play, didactic role play, and drama.
Demonstrative role play is very brief and is used by the facilitator to demonstrate a point or explain a topic. The facilitator explains a situation and a volunteer acts out how that person would feel. The body language of the actor shows the point the facilitator is illustrating. An example of this used in the training appears on ***M 11*** in which a volunteer plays a battered woman interacting with her uncooperative child to point out how each might behave in such a circumstance.
Didactic role play involves the observers (large group) in understanding and evaluating a role play presented by volunteers or facilitators. The facilitator leads a discussion of different points in the play, asking for comments and whether the presentation was realistic, what they liked about the approach, the best way to approach the situation, or if they have other ideas. Those who have ideas for a different approach are then invited to join the role play and show their perspective by acting it out in a new version of the play. This allows the facilitator to check the understanding of the group. It also helps the participants test out what might work in a given situation.

When using ***drama***, a scenario is presented to each small group and they are directed to prepare a short drama to show how they would deal with the situation. After viewing each drama, comments from the large group identify positive approaches made by the teacher, as well as offer suggestions. Examples of this are included in the three scenarios on ***H .*** These dramas, are often used near the end of the training so the facilitators can observe what the participants have learned and integrated during the training. It is an opportunity to focus on the positive aspects of the approach presented in the drama, and to identify ways to improve. The basic skills and approaches learnt in the training can be reinforced at this time.

Energizers

These are short activities that encourage playfulness, laughter, and usually involve physical movement. They can be used at the beginning of a session to illustrate a focus point, or to encourage unity by involving everyone. They are also very helpful when used for a break in the sessions to "energize" participants who may be tired, uncomfortable from sitting too long, or tense from discussion of difficult topics related to trauma. Energizers are used at intervals among the sessions to lighten the training, but they also have an effective role in releasing emotions. Refer to ***M 54*** for descriptions of some energizers that can be used in training sessions. You may also ask the participants for suggestions of energizers. They can take turns leading the group.

Song or dance from the culture

Engaging the large group in a song or dance from their culture which relates to the topic just discussed can be an effective way to reinforce the resource that one's culture is to the community. It can also be an effective release of emotions after discussing some of the more difficult topics related to trauma. This is a good way to end a session in a more positive and reassuring mood.

Prayer
A group prayer is a powerful way to join together in seeking comfort and hope. It can be a good way to end a particularly difficult topic related to trauma. It is important that each session end in a positive thought. After participants understand the topic and identify it in their own life, it is important to help them move toward hope. Prayer is one method of doing this.

HOW TO ORGANISE THE TRAINING

Once one understands the theoretical orientation, the participatory approach, the role of facilitators and the methods to use, it is helpful to consider how to organise the training of teachers. This is an example of what was done in Kitgum District that may help guide your planning and organising.

First, a team of facilitators was selected from among:

- technical advisors from AVSI's staff who include people of different disciplines (i.e. social workers, counsellors, teachers)
- Centre Coordinating Tutors from Primary Teachers College of Kitgum (CCTs from PTC). These are civil servants posted to the district from the service commission. (The inclusion of district staff in the group was very useful to build local capacity and to give continuity and sustainability to the program. CCTs are based in the district to supervise all the primary schools. They concern themselves especially with the teachers of the schools in their area, addressing problems that arise and providing training to improve the performance and professionalism of the teachers. The CCTs were the most appropriate people to facilitate the training because they are routinely involved with teachers and are therefore more able to do long-term follow up and integrate the psycho-social approach in their regular duties.)
- technical staff from other non-governmental organisations (NGOs)

Second, facilitators met together to make decisions regarding the contents of the training as well as the order and progression of topics. They decided among themselves who would lead each topic. They took into consideration:

- who to select as participants (usually the Senior Woman Teacher and the Chairperson of the Disciplinary Committee from each school selected)
- the length and dates of the training
- the logistics such as place for the training, accommodations for participants, food arrangements, transportation and fees (if more than one hour of transport the participant needs to arrive the night before the training), allowances, list of materials needed, invitations to be sent in plenty of time, and any other details to be worked out. Refer to the Checklist on ***M 56***.

The choice of participants is important for the impact of the training. We found it best to choose the Senior Woman Teacher and the Chairperson of the Disciplinary Committee because of their pre-existing roles in the schools, thus ensuring more sustainability and the ability to enhance their already existing skills.

The training described in the Handbook for the teachers was designed as a residential training of 4 days. In this case it was necessary to gather the participants in a quiet place with a main hall (for large group/plenary sessions) and available space for small groups to work. The team worked to locate or gather materials such as a blackboard, chalk, paper, markers, masking tape, exercise books and pens (for each participant). They prepared sheets of paper with the important points for each topic, to be reviewed at the end of each topic session. These sheets included relevant focus points, definitions, or diagrams. Facilitators also prepared educational materials such as the pyramid ***M 55*** or any cards or lists that would be needed during the training.

Following is a sample schedule for the 4-day training that may help in your organizing of a workshop for teachers. However, keep in mind that flexibility in scheduling should be based on local needs, both in the time allotted for the workshop and the order of the topics presented.

TIMETABLE FOR TRAINING OF TEACHERS ON PSYCHO-SOCIAL SUPPORT

DAY 1	DAY 2	DAY 3	DAY 4
Registration	***Review***	***Review***	***Review***
INTRODUCTORY SESSION Introduction of Participants Expectations and Fear Election of Leaders Ground Rules Background of Psychosocial Program Needs of a Person	Review Coping Mechanism Benefits of sharing/Why it Helps to Express Effects on Children	Review Approach to Vulnerable Children (Case Studies)	Review Classroom Scenarios – Drama Peace Building – Ways to Teach Children Cooperation and Non-Violent Conflict Resolution
Break	***Break***	***Break***	***Break***
Psychosocial Definition Development of a Person Capacities/Inheritance	The Children We Hope for Road to Healing Discipline/ Past Experience	Qualities of a Good Listener Communication with Children	Way Forward / Action Plan
Lunch	***Lunch***	***Lunch***	***Lunch***
World of a Person/Resilience Characteristics of Trauma Sharing of Trauma Experiences Effects of Trauma	Classroom Management (Effective Rule Making)	Expression in the Classroom Drawing Writing Discussions Give Scenarios for Drama	Closing Ceremony
Daily evaluation	***Daily evaluation***	***Daily evaluation***	***Daily evaluation***

Some of the sessions in this schedule are significant to the training of teachers, but are not included in the Handbook. They mainly deal with the organization of the workshop, the introductory session which helps the week begin with clear expectations and direction, and the closing ceremony to recognize the accomplishments of the participants. Following are some details on these sections of the training.

INTRODUCTORY SESSION

This section is an example of how the introductory session is done in Kitgum District. It includes examples of things to think about at the beginning of training. However, this initial session needs to be culturally sensitive to the local area's expectations and rituals for training meetings and workshops.

Registration

Have a welcome table to gather information about participants that you will need (e.g., name, title, school, address, etc.). Give each registrant a nametag, pen, and notebook to support their keeping a record of what they learn and to use in their work as a teacher. All participants must attend the entire training; no one is accepted who arrives after the first day of the workshop. However, latecomers are invited to a future workshop. The reason for this limit is that the process of the entire training is key; it begins on the first day and builds from there, with all the topics linking together.

Participant introductions

Go outside with participants and ask them to form a circle. Welcome them. Emphasise the importance of everyone's participation to the success of the training. Then begin with introductions. Using a rope that is tied into a large circle, explain the activity. Start with the rope around your arm, step through the rope and pull it up over your body. As you are pulling the rope, introduce yourself and state one thing you like about yourself. When you have finished, the next person in the circle does the same until the rope comes back to you. Use this introduction or any introduction that helps participants to relax, get to know each other, and begin to work together.

Expectations and fears

Participants are asked to think about their expectations and fears regarding the workshop. Then they share their responses in the large group and the facilitator makes a list to keep on the wall during training. The facilitator clarifies any issues that arise, such as fears about security, accommodations, food and allowance.

Housekeeping issues and election of leaders

Explain the participatory approach to the training since it may be different from the participants' expectations. Ask that they take no notes during the sessions because their involvement and feedback are necessary to the learning process see ***M 1*** for details about the participatory approach). Encourage openness to new ideas and a willingness to disagree.

Because some groups may be very concerned about keeping to the exact schedule, let all know that this participatory approach requires flexibility in timing, but that breaks and meals will still be allotted the scheduled amount of time, even though these may start later than scheduled. This prevents participants from worrying needlessly rather than focusing on the sessions.

Participants elect leaders among themselves for the period of training. In Kitgum District the group was asked to elect one male and one female leader, as well as a timekeeper. The role of the male and female leaders was to listen to complaints, suggestions or concerns of participants and then take problems to the facilitators to be dealt with. As part of explaining this role, facilitators reminded participants that they were guests and that everything would not be exactly as it was at home. They encouraged flexibility and respect, but reassured participants that legitimate concerns would be addressed. The timekeeper helped with reminding participants to be prepared to begin sessions on time, and with reminding facilitators when it was time for scheduled breaks.

Ground Rules

Facilitator asks participants to state any rules that they think are important for the workshop – to make sure that all of them stay well together

during the week. With the participants, choose the most important rules and list them. Discuss any rules that are not agreed upon. Make a final list of rules that all participants agree upon together. Place them somewhere in the room where everyone can read to them. Refer to these rules throughout the workshop when they are broken, emphasizing that they were decided together.
These ground rules, suggested by and agreed upon by participants, will be used as an example during the topic "Effective Rule Making" to be done with the participation and agreement of the children.

Energizer

Once the details of organization have been shared, an energizer is useful to involve everyone and help the participants warm up and prepare to begin the sessions. See ***M 6*** for an explanation of energizers, and see ***M 54*** for a list of energizers from which to choose.

Workshop objectives

Facilitators have prepared workshop objectives ahead of time and display them on a large sheet of paper. Each objective is explained briefly, then left up throughout the sessions to refer to as needed. At the end of the training the list is used to evaluate whether the participants think all the objectives have been met. Along with the objectives, another sheet labeled "Unanswered Questions" is displayed so that participants' questions that are raised and not immediately answered can be recorded by the facilitator and referred to later. This ensures that all questions are validated and attempts are made to answer them.
Typical workshop objectives are as follows:

1. To understand the nature of trauma and its effects on the individual and community.

2. To identify coping mechanisms of the individual and the community and ways of strengthening the positive ones.

3. To appreciate the role that teachers and schools play in helping children to cope with problems and promote their development.

4. To identify methods of discipline/classroom management that promote positive behaviour change and a safe, secure learning environment
5. To understand the importance of expression and identify various means to promote children's expression in the classroom
6. To acquire ways of promoting cooperation, conflict resolution and acceptance of diversity among students

CONTEXT OF THE TRAINING

This is an important session to help the teacher understand the scope of the program in which they are involved and how they fit into it. This session may best be presented by someone involved in community leadership and the program (in this case, PSSP). This presenter should have a good overall vision of the program and its workings. This helps the teacher to better understand the network in which they are involved (see ***H 2*** for PSSP Network). In addition, the teacher can learn about their significance in the larger program. In Kitgum District the presenter was the Community Development Officer (CDO) who heads the PSSP for the District. The CDO shared the background of the program (PSSP), including its history, why it was needed, its role in the current situation, and the many different aspects of the program (of which the teacher is one).

CLOSING CEREMONY

A closing ceremony is suggested for the end of the training. This ceremony is a recognition for the completion of the training and a celebration of the accomplishment as a group. The ceremony should follow the customs of the local culture. In Uganda's Kitgum District this closing ceremony involved speeches (by the leaders of participants, the sponsoring organisation, and an official from the district education office) and a local song and dance by all participants. This was also a time when participants were given certificates and other materials to assist and motivate them in their work (e.g., Handbooks, T-shirts, and transport allowances).

1

DEFINITION OF PSYCHO-SOCIAL

The definition of psycho-social is presented at the beginning of the handbook (given to teachers after the training is completed) because it is part of the name of the project (PSSP) and is the basis for the approach used by teachers in their work in the community. This approach involves a view of the person in the context of his or her community. However this topic is not presented in the training until after the session on the needs of a person. The reason for this is that once the participants understand the inner needs and social needs of a person, then they are better able to see how psycho and social interact and influence each other. When viewed in this way, every behaviour, good or bad, has a reason behind it linked with needs that are met or unmet.

In order to help others we need to understand a person's psycho-social functioning.
"Psycho" refers to the inner person – one's thoughts, feelings, attitudes, values and beliefs.
"Social" refers to the person's external relationships with his/her environment.
The psycho (internal) and the social (external) interact and influence each other. A person has both psycho and social needs. There is a reason behind every behavior that is related to one's psycho-social needs.

15 - 20 MINUTES

Methodology

Referring to the list of needs the participants gave, give examples of how the psychological and social needs are interrelated. A person receives love and care (psychological needs) from his or her family and friends (social needs) A person receives values and beliefs (psychological needs) from his or her religion and culture (social needs). Inner feelings of love and care allow a person to respond to his or her family and friends in a positive manner. Thus it is a dynamic interaction.

Have the participants role play an example of everyday life where the psychological and social interact.

Demonstrative Role Play

Situation part A

A woman is repeatedly beaten by her drunk husband. She feels depressed and frustrated. What will her behaviour with her children be like?

