

# Skills for Life

## Life Skills and Psychosocial Support for Children and Youth in Emergencies



## TRAINER GUIDE

Government of South Sudan,  
Ministry of Education, Science and Technology



# Acknowledgment

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In addition to input from field-based project staff, the ideas presented in these sessions are adapted from a variety of sources, including:

- The Handbook for Teachers, published by AVSI, funded by USAID
- Creating Healing Classrooms: Guide for Teachers and Teacher Educators, by International Rescue Committee, Child and Youth Protection and Development Unit
- HEAR Teacher Training Four-day Psychosocial Course, by Creative Associates International

Any misrepresentations of these sources are attributable solely to the author of this guide.

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# Introduction

## Background

Research has shown that young people in schools benefit from programmes that teach life skills. Life skills promote positive health practices and reduce risky behaviour. Life skills are especially important during an emergency.

This training will teach the participants how to use the Skills for Life Toolkit. The Skills for Life Toolkit helps teachers give children and youth the information and skills they need before, during and after emergencies. The Toolkit contains:

1. Skills for Life for Children: Teacher Guide
2. Picture Posters for Children
3. Stories in Pictures for Children
4. Assessment Booklet for Children
5. Skills for Life for Youth: Teacher Guide
6. Picture Posters for Youth
7. Stories in Pictures for Youth
8. Assessment Booklet for Youth
9. Carrying bag

The Skills for Life Toolkit was developed for teachers with limited English skills who may have to translate into a mother tongue or Arabic. The language has been kept simple.

## About This Training Guide

This training guide has been designed for two types of training: training of trainers and teacher training. The content for the training of trainers and teacher training is the same for days 1-4. Day 5 is different for the training of trainers and teacher training. Two schedules have been provided and the guidelines for day 5 have been given for each type of training. Instead of using the words trainers and teachers, this guide uses participants.

The training has 3 major objectives. By the end of this workshop, participants will be able to:

- Understand the importance of psychosocial wellbeing and life skills for children and youth in emergencies.
- Deliver a training workshop to participants on psychosocial wellbeing and life skills.
- Use monitoring and evaluation tools and provide support to teachers.

## **Before Each Session**

Before the training, read the session instructions and gather the materials. Look in the text box at the beginning of each session for general instructions. Then, before each session, double-check that all the materials are read.

## **Materials**

Some sessions require specific materials. These materials are listed in the box at the beginning of each session. However, you should have the following materials available for every session:

- Teacher Guides (both the children and youth versions)
- Flip chart paper
- A4 paper, coloured crayons, markers and tape
- Exercise books for participants to use as journals
- Masking tape and scissors
- Chalk

# Schedule for Training of Trainers (ToT)

Day	Day 1	Day 2	Day 3	Day 4	Day 5
9:00-11:00	Arrival and welcome	Teacher Guide for Children: Demonstration 2	Working with Youth	Positive Discipline	Question and Answer
	Introduction and Overview		Teacher Guide for Youth: Demonstration 1		Preparing Action Plans
11:00-11:30	Tea break	Tea break	Tea break	Tea break	Tea break
11:30-1:00	Using the Skills for Life Toolkit	Psychosocial Checklist	Teacher Guide for Youth: Demonstration 2	Teacher Guide for Youth: Demonstration 4	(Cont) Preparing Action Plans
		Teacher Guide for Children: Demonstration 3	Teacher Guide for Youth: Demonstration 3		Sharing Action Plans
1:00-2:00	Lunch	Lunch	Lunch	Lunch	Lunch
2:00-3:10	Teacher Guide for Children: Demonstration 1	Healing Classrooms	Skills for Life Practice Session: 1	Skills for Life Practice Session: 3	Skills for Life Practice Session: 5
3:10-3:30	Tea break	Tea break	Tea break	Tea break	Tea break
3:30-4:45	Monitoring and Evaluation (Assessment)	Skills for Life Practice Session: Planning	Skills for Life Practice Session: 2	Skills for Life Practice Session: 4	Evaluation and Reflection
4:45-5:00	Reflection	Reflection	Reflection	Reflection	Closing Ceremony

# Schedule for Teacher Training (TT)

Day	Day 1	Day 2	Day 3	Day 4	Day 5
9:00-11:00	Arrival and welcome	Teacher Guide for Children: Demonstration 2	Working with Youth	Positive Discipline	Question and Answer
	Introduction and Overview		Teacher Guide for Youth: Demonstration 1		Skills for Life Practice Session: 5
11:00-11:30	Tea break	Tea break	Tea break	Tea break	Tea break
11:30-1:00	Using the Skills for Life Toolkit	Psychosocial Checklist	Teacher Guide for Youth: Demonstration 2	Teacher Guide for Youth: Demonstration 4	Child/Youth Teacher Guide: Demonstration 5
		Teacher Guide for Children: Demonstration 3	Teacher Guide for Youth: Demonstration 3		
1:00-2:00	Lunch	Lunch	Lunch	Lunch	Lunch
2:00-3:10	Teacher Guide for Children: Demonstration 1	Healing Classrooms	Skills for Life