F.C

VOLUNTEER PLAYERS — *Two volunteers play the mother and child in a brief scene.*

1 Questions to players — **How do you (the child) feel? How do you (the mother) feel?**

2 Questions to observers — **How do you think the child feels? How do you think this child will interact with others at school?**

Situation part B

The child goes to school after being mistreated by his mother. What will his behaviour be with the other children at school?

VOLUNTEER PLAYERS — *Two volunteers play the child and a peer. The child is aggressive with his or her peer.*

1 Questions to players — **How do you (the child) feel? Why did you behave that way?**

F.C

However, if you know the child's situation at home, you know that behind his/her behaviour there is a reason. This is the psycho-social approach: every behaviour, good or bad, has a reason behind it. This child who undergoes aggression at home, responds with aggression to others because his/her inner needs of love, care, and protection are not met. The child is only trying to meet his/her psycho-social needs.

You may see only the behaviour and not what problems this child has in other situations. A teacher needs to be aware of the psycho-social needs of others in order to understand the problem and effectively help someone.

A story from the local culture, like the story of Monkey and Fish on *H I*, emphasizes the idea that good intentions to help another are not enough. One must first understand the needs of the other in order to help effectively.

- This explanation of psycho-social serves as a good introduction. However, as the participants are involved in the following sessions, their understanding of the psycho-social definition and approach will deepen. They will also personalise their understanding as they explore different experiences they and their communities have gone through.
- During the demonstrative role play you may find that the volunteer acts out an unrealistic response (e.g., the beaten mother is very kind and polite to her child). In such a case, ask the large group whether they think this is realistic and get them to make suggestions or play it another way. The large group is always a good resource for testing the accuracy of the role plays or other responses to questions.
- The issue of material needs may come up when discussing psycho-social needs. It is important to acknowledge that material needs affects one's psycho-social functioning, and that basic material needs of a person must be met. However, a person's psycho-social needs are equally important. The focus of this session is on these needs.

Think of a time when your psycho affected your social functioning, or vice versa. Write down your experience and try to identify all of your inner needs.

1

2

TEACHERS IN THE PSYCHO SOCIAL NETWORK

The teacher is not alone in the promoting the well being of people. The teacher is part of a network.
The teacher needs to know the network of helpers in the community and then roles so that appropriate referral can be made.

3
4

NEEDS OF A PERSON

Many people, especially in conflict situations, focus only on their material needs, thinking that if they obtain enough material things they will solve all of their problems.
It is important for participants to understand the inner needs of a person because they play an essential role in the way we are affected by difficult situations and the way that we cope to meet our needs and recover. It is also important as a first step to comprehending the psycho-social approach because our needs, met or unmet, affect our psycho-social functioning ***M 13 .***

Needs are what a person must have in order to grow, develop, and live a healthy and satisfying life.
People have material, social, and psychological needs.
Psychological or inner needs are less evident than other needs but are important to understand when trying to help others.

45 MINUTES - 1 HOUR

Group work

Divide participants into 3 or 4 groups. Ask participants to think about their own experience of being a child, adolescent, and adult.

F.C

Ask	**What do we need to grow, develop and live a healthy and satisfying life?**
Group 1	**What does a child from 0-4 years old need to grow, develop and live a healthy and satisfying life?**
Group 2	**What does a child from 5-11 need…?**
Group 3	**What does an adolescent need…?**
Group 4	**What does an adult need…?**

Plenary Discussion

One person from each small group displays and presents its list of needs to the large group.
Using the displayed lists, point out common needs running throughout all the stages of a person (***H 3***, 'We all need')
Next, highlight the needs specific to each stage. (***H 3***, 'A child needs, An adolescent needs, An adult needs')
Finally, help participants to see that needs can be categorized into three groups: material, social, and psychological needs.
This can be done in different ways:

Option A

Prepare cards before the session using the list of 25 needs on ***H 4***. Use different color cards for each category – material, social, and psychological. Put up the cards according to the 3 category headings on a board, starting with the needs the participants listed then adding the needs not mentioned by the group.

Option B

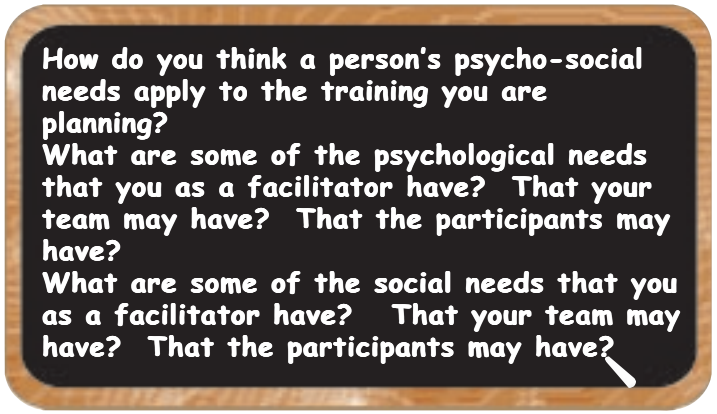
Using three different colored markers, clearly mark the items that fall into the three categories of needs directly on the lists presented by groups. Add any needs not mentioned by the group. ***H 4.***

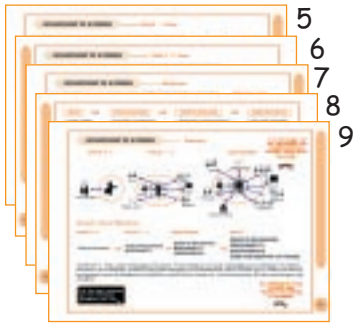
- Be clear about what is meant by **NEEDS.**
  Some groups, especially when answering the question for adolescents, think about what the adolescents are supposed to do instead of their needs. For example, "adolescents need to respect their elders and parents" is more of an expectation of parents than a true need of the adolescent at this stage. In a later section, Development of a Person (***H 5-10*** and ***M 18 - 20***), this seemingly contradictory stage will be explored in depth. As stated in the introduction section regarding group work, one facilitator should go with each group to clarify questions and guide them. Facilitators should focus them on their own experiences as a child, adolescent, or adult. It also helps to write the focus question on the top of each group's large sheet of paper.

- Some of the needs presented will be desires instead of needs. In the plenary discussion, it is the role of the facilitator to identify the need behind what is presented.

  Examples

To look good	=	behind this desire there are the inner needs to be recognized, appreciated, receive love, develop self esteem.
To have money	=	behind this desire, there are the inner needs of independence at adolescent stage and the growing need of responsibility as an adult.
To have my own hut	=	this desire is a manifestation of my inner needs of independence and privacy linked to my culture.



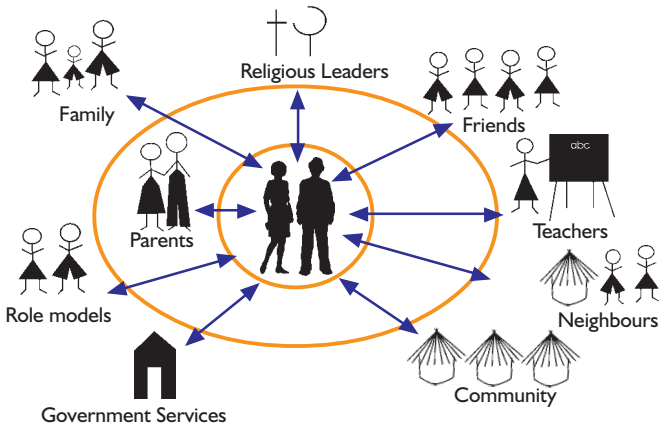


DEVELOPMENT OF A PERSON

A human being is essentially a relational being.
As a child grows and develops he interacts with more and more people in his world.
When the child communicates her needs and receives a positive response, her needs become her inner resources.
As the person grows from a child to an adult there is a growth and strengthening of inner resources.

Knowing about the development of the person helps one to understand how people develop inner resources, which is key to helping people cope with difficult situations, live satisfying lives and maintain hope for the future. It also helps to see the connection between a person's needs, the expression of these needs through communication, and the growth of inner resources when others respond positively to these needs. Interaction and communication with others play an important role in our development as human beings. Understanding how a person develops reinforces that there are different needs at different ages and, therefore, different ways to respond positively and support the members of the community.

1 HOUR



Plenary Discussion H 7

The outer circles of the diagram represent the circle of people that surround a person and with whom a person interacts throughout his/her development from birth to adulthood. By placing drawings of a baby, child, adolescent and adult in turn at the center of the circles, the facilitator can demonstrate the expanding ways in which a person learns and communicates. Through the participatory approach described below participants can identify the increasing interactions with more and more people as the child grows into an adult. Two facilitators should lead this discussion.

One facilitator **F1,** focuses on how one learns and communicates. During this session **F1** adds to a list of the ways a person learns and communicates at each stage (include items on ***H 5-6***).

The other facilitator **F2,** focuses on inner resources built through positive responses to the expression of needs. Throughout this session **F2** makes a list of inner resources developed at each stage (include resources on ***H 5-6***).

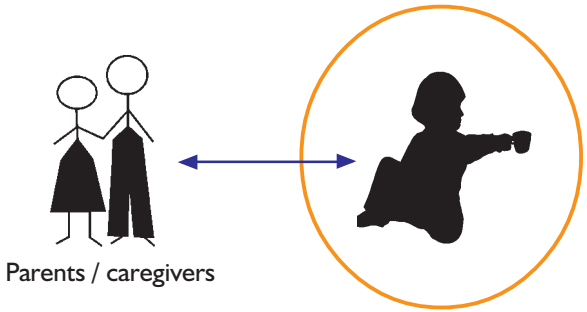
F.C This diagram represents the range of interactions that a person has throughout development. We are going to discuss how one meets one's needs and how a person learns and communicates with those in his/her environment. These interactions increase as one grows and develops.

5

DEVELOPMENT OF A PERSON — Child 0 – 4 years old

1 **A child from 0 - 4 years has many needs and is unable to meet them alone. As the child communicates his needs and receives an encouraging response from his parents, he begins to develop trust and to feel attached to his mother and father.**

H 5 *Cover the center of the diagram with a picture of a young child.*



F.C

F1 **How does this child learn about the world around him?**

How does this child communicate his needs?

From participant responses start to make a list of the ways a person learns and communicates, using ***H 5*** as a guide for this list. Keeping in mind the participatory approach ***M 1***, the facilitators use questions and examples to draw out what people know from their own experience. Highlight that this child communicates mostly with parents and close family members, as shown by their proximity to the centre of the diagram.

F2 When the child communicates his needs, by crying for example, and the mother responds in a positive way, the child slowly begins to understand that he can trust and feel attachment to others. He also begins to have a sense of belonging to his parents.

F2 adds trust, attachment, and sense of belonging to the list of inner resources.

INNER RESOURCES

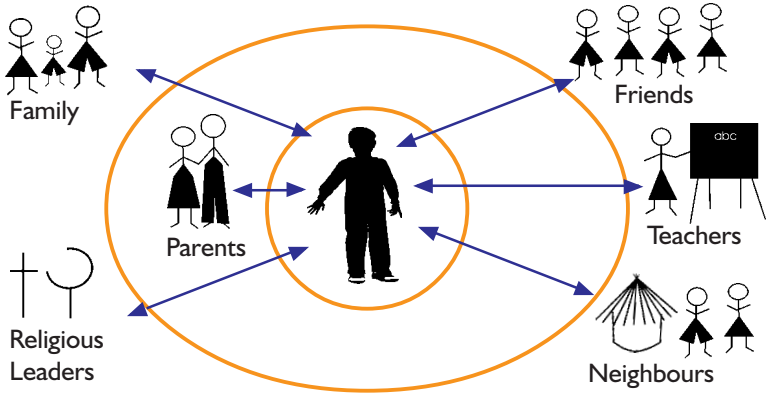
Trust
Attachment
Sense of belonging

6

DEVELOPMENT OF A PERSON — Child 5 – 11 years old

2 **A child 5 - 11 years old is becoming more aware of herself and those around her. As a child interacts with family, friends, teachers, and others, she develops more inner resources.**

H 6 *Cover the center of the diagram with a drawing of a child between 5 – 8 years old or a group of children playing together. Follow the same procedure as in step 1.*



F.C **F1** **How does this child learn?**
Point out that a child's way of learning is often through the new attempts she makes and through the activities children like to do at this age — play, make believe, and exploring.

How does this child communicate her needs? For example, when this child needs recognition, what does she do?
Point out on the diagram that this child begins to communicate and interact with more people: family, teachers, neighbours, relatives, and friends. Add to the list of ways to learn and communicate. ***H 6***

F.C **F2** When this child communicates her needs and receives a positive response like compliments, answers to questions, or small tasks to do, she begins to develop new inner resources like competence, confidence, and awareness of self, others and rules.
Add to the list of inner resources. ***H 6***

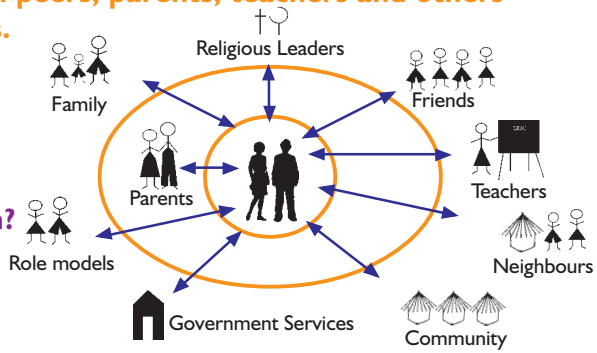
INNER RESOURCES

Trust
Attachment
Sense of belonging
Competence
Confidence
Awareness of self, others and rules.

7

DEVELOPMENT OF A PERSON — Adolescence

3 **Adolescence can be characterized by: physical changes, rebellious behaviour, sexual desires, insecurity and confusion, anxiety, reactive emotions, and criticism of parents and elders. As the adolescent passes from childhood to adulthood, he searches for his own identity and place in the community. Through the ups and downs of this stage, an adolescent needs both space and communication from peers, parents, teachers and others in the community, in order to develop inner resources.**



H 7 *Cover the center of the diagram with a drawing of a group of adolescents.*

F.C **F1 What do you think about adolescents?**

How do you feel about communicating with, educating, and parenting them?
Allow participants to express their points of view and experience. Depending on the response from the participants, the facilitators can focus the discussion on the following important points:

1	**Adolescence is a difficult stage**	It is the critical point of passing from childhood to adulthood and entails body changes and sexual attraction, which brings insecurity and anxiety.
2	**Adolescents communicate in strange ways**	They try to find their own identity. Rebellion, criticism, withdrawal, and risky behaviour are some of the ways they communicate. This is a consequence of their state of insecurity and confusion about who they really are. These are their ways of searching for stability and a sense of self.
3	**Adolescents, even more than when they were younger, need positive responses from adults**	Through understanding the critical period of adolescence and reflecting on their own adolescent stage, adults can begin to look at their responses to adolescents. Usually adults respond by disciplining harshly or leaving them completely on their own. Both of these are inadequate responses. Adolescents need a balance between set guidelines and freedom to choose and to express their desires and feelings. They need adults to be role models as a point of reference and stability.
4	**If adolescents receive a positive response, they are able to develop new inner resources.**	These resources include identity, purpose in life,independence, and the ability to solve their problems.

F.C Interaction with others continues to grow. The interactions of adolescents now include more than the last stage – community, peer groups, church, clan, and government.

Again, add to the list of ways to learn and communicate, and to the list of inner resources. ***H 8***

Complete the two lists (ways to learn and communicate, and inner resources) as a summary of development. ***H 9***

8

DEVELOPMENT OF A PERSON — Adult

4 **An adult has built many inner resources and begins to pass her resources to others by giving positive responses to others' needs.**

H 7 *Cover the center of the diagram with a drawing of a mother with children.*

F I As adults, we have more capacity to take care of ourselves. Now we also begin to take on responsibility for others, helping the next generation to develop their inner resources. Although we have our own capacity to cope with life, we still need our relatives, church, neighbours, and others to help us maintain our purpose and sense of values. As an adult, we continue to learn new things and to develop and strengthen our inner resources. For example, you participants are here to learn how to cope better with difficult situations and to help others – you are continuing to grow and develop as adults.

After exploring the four stages of development, these lists show how inner resources begin to grow from the first stage of life and continue growing throughout a person's entire life. These resources strengthen as a person develops, while new resources are added at different stages. It is a continual process and each stage of life has a lasting impact on a person's growth. For example, a 4 year old child who receives trust and love is more able to love and trust others as an adult.

Note that inner resources take root in us and begin to grow over time.

INNER RESOURCES

Trust
Attachment
Sense of belonging
Competence
Confidence
Awareness of self
Independence
Responsibility

- This session in particular requires the participatory approach (review ***M 1***). It is the art of the facilitator to engage the participants in the process of learning by drawing the main points of the session from their experience . The facilitator must teach and lead or correct responses from the participants in order to focus their learning on the important points. Remember what you experienced and observed when you were a participant, and when you observed other facilitators during your own training.
- As an example, to make a list using the participatory approach the facilitator must remain focused on what is needed. Only then can the facilitator assist the people in sharing what they know by asking questions to bring out that information. In listing activities for ages 5-11 the facilitator could give examples of what children of this age like to do (e.g., cook or play sports). Ask participants if they were this age and someone complimented them on their cooking or sport, how would they feel? "Proud" or "happy" are common responses. Ask what is behind these feelings? How would they feel the next time they tried doing that activity? This is called confidence or self-esteem.
- More time is needed for the discussion about the adolescent stage than the other stages. Participants usually express a lack of understanding, frustration and even anger about adolescents. It is important to be sensitive to these feelings and yet to find a way to challenge some traditional views of this stage, encouraging the adults to discover positive ways to interact with this invaluable group of people in their community. This can be a very beneficial discussion as it can bring a better understanding to the adults about this stage. The participants can then begin to improve their capacity to deal with adolescents, thus benefiting themselves and the youth.

10

DEVELOPMENT OF A PERSON — Inheritance

Inheritance includes physical characteristics, material resources, and internal resources.

All that people receive as inheritance becomes a part of them as their resources, which they may choose to use.

If you remember what you inherited, you can cope better with your present life.

Inheritance gives a sense of belonging and a sense of continuity of life.

Inheritance is an important component and a base of resilience (coping in a positive way) which also gives a sense of belonging and a sense of continuity of life. From the previous sections, participants should be aware of their needs and resources. This section emphasizes how much they have received from the positive response of adults or good role models in their environments, that is now a part of them.

Inheritance is important especially for coping with difficult situations (next section). Because all that I have received becomes a permanent part of me, remembering this inheritance is a way to cope.

20 - 30 MINUTES

Plenary discussion

Brainstorming

What do you think, what immediately comes to mind, when we talk about inheritance? (materials: cows, land, etc).
How do you know what to do with the cows or the land? (I receive the skills from parents, through seeing them, listening to them, by doing what they did.)

F.C

What else did you learn from your parents: values, beliefs, behaviour?
What did you learn from their good example? (Sense of humour, patience, forgiveness, friendliness, etc.)
Facilitator offers a personal example (i.e., My father always faced difficult situations with a sense of humour. Now, when I encounter difficulties, I can always find something positive. I can always laugh).

For further reinforcement and clarity, the facilitator can have participants share examples.

All that we receive – physical characteristics, material resources, and internal resources – become a part of who we are, building our inner resources. During difficult times, we may focus only on our struggles or our many needs. To remember these gifts of inheritance can help us to live positively and to cope with our present life.

- This discussion may also bring up a parent's bad example or behavior. Without straying from the main topic, you may just mention that we also have freedom to choose what we want to follow and whether or not to use the inheritance or inner resources we are given.
- If it seems useful for participants, you can have them work on their own after the training and list all the things, qualities and capacities they have received which have become a part of them. Making the list can help the participants increase awareness of themselves, and increase self esteem or pride in themselves, thereby increasing their strengths. The next day you can start the morning session by asking if some participants want to share their lists with the group.
- An extra example from the facilitator can show that inheritance gives us a sense of belonging and continuity of life: "If my father dies, I have two choices - to remain fixed only on his death with feelings of depression, anger, and revenge; or, I can remember all the good that he lived and what he has given me. I can live with him as part of me."

11

THE WORLD OF A PERSON

Resilience is built through my relationships, activities, and spirituality.
Relationships, activities, and spirituality are strengthened by my resilience.
Resilience is the capacity to transform oneself in a positive way after a difficult event.

This is another way to look at a person and how one builds his/her inner resources through relationships, activities, and spirituality. Understanding our inner resources and resilience, and how they develop, is a basis for comprehending how a difficult situation affects us and how we are able to recover (the focus of the following sessions).

30 MINUTES

Plenary discussion

What is important in the life of a human being? Think about your own life.
What is most important to you?
Facilitator takes the participants answers and focuses them into categories

RELATIONSHIPS	-	**What relationships are important to you?**
ACTIVITIES	-	**What are you capable of doing?**
SPIRITUALITY	-	**What gives you purpose in life?**
	-	**What values are important to you?**
	-	**What are your beliefs?**

Display the list of inner resources from Development of a Person.

F.C

Which of these inner resources do you develop through your relationships? (trust, love, sense of belonging)

Which inner resources do you build by doing your activities? (confidence, initiative, competence)

Which inner resources do you develop through spirituality? (purpose in life, self esteem, identity)
Remember, spirituality is not only religion but also one's beliefs, values, culture, and purpose.

Relationships	**I HAVE**
Activities	**I CAN**
Spirituality	**I AM**

Show the pyramid (***M 55*** for instructions) as a symbol of the whole person with the three aspects.

12

THE WORLD OF A PERSON — Resilience

F.C

If I am faced with a difficult situation, all **I HAVE, CAN, AM** form a strong base of resilience that helps me to overcome difficulties. Our ability to cope, or our capacity to use our inner resources, is called resilience. (definition on ***H 12***). Show the base of the pyramid.

Resilience

Give a simple life-example of resilience, a time when after facing a difficult situation, you were able to overcome the difficulty or deal with it in a positive way. As a result you became stronger, better able to face other difficult circumstances. A personal example is best.
Ask two or three participants to give examples of their own resilience. This allows a good time for sharing and is a way to check for their understanding of resilience.

We can also think of this in the sense of a community.

We have good relationships in our community. — **WE HAVE**

We can do more together. — **WE CAN**

We have a sense of identity and purpose together. — **WE ARE**

Together we build our **RESILIENCE.**

Most cultures have a story that illustrates the concept of resilience and the importance of community. The Acholi story on ***H 1*** is one such example that ties in this concept of resilience with the local folklore and culture.

Think about the inner resources that you developed through your relationships, activities, and spirituality.
Write down a time in your life when you showed resilience.
How did it make you stronger?

13

CHARACTERISTICS OF TRAUMATIC EVENTS

Having a better understanding of a person from sessions 1 - 3, we will now explore how people deal with difficult situations. Being able to identify the characteristics of a traumatic event as distinguished from other difficult events, enables people to see the seriousness of these events and become aware of their personal experiences. Then, in the following sessions, the connection between the traumatic event and the impact on people's lives is explored. Recognising this link is the beginning of the process of recovery. This is also the beginning of different steps to share personal experiences in a group, which helps the teachers to understand the importance of promoting expression in their schools and communities.

A traumatic event is characterised by:

- **sudden and unexpected**
- **abnormal or outside the normal and acceptable life experiences**
- **threatening to a person's life**
- **a cause of fear, helplessness or horror in a person**
- **attack of senses (hearing, sight, smell, touch and taste)**

It is important to identify one's own experience of trauma and become aware of some or all characteristics present in one's experience.

1 - 1 1/2 HOURS

Plenary discussion

Brainstorm

What makes a traumatic experience distinct from a normal difficult situation? *List the 5 characteristics of a traumatic event* ***(H13)***.

Individual work

Prepare the participants for the difficult task of thinking about and expressing a personal experience of a traumatic event. As this exercise of sharing can be a difficult and painful experience, it is important to create a safe and accepting environment. Prepare the participants by requesting maximum silence, profound respect for one another, listening without commenting, laughing, judging or making fun. Emphasize respect for each person, many of whom continue to suffer a lot from the experience they are sharing, even if another's story seems unimportant or not that painful. It is important not to judge. What is painful for one person may not be for another.

F.C.

Think about one personal experience in your life, which included all or some of the characteristics of a traumatic event. On a sheet of paper, draw what comes into your mind when you think of the event.

Give some examples to be clear.

1. **"I was abducted. What I remember most is that I was forced to kill, along with others, a friend of mine who had tried to escape." Draw this particular scene in whatever way you want.**
2. **"Rebels came into my house, took my brother and killed him in front of me. I was horrified by the way they did it. They cut him to pieces." Draw this in the way you want to represent it.**

Explain to participants that after they work individually, they will briefly share their experiences in a group. Inform them that no one is obligated to share. Also explain to participants that their skills as artists are not important – this is not a competition. What is important it that they draw something that represents what touched them the most.

Allow approximately 5 minutes for them to work individually.

After individual drawing, facilitator divides the participants into small groups of 6–10. In the group, each person takes a turn explaining, in a few sentences, what is happening in the drawing, focusing on the feelings and emotions they had, rather than background or historical period of the event.

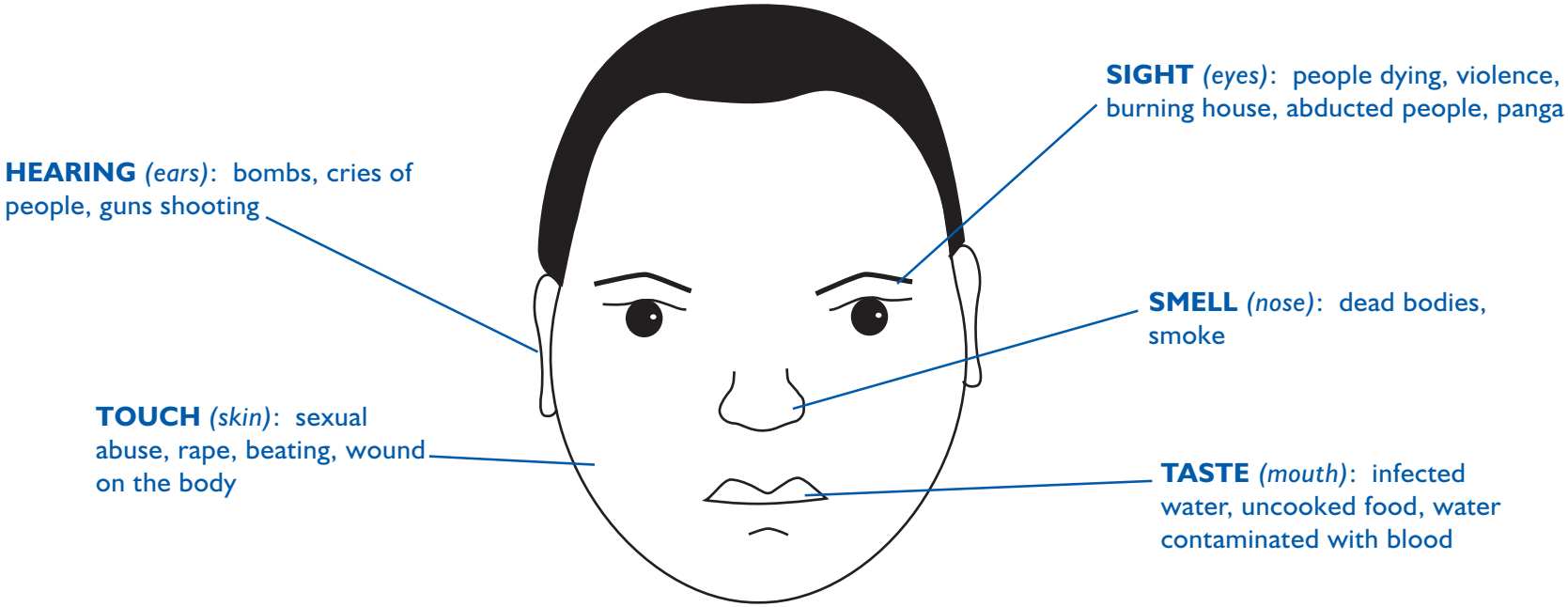
Plenary discussion

Each of the small groups then choose one drawing chosen from among their work which represents a traumatic experience. The drawing can be presented by the owner himself or someone else, depending on the participant's decision.
Again, remind participants of the need to respect one another.

Song and Dance

After all have shared, it is a good time to perform a cultural song and dance that expresses grief and gives hope for the future. This helps to relieve some of the participants who are experiencing grief and would like to cry after sharing painful memories. Through this experience the participant's level of emotions and feelings of pain are heightened. After dance and song in which the facilitator involves all of the participants, the facilitator can propose praying together. The facilitator can lead the prayer, offering to God all the painful feelings and wounds that people have in their hearts. These are some methods to conclude the session in a positive way.

- Keep in mind that the purpose of sharing is to create a sense of solidarity among the participants and to raise awareness about their experiences. It is not to be a therapeutic experience. Therefore, it is important that participants are given only a brief amount of time to think about and share their event. This helps to contain the sharing without opening up deep wounds which cannot be dealt with in this setting.
- There are many types of traumatic events which include all or some of the characteristics on ***H 13***. Throughout our trainings in Northern Uganda, almost every participant had a traumatic experience due to the armed conflict in the area. If the training is not in a conflict area, the examples given need to be adjusted to the situation.
- Later, the group will be able to identify positive results from sharing together. This small experience of expression is a way for them to understand the reasons and the importance of promoting sharing among adults and children. The characteristic effects and sharing are all based on personal experience in order to bring awareness and understanding of oneself, so that the teachers can then promote the same in their class.



- With some groups the facilitator can go more deeply into the explanation of one of the characteristics of a traumatic event – attack of the senses. But it is also important for the facilitator to better understand what happens in an experience of trauma.

> We must know what's going on in our physical body and in our soul. Suddenly and unexpectedly there is an event, my body is mobilised, my senses are alerted to what I see, touch, hear, taste and smell. This is fixed in my memory, accompanied by emotional tension, fears and anxieties. These memories will often return spontaneously, or through normal events which trigger reminders of the past. (Galli, Devreux, Muzirankoni, and Castelli. Approach to War Traumatised Children: Our Experience, AVSI, p.10.)

Examples A man who hears a door bang and is reminded of a bomb; another avoids anyone in military uniforms because it reminds her of the war and what has been done to her; some people can no longer see or use a panga because they saw too many bodies injured with this instrument.

During the lesson you can draw a person on the blackboard (see above diagram) and ask participants to help you write under the five senses some of the abnormal things they saw, touched, smelled, heard, and tasted during the traumatic event.

14
15

EFFECTS ON INDIVIDUALS AND COMMUNITY

The effects of trauma are normal reactions to abnormal situations.
People may experience the same traumatic event, but the effects or reactions are unique for each person.

People can better help themselves and others when they can identify and understand all types of effects – those that influence thoughts, feelings, body, mind and behaviour – and identify their own personal effects of trauma.

1 - 1 1/2 HOURS

In order to be accepting of people who have experienced traumatic events, it is important for the teachers to understand that the effects of trauma are normal reactions to abnormal circumstances and that each person can be affected by traumatic experiences in a different way. The intensity or degree may vary, and the effects may last for a short or a long period of time in a way that is unique for each person. Through sharing their own personal experiences, the teachers can identify, become aware, and begin to understand the effects of traumatic experiences in their own lives. In the same way teachers can promote this kind of sharing in their class.

Plenary discussion

Facilitator explains that during a traumatic event — with all that a person sees, hears, smells, touches or feels — there are physical and emotional effects on the person. One may feel paralyzed, another starts shaking or may feel their heart beating fast. Some may have a lot of feelings, such as fear, sadness, confusion, anxiety, anger, abandonment by God, or not understanding what or why this happened to them.

However, the focus here (in this session) is on the effects after the traumatic experience, – when the event is already past, not during the event. It could have happened yesterday, a month ago, or 5 months ago. Facilitator puts a chair in the front of the group which represents the personal traumatic event that participants focused on and shared in the previous session ***M 23***. Point out that the space on one side of the chair was their life before the event, and on the other side is their life after the event.

Before the event **After the event**

The traumatic event

Ask participants to think of their own experience and to answer the following questions:

F.C.

1. **Before the traumatic event, how did you think? How did you relate to people, God, and the environment? What were your desires and hopes for the future?**

2. **After the event, something changed! How did you think? How did you relate to people, God, and the environment? After one week? After 2 months? After one year? How did your values and beliefs change? How did your desires and hopes for the future change?**

Have a few participants answer to give examples.
Your way of thinking, behavior in relationships, beliefs about yourself, others, God and reality have probably changed. You may have problems sleeping and nightmares. You may become withdrawn, aggressive, or confused. These are some of the effects and feelings after a traumatic event. These effects can remain for 2 months, one year or longer, depending on the severity of the trauma linked with the background of the individual.

Group work

Facilitator divides the group into small groups of 8-10 each. (Use the groups from the previous session).
Task of the small groups : Try to identify your own personal effects, the change you saw in your life after your traumatic experience. Focus on the personal traumatic experience that you shared in the previous session. Share with others in your group, and write on a piece of paper all the different effects coming from the people in your group. Some will be similar and others will be unique.

Plenary discussion

Facilitator makes a list on the blackboard of all the effects expressed by the entire group.
Facilitator can add some effects not mentioned or identified by the group (***H 14*** has a complete list) to complete the list.
These are normal reactions to abnormal situations, and they remain only for a period of our lives.
This helps to finish in a positive way.

In this Manual and the Handbook, there is a simple explanation of trauma and its effects. However, for further understanding as a facilitator and for use with groups who are more experienced or knowledgeable in this area, following are details of trauma and its psychological consequences. It is important for the facilitators to learn more about the severity or degree of trauma, about the disconnection between thoughts and feelings especially for children, and about all of the effects shared by the teachers. It is useful for the facilitator to better understand the effects of trauma in case it is requested by the participants. In addition, this information can be useful during follow-up sessions when teachers are dealing with students and want to understand better what is happening and how they can help.

THE DEGREE OF PSYCHOLOGICAL TRAUMA

The degree of trauma depends on different factors:

1. Man made (e.g., war) vs. natural catastrophe (e.g. bushfire or flood)
2. Duration and frequency of the trauma
3. Intensity and severity of the trauma
4. Closeness of relationship with someone who is injured or dies, or with the perpetrators of violence
5. Personal background and history
6. Isolation and separation from significant people or relationships

Examples

- During an attack by rebels, a young child who escapes without his parents is more traumatized than the one who is accompanied by parents. (Isolation and separation from significant people or relationships.)
- A person is more affected by seeing his/her child killed than by seeing unrelated children killed. (Closeness of relationship with someone who is injured or dies, or with the perpetrators of violence.)

Conclusion

An event is considered traumatic when it has one of the characteristics listed at the beginning of this section. However, trauma is subjective. An incident that traumatizes one may not traumatize another, depending on the personality and history of the individual.

DISCONNECTION BETWEEN THOUGHTS AND FEELINGS

Normally, thoughts and feelings from an event are linked together and are expressed immediately.

Example

If I do well in school or in my job = **I feel happy and I smile**

If my relative dies in a time of peace = **I feel sad and angry but I have time to manage my feelings by talking to friends, going to the funeral, and praying.**

Thoughts and feelings are intertwined and work together.

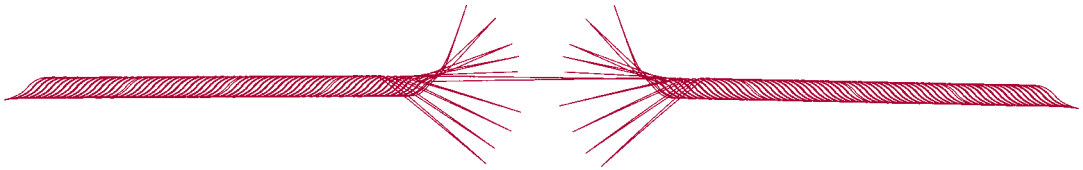
However, in a traumatic event, thoughts and feelings become disconnected because the assault on the senses is so overwhelming that one does not have time to attend to feelings – the focus is on survival.

Example

A child was hiding under the table when rebels attacked and he saw his mother being killed. He felt paralyzed from fright, yet wanted to help his mother. Afraid that he too would be killed, he ran for safety. He was unable to express his many feelings during that difficult time.

The traumatic event causes a disconnection, a break between thoughts and feelings of the event.

Thoughts and Feelings



I have to save my life.

I cannot face the reality because it is too painful.

I don't have time think.

In order to survive at the moment, we make a block to cut off painful feelings. This block is to protect ourselves; it is normal because the feelings are too strong. We feel we want to forget pain, and for a short time, it is possible. But in the long run, the feelings may come up again.

Example

During this attack there was a storm, so whenever it rains, the child may re-experience the situation. The child's feelings of anger, fear, sadness, and loneliness from the event recur but they are not connected, not linked with his thoughts about the event. This is because all of his senses experienced the trauma, but he did not deal with his feelings at that time.

Conclusion

Our memories of a traumatic event can persist for months or even years. During the event there is a break, a disconnection between thoughts and feelings in order to survive. After the event it is necessary to re-connect these thoughts and feelings.

Re-connection

It takes time to understand, and to find an appropriate expression of feelings. This helps one to better understand what happened and to cope with the aftermath of a trauma.

CHARACTERISTICS OR EFFECTS OF A TRAUMATIC EVENT

The effects of traumatic events on a person (as listed by the teachers) can arise shortly after an event or after a longer period of time. These can be categorized in the following three types of effects:

INTRUSION (Internal and External)
Feelings or memories of anguish from the traumatic event in the form of flashbacks (images, smells, or tastes) occur suddenly and unexpectedly, disrupting one's daily life. (internal)

> ***Example*** A boy kept twitching his nose and was unable to explain why. After he began to talk about his experiences during the war, he realised that he was smelling dead bodies. He was able to connect this intrusive sensation to memories of witnessing killings and having to smell dead bodies. This child had problems concentrating at school because these images and feelings that he had experienced during a trauma kept recurring.

Nightmares are another example of intrusion. They are often images of past traumatic experiences that disturb one's sleep.

A person can also respond with an intense emotional reaction (anxiety, fear, sadness, etc.) to an external reminder (e.g., music, sounds, objects, smells) in daily life which brings painful memories.

> ***Example*** Grace lost a sister in a bus ambush. She is reminded of the sad event each time she sees a bus.

AVOIDANCE AND NUMBNESS

These are defense mechanisms manifested through behavioural and emotional reactions that help people to escape from the painful traumatic event.

Avoidance is the attempt to escape the memories of the traumatic event and the situations linked to it such as people, places, thoughts and feelings. In the above example, Grace refused to ride a bus and avoided traveling near the bus station.
One can also experience a void of memories concerning some aspects of the traumatic experience.

A person can also experience a sense of estrangement to the surrounding reality and his/her own identity. This is lived out in a sense of non-belonging to the world of feelings of others who are perceived as different and distant. This can be termed as **numbness** which is a feeling similar to being dead. This effect is shown through apathetic behavior without reactions, emotions or feelings. It is linked with depression, lack of hope or purpose in life, as well as absence of desires or wishes for the future.

AROUSAL

Arousal is a state in which the person is in a constant condition of irritability, tension and alertness with exaggerated emotional reactions to external situations and full of fear that something traumatic will happen again.

> ***Example*** A door slams and a man jumps and runs for cover because of his experience of gunshots and bombs in a war.

Along with all of these symptoms there can also be feelings of guilt for having survived the trauma.

ALL THESE ARE NORMAL REACTIONS TO AN ABNORMAL SITUATION.

17

EFFECTS ON INDIVIDUALS AND COMMUNITY

The World Of A Person

Trauma disrupts the World of a Person.
This disruption can affect each person in a different way and with different intensity.

When the world of a person is disrupted, that person may forget about his/her resilience for a period of time.

This section shows that the effects a person experiences from a traumatic event influence a person's development, their world and their resilience – thus connecting the previous sessions. Knowing how these are affected helps us to find ways to recover or rebuild our world and our resilience, which follows in the next session.

10 - 20 MINUTES

Teaching

Show how the effects a person experiences after a traumatic event disrupt a person's relationships, activities, and spirituality – the world of a person.

For a visual example of how the person is affected, cover the sides of the pyramid with prepared cards:

MISTRUST LOSS I HAVE	INSECURITY FEAR I CAN	HOPELESSNESS CONFUSION I AM
MISTRUST and **LOSS** are a summary of how relationships are affected (loss of family and friends, fear of people, lack of trust, withdrawal from relationships).	**INSECURITY** and **FEAR** are a summary of how activities are affected (fear of going in the field to dig because rebels could return, feeling of insecurity in my own home).	**HOPELESSNESS** and **CONFUSION** are a summary of how spirituality is affected (no hope for the future, no interest in life, questioning my beliefs in God).

F.C.

When affected by trauma, I can forget what I HAVE, CAN AND AM, because my feelings from the trauma cloud my vision of my world.
Remind the participants that the base – resilience — is still there even if for a period of time I forget about it and focus on what I lost and my painful situation.

Try to remember how in difficult situations, you can become focused on your pain, your problems and what you have lost.
Think of a time when you needed help to remember all the good things in your life – all you have, can and are.

16

EFFECTS OF WAR AND TRAUMA ON CHILDREN

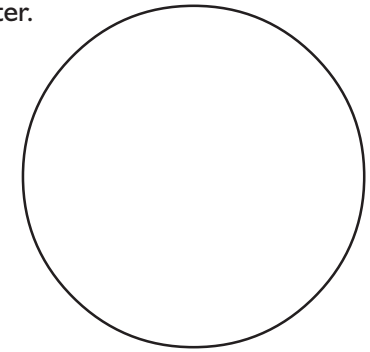
War and repeated traumatic events lead to a disruption of the family and community.

Until now, the training has focused on helping teachers understanding themselves and those in their communities. The emphasis will now change to children and understanding the effects of trauma and war on them. It will then focus on how teachers can play an important role in helping children to cope with and heal from these effects. This topic is the first part of understanding and it helps to link teachers' own feelings and effects with those of their students. It reminds them that children are affected in similar ways, even if they express it differently.

20 - 30 MINUTES

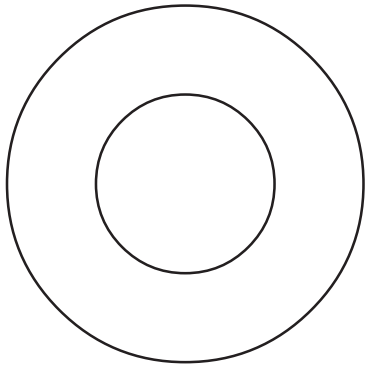
F.C. How has the war affected the community?
(poverty, lack of proper schools, inadequate health care, lack of informal/moral/cultural education)

Draw a large circle to represent the community and write the participants' answers around the perimeter.



F.C. How has the war affected families?
(loss of life – leaving orphans; lack of parental care; poverty and lack of basic needs - food, clothing, shelter; violence and drunkenness in the home)

Draw an inner circle to represent the family and write the participants' answers.



Use these lists to continue with the next session.

EFFECTS OF WAR AND TRAUMA ON CHILDREN

The effects of trauma and war on children are similar to those in adults; however, children may be more vulnerable than adults because they are unable to meet all their needs on their own and may have difficulty understanding what is happening.
Different children have different reactions to the same situation and may manifest these in various behaviours.
These are normal reactions to the abnormal events of war.
Student's behavior that seems "bad" or disruptive in class may be a result of these effects.

20 MINUTES

F.C.

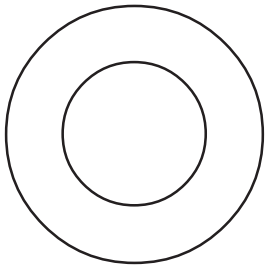
We have already looked at how you, the teachers, and your community are affected by the war. **How are your students affected?**

List their answers on a large paper and label it "Effects of War and Trauma on Children". (common answers are those on ***H 14***.)

How do these effects show up in your students' behavior? (Another way of asking is:
How are students today different from children before the war?)
(Fighting, stealing, lack of cooperation, lack of respect and obedience, undisciplined actions, playing "war" during recreational time, expressing feelings of revenge, laziness, lack of interest in school, lack of concentration)

List these answers under the effects.
Here it is essential for the facilitator to make the connection that these behaviors are a result of the effects of trauma and war. Children's behavior is a way of expressing their effects; it is not that the children are simply bad or disruptive.

Place a picture or draw a child in the middle of the circles drawn in the previous lesson.



Point out how children are affected directly from the events of the war and they are also affected because of the disruption of the family and community. The weight of the war on children is immense.

18
19

RECOVERY PROCESS — Coping Mechanisms

Coping mechanisms – resilience in action — are ways to rebuild relationships, activities, and spirituality.
There are many coping skills which people use to help rebuild themselves after a traumatic event.

Each person has unique ways of coping.
By expressing one's feelings, thoughts and beliefs about a traumatic event, a person can recover more effectively.
There are many benefits or advantages of expressing oneself in a group or to someone trustworthy.

After learning about the effects of traumatic events, the focus now shifts to how people find ways to recover. Just as many effects are shared in common and yet expressed uniquely by individuals, so the recovery process is similar to all but each person has his/her own way to cope. This section highlights that, although we sometimes forget when under stress, we are still resilient and are able to find ways to rebuild our world. In addition, this is the third step of participants' sharing their own experiences to help them realize the benefits of expressing together in a group as an important part in the process of healing ***H 18****.*

Prepare someone ahead of time to give a testimony on their personal coping mechanisms.
The testimony should give a particular example — the words of advice, thoughts, beliefs — that helped him/her to look at life in a new light. A good example of a testimony is the "Reorganization" stage of the Life Wheel ***H 22***.

1 ½ HOURS

Plenary discussion

F.C.

How did you find a way to recover, to feel better, to live again in a positive way after experiencing the effects of a traumatic event?
Ask for a few examples from participants in order to check their understanding. Next, have the person giving the testimony share their prepared example. Usually people identify general coping mechanisms ***H 18*** but through this testimony, people are provoked to identify their personal way to cope as well as their general methods.

Group Work

Divide into the same groups as you did in 'Effects of Traumatic Events'. Ask participants to share their individual coping mechanisms. Have them list these to share later with a large group. When the groups share with the large group, compile a list of participants' answers on the board.
Some typical responses are: "Advice from a friend helped me;" " Reading the Bible helped me." It is the role of the facilitator to help them specify which advice, or word of the Bible, was so important to change their perspective and find new direction.

F.C.

It is helpful to share our methods of coping with each other because my way of coping can become a witness for someone else. However, I should not assume that the advice that I received will help someone else. Each of us is touched in a different way.

Using the list of participants' coping mechanisms, show that these are ways to rebuild relationships, activities and spirituality.

Examples

Relationships	**Through**	**sharing with friends** **cultural activities** **advice**	- we rebuild relationships, and re-establish trust, a sense of belonging, and feelings of being cared for and loved
Activities	**Through**	**communal work** **cultural activitie** **changing environment** **daily routine**	- we rebuild activities, and re-establish confidence and competence through resuming activities in a safe place (when possible)
Spirituality	**Through**	**accepting the problems** **cleansing ceremony** **advice, spiritual help,** **rituals, values and beliefs**	- we rebuild spirituality, re-establish hope for the future, find sense or meaning in what has happened, and re-evaluate the situation.

The coping mechanisms are not fixed on one aspect of the pyramid but can help to rebuild one or more of the sides, as together the sides represent aspects of the whole person.

20 - 30 MINUTES

Why We Need to Express

F.C.

Plenary discussion

Now that we have shared personal traumatic events, effects and coping mechanisms, what are your feelings and thoughts about the experience of sharing together as a group? Feel free to express your opinion.
(I feel more relief, I realize that I am not alone, some people have a similar or even worse experience, I can accept what has happened to me, I can better understand and accept that life and death are not in my power.)

Example *After a quarrel with a friend, it helps to share thoughts and feelings with someone else. This helps one to feel relief and find solutions.*

Brainstorm
List the benefits of sharing with someone you trust ***H 25.*** *Use the following list as a guide.*

Benefits of Sharing (Why it Helps to Express)

- It breaks the isolation.
- I do not feel alone.
- I feel relief.
- I can manage my feelings.
- I think more clearly about what has happened to me.
- I can explore options or solutions and make better decisions.
- I feel accepted, cared, and valued by the person who listens to me. This rebuilds my trust in someone, thereby rebuilding relationships.
- Because I feel accepted, find solutions, and understand better, I therefore develop confidence and build self esteem.
- It brings personal change and development.
- It promotes resilience.
- It encourages community action.
- It prevents bad feelings from coming out as strange or aggressive behaviour.

F.C.

Part of coping skills is TO EXPRESS. Expression of one's feelings, thoughts, and beliefs - and not just the chronology of the event - helps a person to recover more effectively.

Explain the thorn in the foot ***H 18***.

After the traumatic event we try to forget bad memories, in order to protect ourselves, but in the long run, the feelings may come up again.
To forget is impossible.

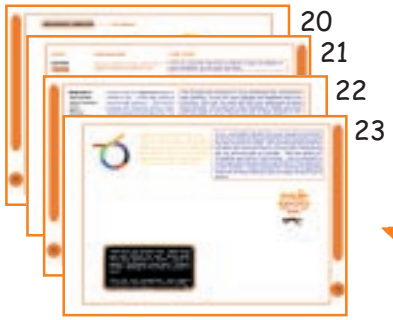
Expressing one's feelings, thoughts, and beliefs is a way to revisit what has happened to us. We need to share our pain with someone we trust, in order to find a new purpose in life, and meaning about what has happened.

Expression in such a way is not always easy. Painful feelings and the desire to cry can arise like the pus that needs to be removed from an infected foot. Trauma, like an infection in a foot, is an internal wound.

We cannot completely forget what happened, but expression can help us to find a new perspective concerning the past event. To remember it does not affect us as it did before. This is like a scar that remains instead of the wound. Look at the pyramid ***H 19***, rebuilt but not the same as before. There are some scars.

Example I can not forget the death of my father, or the way he was killed, but I can have a new view of the effect and a new hope for my life. I have the freedom to choose revenge for all my life or to choose to live the inheritance my father gave to me by remembering his values and love.

Some participants express that sharing a painful experience is not beneficial. "Why provoke the pain?" they ask. The facilitator can explain that the pain is already there, like the thorn in the foot. Sharing does not cause the pain, but it can help to relieve it.



RECOVERY PROCESS — Life Wheel

The Life Wheel is an overview of traumatic events, their effects and how we cope.
It is normal to go through the process of grieving (Life Wheel) after a very difficult situation in order to recover. This is the process of healing.
Life Wheel is a healing process that is unique for each person.

The Life Wheel is a way to summarize how people deal with difficult situations. It presents an overview of a traumatic event, its consequences or effects, and the way to recovery or reorganisation of one's life. Through this process, a person embarks on a new life path. After having explored their own personal examples of grieving and healing, the Life Wheel provides participants with a more concrete and realistic view of this process, especially when used with the case study.

Refer to H 20 - 23 for a full explanation.
Make the Life Wheel to display in front of the group. Each stage or arrow should be separate.
*The accompanying feelings should be on cards as shown on **H 21**.*

1 - 1 ½ HOURS

Plenary discussion

Use one participant's example (i.e., "Rebels attacked my home and killed my child.") as a case study.

*Place each stage or arrow on the blackboard one by one, explaining , as in the "Explanation" column of the Life Wheel **(H 20 - 23)**, but linked with the example of the case study chosen above. Add the cards with feelings along with the stages. The facilitator should involve the participants' experience and feelings in explaining the stages and adding the cards.*

After going through the entire Life Wheel step by step, you can add or emphasize these points.

F.C.

- Life is a process with ups and downs, joys and sorrows.
- I should not be judged or feel guilty for the bad feelings I identify in myself.
  For example, if I feel a lot of revenge and desire to kill the one who killed my wife, this does not mean that I am a killer! I become a killer only if I decide to put my feelings of revenge into practice. Just because I have these feelings does not mean that I will carry them out. It helps to express these feelings in order to feel relief, decrease the tension and find new solutions, and to find the freedom to make another choice.
- All the feelings we experience in this process are normal, and it is important not to reject or deny them. Most of the time we need to express these feelings to somebody, in order to go on and not get stuck in one of the stages of the Life Wheel. Emphasize the importance of expression again.
- Every situation we go through can teach us new values and open new possibilities in life.

Apply a personal experience to the Life Wheel, identifying your own experiences in the different stages of the Life Wheel.

24

RECOVERY PROCESS — Exercise to Cope and Reorganise

Painful situations are not one's whole life, but they are a part of one's life.
Life is a continuity in which awareness of one's inheritance plays an important part.

This section offers participants useful exercises which show additional ways to find new hope and new perspectives about life. These practical applications can help people to be resilient and reorganise their lives on a new path.

Exercise A

15 - 30 MINUTES

Option 1 **Teaching**

Using this figure the facilitator reminds participants that in the past, before the current painful situation, there were good things in their lives and ways to overcome difficult situations. This inheritance and resilience remain as part of them. Suggest that participants list for themselves all the good things of the past so they can be mindful of these.

F.C.

Even while going through a painful situation you can recall the good things happening around you. Because the difficult situation can be so central to your thoughts and feelings, you may need the help of a friend to recognise the good things that are also present. Later on you may be able to help other people stuck in a painful situation.
It is also important to identify and express desires and plans for the future. These help restore hope, and give purpose in life and a direction to follow. To see the continuity of life helps one not to remain stuck in a difficult situation which is generally accompanied by depression and/or anger. A painful situation is only one part of my life but not all my life.

Option 2 **Group Work**

1 HOUR

Divide participants into small groups. Each group is given a large sheet of paper and assigned to complete different drawings, with each member of the group contributing.

The task assignments are as follows:

First group	-	**The good things of the past**
Second group	-	**The bad and difficult situations in the present**
Third group	-	**The good things in the present which remain even though we experience a difficult situation**
Fourth group	-	**The desires, hopes, and plans for the future**

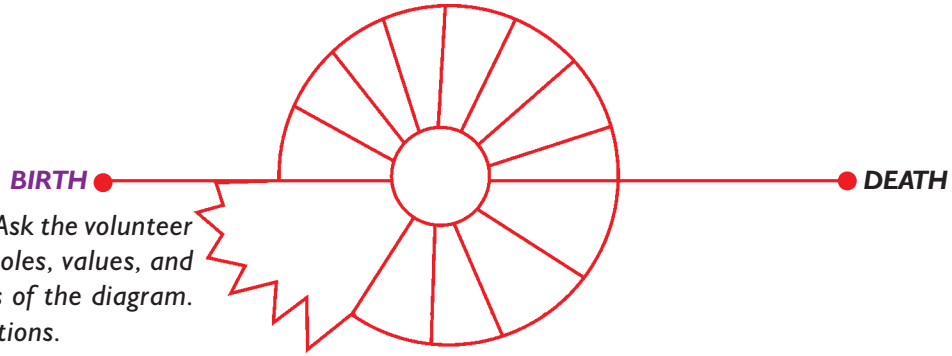
Each group presents their drawing to the large group.
The facilitator can add some comments (see F.C. above) .

In Kitgum District we met many people who were stuck in the feeling of depression and had no interest in life because they kept thinking the conflict would erupt again and they could die at any time. These people questioned their reason for living and this made it difficult for them to express their desires or to make plans for the future.
Some helpful comments were: *"Life and death are not in my power. We cannot predict the time of our death. It can come at any time in any way, and for different reasons (sickness, accident, etc.), not only from conflict. It is useful to focus on the meaning of my life today, what I can do, and how I can be useful and happy today."*

30 - 45 MINUTES

Exercise B
Plenary discussion

Ask a volunteer to sit near you in front of the group. Draw the diagram ***(Exercise B, H23).***
Put the name of the volunteer in the middle of the diagram. Ask the volunteer and participants who know him/her for qualities, abilities, roles, values, and beliefs of this person. Write the responses in the sections of the diagram. Include the difficult time of the volunteer in one of the sections.



F.C.

Painful situations are only one part of my life but not all my life.

If for a period of time, I can only see my current painful situation, doing this exercise with the contribution of friends can help me remember all my qualities, beliefs, and values (I AM), my abilities (I CAN), and my important relationships(I HAVE).

Generally, this is a very important exercise for the volunteer, who suddenly discovers all that he IS, CAN and HAS, by looking at the completed diagram. More importantly, he discovers what he is for his friends and how much they appreciate him. This builds confidence, gives a new perspective, and hope and courage to go on.

- During exercise B, focus the attention of participants on the positive qualities of the volunteer. Allow honest weaknesses in order to have a realistic view, but do not focus on them.
  In one training, participants came up with a weakness of the volunteer of drinking too much.
  We included this habit in the diagram along with his positive qualities. At the end, the volunteer looked at all his qualities, roles and responsibilities and concluded, "I have a lot of responsibilities and roles. In order to do them well, I have to reduce drinking."
- Participants can also use this exercise to help someone in their community by involving the person's friends and relatives.

26/27

THE ROAD TO HEALING

This topic enables teachers to look at their children within the wider context of what is happening. It emphasizes that they have an essential role to play in helping children and this can best be done if they take a healing approach, catering for the broad needs that children have, as well as focusing on the academic lessons.

Teachers have an important role to play in helping children develop in a healthy way and enabling them to cope positively with difficult situations.

40 MINUTES

F.C. We have looked at how many of your students behave in class. How do you hope the children in your class might be?

List their answers.

- Law-abiding citizens
- Productive
- Cooperative
- Tolerant
- Dependable
- Make fair judgements
- Creative
- Spiritual
- Moral
- Happy
- Trusting
- Resourceful
- Sociable
- Self-accepting
- Forgiving
- Reconciliatory
- Peaceful
- Those who strive for excellence
- Those who can accept defeat
- Exemplary
- Obedient
- Have value for life
- Understanding
- Self-reliant
- Honest

Write participants' answers on a large paper and label it **"The Children We Hope For."**

Place the list of **"Effects of War and Trauma on Children"** ***M 31-32*** from the previous lesson at one end of the wall and **"The Children We Hope For"** at the other end. Draw a road between the two lists. Label it **"The Road to Healing"**. Point out the significant difference between the two lists.

Referring to the concept of resilience, explain that children have natural resilience and are capable of many things, but that they need help from supportive adults, especially when faced with such difficult situations.

Give each participant a card.

F.C. **What can you as a teacher do to help your children get from where they are now, with all the effects of the war, to where you hope they will be?** On this card, write one thing you can do, then place the it on the "Road to Healing."

Once all the cards are on the road, ask a teacher to read them. Summarize the main topics with the teachers. These may include: Guidance and Counseling, Discipline, Being a Good example, Play and Recreation, Material Assistance, Working with Parents. Write these with large letters on different color cards and place them on the road.

Explain that the rest of the workshop will focus on addressing two of these main topics:

1) Discipline and Classroom Management

2) Classroom Activities

28

DISCIPLINE AND CLASSROOM MANAGEMENT

Participatory Approach

This topic and the method of facilitation is designed to help teachers discover, instead of simply being told, that harsh discipline may be harmful to children, especially those who are affected by trauma and war. All teachers want their students to follow the rules. Teachers want to have control over the classroom and they want their students to be obedient or disciplined. When today's teachers were young, most of them were disciplined by teachers who used corporal punishment and embarrassment to correct them. Most teachers, in reflecting on their experiences as a child, will admit that these methods of discipline had adverse effects on them; however, they continue to use them on their students today. The role play and subsequent discussion help teachers to look at how this might impact the children they teach, especially in light of the many effects the war already has on the children. It enables teachers to make a conscious choice about how they want to discipline their students, rather than continuing automatically in the pattern of their own teachers.

Harsh discipline uses fear to control the classroom and does not promote cooperation, understanding or a good relationship with the teacher.

1 HOUR

Role Play

F.C.

Describe methods of punishment that were used on you when you were young. (corporal punishment, humiliation, mocking of fellow students, etc.)

Listen to the teachers' experiences without commenting, except to clarify when needed.

Ask one or two participants to role play their experience. Ask them to play their teacher and have volunteers play the other students.

Example:

A volunteer participant played the teacher and another participant was the student. The student came late to school and then couldn't concentrate in class. The teacher abused, ridiculed, and beat him in front of the other students without inquiring about the child's lateness.

After the role play, ask the student: **How do you feel?**
(shameful, without friends, I feel like leaving school, I want to get revenge by fighting the teacher, out of place, disappointed by the teacher, embarrassed, unjustly treated, hated by other students, insecure both at home and at school, fearful, lonely, I feel like crying, rejected, humiliated)

Write down the answers.

Ask the other students: **How do you feel?**
(afraid of the teacher, sorry for my friend, happy that he or she was punished because I was also punished before)

F.C. Ask the teacher: **Why did you discipline the student in that way?**
(I wanted to control the class, I wanted the lesson to continue well, to keep students from being lazy, I can't listen to everyone's problems)

Discussion

F.C. It is clear that the teacher was disciplining in this way at least partially for the good of the child. Many of you continue to use this type of discipline for similar reasons. However, given the children you have in your classes (point to "Effects of War and Trauma on Children"), and looking at the feelings that this type of discipline provokes in children (point to the list of feelings described by the child in the role play).

Do you think these methods of punishment help your children along the "Road to Healing"?

Listen to teachers responses to gauge where they are in their discovery.

Conclusion

This type of discipline (yelling, beating, and embarrassment) was used by your teachers in order to keep control of the class and to help you learn. However, it also caused many bad feelings in you and for some caused dislike for school. As you have shown, the students you have in your schools need special attention because of the difficult situations they have been through. Adding fear and feelings of hatred through harsh punishment seems to worsen the children's problems rather than encouraging their healing. It also controls the class only through fear, not allowing the students to understand that rules are there for their own benefit. Finally, it builds bad feelings between the students and teacher, rather than encouraging a relationship of support and care.

Participatory Methods

F.C. Another way for teachers to keep control in their class is to engage their students actively in the lessons. Students will be more attentive if they feel they are active learners in the process, rather than just a receiver of the teacher's knowledge.

Participatory methods include:

Group work	Discussion
Pair work	Storytelling
Case studies	Song and dance
Role play	Brainstorming

Explain that these are the methods used throughout the training and that they keep the participants fully involved in the sessions. The teachers can do the same in their classes. Review any of the methods that the teachers have questions about.

Discuss the positive aspects of using these methods with their students ***H 28.***

29
30

DISCIPLINE AND CLASSROOM MANAGEMENT

Effective Rule Making

Effective rule-making and consistent consequences can give teachers control and create a safe learning environment. The goal of rules and discipline should always be to benefit the children, and children should be helped to understand the reason behind every rule.

'Effective Rule Making' as a method of classroom management offers teachers a way to keep control without using harsh discipline. It allows teachers to be consistent and fair in enforcing rules and it enables teachers to create a good relationship with their students. It also encourages responsibility by having students participate in the rule making.

2 ½ HOURS

F.C.

There are different ways of keeping control in the classroom while still promoting a safe, secure learning environment and a good relationship between teachers and students. One method is to make rules with your students, state clear consequences, and follow through consistently.

Clearly teach the Steps to Effective Rule Making on ***H 29***.

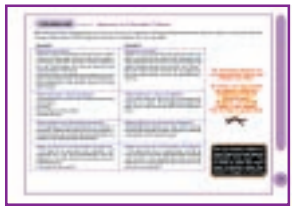
Role play

Role play an example of a teacher using the rules with the participants as the class. (This is very important for clear understanding!) Show a teacher reacting to a student who breaks one of the rules. The teacher refers to the rules and calmly states the consequence. When the student breaks the rule again, the teacher gives the next consequence – it must be clear that the teacher is in control and serious about the rules but does not lose his or her temper in giving consequences. (Look on ***H 30*** for one example of a teacher using the rules and consequences with students.)

If teachers ask about a child who continues not to follow the rules, even after given the consequences, you may give the following points:

1. **One-to-one** - don't lose your temper in front of the class. Simply give a consequence and then speak to the child individually during break time.

2. **Behaviour Contracts** – when a particular child has difficulty following a certain rule, or many rules, spend time with the child to understand why he or she breaks the rules. Talk to the student about possible solutions. How can you help him or her to follow the rules? You can come to an agreement and write it down. This is a good reminder for the child. When you see the behaviour improving, be sure to praise the student, even if it is only a small change. This will help to motivate him or her to continue improving.



31

COUNSELLING — Approach to Vulnerable Children

By understanding the reasons behind a child's behaviour, along with his or her thoughts and feelings, a teacher is better able to address the true problem and help the child.

This session facilitates teachers through a process of identifying and understanding the needs and problems faced by children in their class. It enables them to look at a child's particular behaviour and circumstances and then make an analysis to find an appropriate and positive intervention for the child. This is a way of helping teachers to avoid giving quick advice or immediate responses which are unfounded. These responses can often be based on misinterpretations of the child's situation, focusing on the adult's point of view rather than considering the views, feelings, and thoughts of the child.

2 HOURS

Case Study

Do one case study in the plenary.

Example

An Orphan

Opio, who is 13 years old, lost both of his parents in a rebel ambush six months ago. Opio and his two brothers, 8 and 4 years old, had no other relatives to turn to. Opio had to take on the leadership in the family.
At school Opio is constantly late, leaves school a lot, is unkempt and his performance has declined tremendously. His relationship with fellow pupils has also deteriorated.

Ask participants:

1. What is the behaviour shown by the child?
(late to school, unkempt, poor performance, bad relationship with pupils)

2. What are the problems causing these behaviours?
(loss of parents in rebel ambush, having to take responsibility in the family prematurely)

To help teachers to find the root reasons of the behaviour, you can also ask:
How do you think this child feels? – (Imagine yourself in the same situation!)
(He feels resentment and anger for the ambush. He is overwhelmed by grief and the sudden responsibility of heading a family at a young age, depriving him of his youth. He might feel jealous of his fellow pupils who can still play without so many responsibilities at home. He probably worries about the economic situation of the family. All these can provoke feelings of loneliness, sadness, depression and anger because of what has happened to him.)

What are the needs of this child?
He needs:

- An elder person in his life to give him guidance and care
- Comfort and counselling on how to cope with grief and the sudden change in status from child to head of a family
- Understanding from teachers at school about how to combine attending school and taking responsibility for the family
- Friendship from his peers

3. **What can you do as a teacher to help?** – (Possible strategies)

- Give care, love and attention to Opio.
- Limit punishment for late coming because you understand his problems – this must be explained to the class to show fair treatment.
- Sensitise the class about solidarity and understanding for Opio – (i.e. propose an initiative such as mobilizing communal work from other students to help Opio in preparing garden for planting crops, or advising them to attend funeral/funeral rites of his parents to show him care and solidarity).
- Counsel him to cope with grief, anger and the sudden change in status.

Generally the teachers will want also to offer support by visiting nearby homes to find willing neighbours to give a hand in looking after the children. It is important to remind the teachers of their role in the classroom and that for such support, they can link with the CVCs who are part of the network for psychosocial support. Teachers don't have to do everything. Even for individual counselling, if the case is too difficult, the teacher can share the case with other trained teachers to seek advice and suggestions. If the case remains difficult, he/she can link with the professional counsellors, who are part of the network, and can give a hand to the teachers.

Group work and Plenary

After one case study is done in plenary as a demonstration, divide participants into four groups. Give each group a case study (listed below) to read together and discuss together. The task of each group is to answer the following questions for their specific case:

1. What is the behaviour shown by this child?
2. What are the problems causing this behaviour?
3. How do you think this child feels? (Put your foot in his shoe! Imagine yourself in the same situation)
4. What are the needs of this child?
5. What can you as a teacher do to help? (Possible strategies)

They should write the results of their discussions on a large sheet of paper. They will then present their answers to the whole group. After each presentation, facilitate a discussion with comments, praise, and suggestions for improvement or different strategies for intervention.

Case Studies

Group 1: **A child with disability**

Odokonyero is 10 years old and in P.4. He has abnormally big head and cannot use his left arm.
He is often ridiculed by other pupils in class and outside during recreation. This has spoilt the relationship between Odokonyero and the other students. He was bright but now his performance in class is getting worse. He acts shy and tries to avoid others.

Group 2: **A formerly abducted child**

Okello is 13 years old. He came back from the bush after being abducted and having been forced to spend three months with the rebels. Even though he was abducted and didn't want to be with the rebels, the other children abuse him and call him a rebel. He then becomes very aggressive and ends up fighting with other students.

Group 3: **Defilement**

Achan is 12 years old and P.5 student. She was raped one evening as she was going back home from school. When she reached home and told her parents, her father took her to the home of the man who defiled her and the case was settled when the man gave her father some money.

Achan then took two weeks without coming to school. When she finally returned, her behaviour changed significantly. She was withdrawn and could not concentrate which caused her good performance to deteriorate. After a while the news of what happened to Achan reached some other students and they started calling her names. She became very uncomfortable and unfriendly with boys, cried a lot and even had a fight with some boys. She then left the school and hasn't returned.

Group 4: **A child from a troubled home**

Lakot is 9 years old. She has difficulties concentrating in class. She has been caught stealing the properties of others. The neighbours have told you that her parents quarrel all the time.

All these case studies presented in plenary discussions can raise concrete examples of the students in the teachers' classes. The teachers should be encouraged to share any similar experiences, what they did, where they got stuck, and their unanswered questions. It can be a very productive time where different views, ideas and examples are discussed.

Regarding the case of disability, many community members, including teachers, still believe that a person with a disability is always stupid, without capabilities. They are considered useless and are often neglected by all the community, even by children who reflect the adults' mentality. Emphasize that this perception is absolutely not true and that it is important to sensitise children to accept diversity, recognising the value of each person regardless of what he or she looks like, in order to stop the ridicule and abuse that takes place among them.

Regarding the case of rape/defilement, the current mentality, especially in rural areas, is that it is adequate for compensation to be given to the father of the girl in order to solve the problem. The girls feelings – her view of herself, fear of being infected with STD/HIV, distorted view of relationships with boys, fear of meeting or being raped by the same man again, and thoughts of being pregnant – are often not considered. Highlight the role of the teachers as educators, to protect the life, liberty, right of education, personal security, and healthy development of children. This means to protect them from any type of abuse, and to involve the police and the legal system when there is need for justice. Often in this discussion, the problem about teachers in Uganda taking advantage of young girls is raised. At this point it is good to share some positive interventions done in some schools by the headmaster (i.e. some teachers involved in defilement were immediately sent away from their schools, losing their jobs). The issue of early marriage for money without giving girls the same right to education as boys can also be raised especially if the girl who is raped becomes pregnant. Teachers can sensitise the class about children's rights, making them aware of the possible dangers (especially for girls) and consequences of their acts (especially for boys) in order to prevent their early engagement in sexual intercourse. Sensitising parents about early marriages and justice in cases of defilement to protect the girl is also important.

Regarding the case of a troubled home, point out that stealing is not always because of poverty, but it can be a psycho-social problem linked with lack of love, care, feelings of guilt, as shown in this case study where the parents are always quarrelling. Never assume that it is because of poverty. Children can have all material things they need, and still steal. Try to find the cause before punishing immediately!

32

COUNSELLING — Listening Skills

Listening is one of the most important skills of a helper. We listen not only with our ears but also with our eyes, mind, body and heart.

One of the most important ways a teacher can help is to listen to people and children who have the need to express themselves. As seen in the Recovery Process, listening is a powerful tool because it encourages expression of thoughts, feelings and beliefs. It can help a person to feel relief, think more clearly, find lasting solutions, develop confidence, and build relationships. Listening is something we do naturally in relationships with others but it is also a skill to improve upon. Therefore, it is important to discuss together and understand what we want from others when they listen to us so that we can become better listeners for those in the community and classroom who need to express themselves.

1 - 1 ½ HOURS

Didactic Energizers

Back to Back Have participants pair off and stand back to back. Partner A begins to tell Partner B a story or something interesting about him/herself. Allow one minute of talking then have them change speakers. Remind participants to remain back to back without turning around.

F.C. **How did you feel when you were talking? What made it difficult to share? To listen? What would make the listening or sharing easier?**

Face to Face Keeping the same partners, have participants stand face to face. Have Partner A tell Partner B the same story as in the Back to Back exercise. This time, Partner B stays facing Partner A but shows behaviour that indicates he/she is not listening. After one minute, tell partners to change roles.

F.C. **How did it feel while you were talking? How did you know that your partner was not listening to you?**

Face to Face Part 2 Keeping the same partners, have participants stand face to face. Have partner A tell partner B the same story as in back to back exercise. This time, partner B stays facing partner A but shows without talking – through actions, facial expression and gestures — that he/she is listening carefully and understands what is being said. After one minute, tell partners to change roles.

F.C. **How did you feel while you were talking? How did you know that your partner was listening to you?**
Both of the "Face to Face" exercises are to emphasise the importance of non-verbal communication.

Plenary discussion

Brainstorming

F.C. Drawing from the experience of these 3 exercises, what qualities would you like in someone who listens to you?
Start making a list of the responses. Use ***H 32*** as a guide, particularly the first two sections.

Example:

Participant: In the Back to Back exercise, "I was not able to face my partner, so it was difficult to understand if he listened to me. I was also disturbed by the talking of others."

F.C. "O.K, so one of qualities of a good listener is to sit face to face and find a quiet place."

Pair Exercise

Have participants sit face to face in pairs. Ask Partner A to tell Partner B a story again. This time tell Partner B to do his/her best to listen to partner A. Allow four minutes for the story then instruct partner B to repeat what he heard back to Partner A. Allow sufficient time then have the partners switch roles.

F.C.

How did you feel while sharing this time? Did you find listening and repeating easy or difficult? (Most participants will state that it was difficult to remember all that was said by their partner.)

Drawing from this experience, continue the list of a good listener. (***H 32*** as a guide, particularly the last three sections)

Point out that as helpers, they may be required to listen for a much longer length of time. It is important to listen attentively when someone comes to them for help; however, it can be a difficult task. Just like any skill, we can improve our listening skills with practice and willingness to learn and grow.

Highlight that we need to listen with undivided attention. Ears are not enough; we also listen with our eyes, our body and our heart.

Energizer

Mirror Have participants pair off with new partners and stand face to face. Tell Partner A to begin to move and Partner B to try to imitate their movements like the reflection in a mirror. After a few minutes, have partners switch roles so that Partner B leads the movement and Partner A follows.

Did you prefer to lead or follow? (Most participants say that they enjoyed leading because it was easier than following.)

Point out that listening is like this exercise of following someone's reflection. You don't know what your partner is going to do next and you need to be watching each move to be sure you follow correctly. You do not tell your partner where to go – you follow where you are led.

In the same way, when listening to someone, you need to be open to what that person is saying, paying careful attention to his/her communication, both verbal and non-verbal, without judging or assuming he/she feels the same way you do. If you are able to listen in this way, you will help the person express true feelings and help him/her find the best solutions to the problems being faced.

The mirror exercise reinforces what we just said (from the last three sections of ***H 32***) and at the same time it highlights the danger of misinterpretation or misunderstanding the person, which can be frustrating and lose the trust of the person confiding in you.From that point, you can point out the list of "Don'ts" ***H 32*** to conclude the session.

Listening skills and communication in general can differ from culture to culture. Every culture has ways of communicating and expressing feelings. As a facilitator, it is important to understand the context in which the listening skills will be used, as there are variations in the way societies use both verbal and non-verbal communication. If the facilitators, participants, or those being helped are from a different culture, the cross-cultural aspect of communication should be discussed.

What qualities are important for you in someone who listens to you?
What are your strengths as a listener? Areas where you need to improve?

COUNSELLING — Communicating With Children

Children have many thoughts and feelings to express, however, it takes a lot of time to build their trust.
Development of a person can be applied to one's approach in helping children by recalling the needs of the child at various stages.
Children require special attention and care and need all of one's listening skills.
The ways in which children communicate are often different from adults.
Learning questions to ask and activities to do with children helps one to better communicate with them.

Effective communication with children is based on the Development of a Person and requires all the skills from the qualities of a good listener. Listening to and communicating with children can be more challenging than listening to adults, and it requires special attention.

30 MINUTES

Plenary discussion

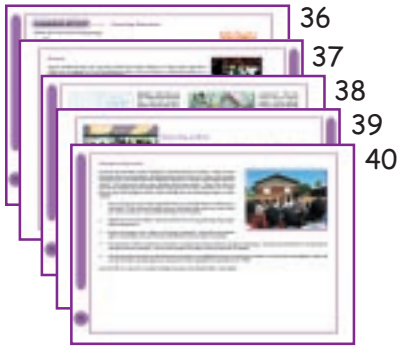
Remind participants that in the session "Approach to Vulnerable Children", they already analysed some of the feelings and needs of children when they are faced with common problems that teachers see in their communities. It was shown that it is important to listen to the child and allow him or her to express in order to get his or her point of view and ideas for solutions or ways to cope with the situation. Highlight with participants that when you start to listen, some very important factors listed on ***H 32*** need to be taken into consideration. Emphasize that teachers need all the qualities of a good listener that they discussed in the previous session along with special care and attention listed on ***H 32***.

Brainstorm

Then, mention that some children have difficulty communicating verbally.

F.C. What are the ways in which children communicate?
(writing, drawing, dancing, singing, drama, music, storytelling, prayers, play, and physical contact)
Make a list on board.
This is a transition to the following sessions.

- Children are particularly vulnerable in areas of conflict where they can become separated from family or abandoned, experience deprivation and mistreatment, or witness violence. Such children need to have their material needs met, but they also need connections with people they can trust. They need people who will listen and understand their feelings, and support them in coping with painful emotions and difficult behaviour that results from stress. The teacher can be such a person, but needs to be aware of the special issues in helping children.



CLASSROOM ACTIVITIES — Promoting Expression

Children often want to express thoughts and feelings but have difficulty verbalizing them. Teachers can provide ways that can help children express their thoughts and feelings. Children have ways of communicating through:

- **Play**
- **The way they get along with other children during activities**
- **Music, dance, and singing**
- **Writing, drawing, and drama**
- **Storytelling and prayers**
- **Physical contact**

The previous sessions have emphasised the importance of helping children to express their thoughts and feelings. As teachers face large numbers of students in their classes, it is difficult for them to find time to meet with many students individually. Therefore, other methods of facilitating expression in groups are essential. Working in groups can create a positive atmosphere and a sense of sharing and support among students, which helps them not to feel so alone. Teachers can identify with this experience from the sessions at the beginning of the workshop where they shared their experiences together. Using these methods of expression in the classroom can also help teachers identify students who may need more individual attention, as well as communicating to the students that the teacher is open to listening, thus encouraging them to approach the teacher more easily when they need to. Leading the teachers through the activities, instead of just explaining them, gives them an experience so they can better remember how to use the activities with their students.

1 - 1 $^1/_2$ HOURS

For each of the following activities, lead the teachers through the activity first and then discuss how they can use it with their students.

Writing assignments

Ask participants to complete the sentence in their notebook. Give them 3-5 minutes to write. "Last week I felt…because…". When the time is up, ask some participants to share. Take time to respond to what they share. Have other participants respond. Then highlight that through this brief exercise, all of them were able to understand much more about each other, including feelings and situations that they were not aware of during the rest of their time together. They can also do this with their students.

Use this experience to explain to the teachers how to use writing in their class. Refer to ***H 36*** "Writing" for clear instructions.

Drawing

Exercise 1

Display participants' drawings from the first day's session, "Traumatic Events". One by one, ask several of them questions about their drawings.

What happened here?
Who is this in this drawing?
Where are you in this drawing?
How did you feel then?
How do you feel now?

Explain how the teachers can use drawing in their classrooms. Refer to ***H 37*** "Drawing" for clear instructions

Exercise 2 The past, present, and future

Divide participants into four small groups. Give each group a large sheet of paper and assign them to complete different drawings, with each member of the group contributing.

The task assignments are as follows:
Group 1: The good things of the past
Group 2: The most difficult situations in their life
Group 3: The good things of the present which remain even though we experience difficult situations
Group 4: The desires, hopes, and plans for the future

Have participants present their pictures.

Discuss the participant's reactions to this exercise. Explain clearly how they can use this with their students. This exercise takes the most explanation, so lead them through thoroughly, using the comments and steps on ***H 37 - 38***.

Drama, Song, and Dance

Mention to participants that all of these topics can also be expressed through singing, dancing, and acting. Traditional songs and dances can be performed and explaining their meanings can be a good reminder of belonging and inheritance. New songs, dances, and dramas can also be created by children to express their many thoughts and feelings (as discussed previously in "Writing" and "Past, Present, and Future").

Weekly Class Discussions

Introduce the topic of class discussions, explaining that setting aside a time for discussion ensures that students have a chance to discuss issues that are important to them.
Teach participants the steps of holding weekly class discussions from ***H 39***.

Emergency Discussions

Explain to participants that after certain events or situations, it may be important for them to hold "emergency" class discussions to help their children cope with and understand what is happening.
Explain the steps for these discussions on ***H 40***.

41
42

CLASSROOM ACTIVITIES — Building Peace

Teachers can build peace by teaching their children to be tolerant, cooperative, and ways of solving conflicts without violence.

This session encourages teachers to be proactive in their role of building peace in their communities. Often people think of peace as only the absence of war – when the gunshots and killings stop. However, peace also includes people's daily interactions at family and community level. Regardless of the context, teachers can begin to build for a peaceful future, where children are tolerant and accepting of one another, co-operative, and are able to solve conflicts non-violently. Emphasising teachers and students roles reminds them that they have an important role to play, empowering them even in situations that seem overwhelming.

1 HOUR

Discussion

F.C. **What is a teacher's role in peace building? Can teachers teach peace? How?**

Listen to participants' views and suggestions.
Bring out the points that a peace building classroom is one that promotes good communication, cooperation among students and teachers, acceptance of diversity, positive ways for children to express emotions, and skills to solve conflicts without violence.

Choose some or all of the activities on ***H 41 - 42***. Lead participants through an activity and then discuss its meaning. Afterwards, discuss how teachers could use the activity with their students.

CLASSROOM SCENARIOS

Teachers are faced with different challenges in their classes and schools . The knowledge and theory from this workshop, along with all past experiences, can be used in their classes, and interaction with their students. They can learn and grow in every situation.

Role play provides teachers with an opportunity to apply the knowledge and skills they have learned throughout the workshop in a practical situation. It helps the teachers to practice new methods and ideas before going back to their schools, allowing them to learn from difficulties and mistakes, clarify questions, and develop more confidence in themselves. It also helps the facilitators assess the teachers' understanding of the workshop sessions as well as identify various strengths and weak-nesses in the teachers' approaches.

2 - 2 $^1/_2$ HOURS

Divide the participants into three groups and give each group a scenario. Give the groups time to discuss the scenario, plan an intervention, and practice a role play showing the intervention.

Scenarios

Scenario 1: **Using rules for effective classroom management:** "You are a P.5 teacher. In your class you have one child who always arrives late, one child who sleeps and lacks concentration during the lesson, and two children who are aggressive toward others in class. You have already made the class rules together with your students. Show how you would use the rules to manage your class."

Scenario 2: **Listening to a student who needs special attention:** "You are a P.4 teacher. One of your pupils has recently returned after having been with the rebels for six months. You have noticed that he doesn't concentrate much during class, and you see him staying by himself during break time. One day you approach him during break time to try to listen to him and counsel him. Show how will you approach him?"

Scenario 3: **Emergency discussion:** "You are a P.6 teacher. Last night there was a rebel attack in a nearby village. You and many of your pupils slept in the bush. Show how would you welcome the students and begin your first class of the day?"

Groups perform the dramas they have prepared for all participants.
After each role play is performed, lead the observers in a discussion regarding the teacher's intervention with questions such as:

F.C.

What are the positive things that this teacher did?
What are ways in which this teacher could improve to help the children?
What would you do differently? Why? Any other comments.

Emphasise the positive aspects from each scenario and the importance of being a team and learning from each other.

If the workshop is residential, it is beneficial to divide the groups and give the scenarios at the end of an afternoon (see sample schedule on ***M 8***). The teachers can work together after the sessions conclude to practice and prepare. The role plays can then be presented the following day in one of the sessions.

50

INDIVIDUAL TEACHER PLAN

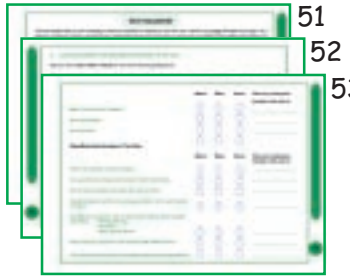
Making action plans helps the teacher to think more clearly and profoundly about the situations in their schools, as well as process their own reactions and questions.

This session allows teachers to create their own personal plan, practically applying what they have learnt in the workshop to their situations. It makes workshop sessions into a concrete plan.

45 MINUTES

Give the teacher 2 blank work plans like the example on ***H 50***. Demonstrate how to complete the form by filling out an example form step by step in the plenary example on ***H 50***. Discuss with them that, one of the first steps they will want to take is to sensitise the headmaster and other teachers in their school, in order to share what they have learnt and receive support in their new approach.

Give the participants time to complete the forms individually, then collect one copy and leave one copy with them. These can then be used to review with teachers during follow up visits.



51
52
53

SELF EVALUATION

Self evaluation is essential in becoming more aware of oneself in order to better understand others. Self evaluation is important as the basis of being able to share with other teachers and with supervisors, in order to enhance personal growth and competence both individually and as a group.

Self evaluation enhances self awareness and is extremely important to the role and approach of the teachers. Reflection on oneself provides an opportunity to grow and develop both as a person and a teacher.

Plenary Discussion

Discuss the importance of self awareness and self evaluation through planning, record keeping and reflection questions on ***H 51 - 53***

ENERGIZERS

TOUCH BLUE Everyone finds a space and stands in it. The leader says 'Everyone touch blue' (or another color). Players must touch that color on another person. You can also introduce objects and body parts (i.e., touch elbow to elbow, touch a watch).

KNOTS Everyone stands in a circle, shoulder to shoulder with closed eyes. Hold arms outstretched and move forward together towards the middle and wave arms around to shuffle them. Take another person's hand in your own and, when each person has two hands, then open eyes. Now, without dropping hands, try to untangle yourselves. The group works together to try and untangle the knot.

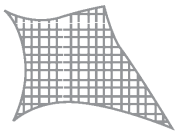
LAP SITTING Everyone stands in a circle, shoulder to shoulder. Have everyone face to the right and then take a side step toward the center of the circle to tighten it up. When everyone is pressed together in a tight circle, give instructions to sit at the count of three. Each player sits on the lap of the player behind.

FORM A LINE Start by having everyone form a line. Then, without talking, have them make the shortest line they can; then, the longest. Continue by having them arrange themselves in a line from shortest to tallest or a line from youngest to oldest, all without talking.

DUCK, DUCK, GOOSE Everyone stands in a circle shoulder to shoulder. One person walks around the outside of the circle and taps someone on the shoulder and continues walking quickly around the circle. The one who has been tapped walks quickly around the circle in the opposite direction. Both players are trying to get back to the empty space in the circle first. When the players meet halfway around the circle, they shake hands and say hello and then continue around the circle until one is back in the empty space. The person "left" walks around the circle and taps someone else.

THE TRAIN IS COMING Everyone finds a partner and forms a circle by having partners one in front of the other, formimg an inner and outer circle. One person stays without a partner and in the middle of the circle. He begins to walk around the middle of the circle saying, "the train is coming". The partners on the outside of the circle begin to move around the circle, leaving the inside partner standing in their place. When the person in the middle says, "the train has stopped", everyone, including him, has to find a place in front of a partner. One person will be left standing and will become the conductor in the middle.

RAIN, WIND, STORM, SUN Everyone stands in their place. When the leader says, "rain", everyone stomps their feet. When the leader says, "wind", everyone waves their hands above their head and says "wooooaaaa". When the leader says, "storm", everyone stomps their feet, waves their hands above their head, and says "woooooaaaa". When the leader says "sun", everyone stretches their arms slowly above their head and says "ahhhhh".

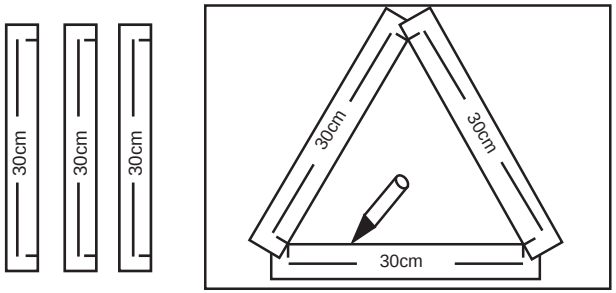


FISHERS OF MEN *Display the following words at the front.*

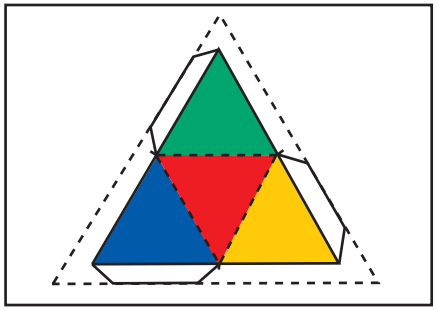
I will make you fishers of men, fishers of men, fishers of men
I will make you fishers of men
If you follow me, if you follow me, if you follow me.
I will make you fishers of men, if you follow me.

Everyone sings together. The men stand when a word begins with 'M' then sit back down, and females stand when a word begins with 'F' then sit back down.

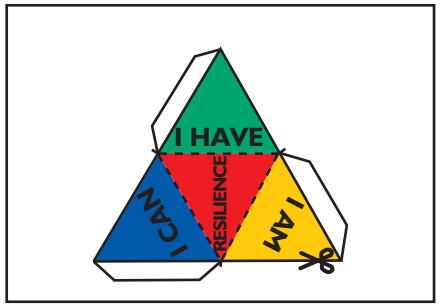
MODEL FOR CONSTRUCTING PYRAMID



1. Using a sheet of stiff paper, manila paper or cardboard draw an equal-side triangle approximately 30cm per side. One easy way to do this is to use the edges of the long sides of 3 sheets of paper. Mark 30cm along each of the edges and join the points as shown in the diagram above. Trace the inside of the triangle created.

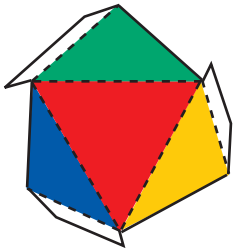


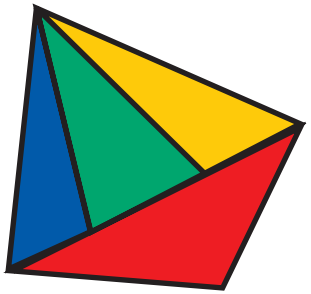
2. Mark the centre of the three edges and join them as shown. Four triangles are created. Colour each of these triangles a different colour. Draw three flaps, making them about 3cm in width.



3. Label each side of the pyramid as suggested in these diagrams:
   I HAVE I CAN I AM
   RELATIONSHIPS ACTIVITIES SPIRITUALITY
   Label the bottom (middle) triangle: RESILIENCE

4. Cut out the triangle model.





5. Fold tabs back and under the triangle faces and glue them.

Prepare small cards of contrasting colors to attach or remove from the pyramid as needed during training.

MISTRUST	LOSS	(For I HAVE)
INSECURITY	FEAR	(For I CAN)
HOPELESSNESS	CONFUSION	(For I AM)

CHECKLIST FOR TEACHER TRAINING

Pre-Training

- ☐ Invitations sent to teachers two weeks prior to training
- ☐ Copies of invitation sent to necessary government officials
- ☐ Planning meeting held with all facilitators
- ☐ Pre-training report written
- ☐ Advance payment to venue for training and accommodations
- ☐ Order made for materials needed (notebooks, pens, t-shirts)
- ☐ Photocopies done (handouts)
- ☐ Certificates made
- ☐ Letter sent to Guest of Honor for the closing ceremony

Materials needed

- ☐ Manila paper
- ☐ Markers/Chalk
- ☐ Pre-written objective, timetable, lessons…
- ☐ Crayons
- ☐ Evaluation paper
- ☐ Notebooks (2 per teacher – one given for notes, the other at the end of the training)
- ☐ Pens (1 per teacher)
- ☐ Camera
- ☐ Film

During Training

- ☐ Registration of teachers (including name, parish, sub-county, sex)
- ☐ Registration submitted for preparation of allowance sheet and certificates
- ☐ Handbook or handout (1 copy per teacher)
- ☐ Certificate (1 per teacher)
- ☐ T-shirts (1 per teacher)
- ☐ Allowance sheet with final sum
- ☐ Allowance (transportation)
- ☐ First Aid Kit available

Post Trsining

- ☐ Evaluation meeting with facilitators
- ☐ Post Training Report
- ☐ Detailed Report with evaluation – highlighting any changes in content
- ☐ Payment to venue
- ☐ Follow-up plan scheduled

TOGETHER WE SUPPORT THE CHILD •
• TOGETHER WE SUPPORT THE CHILD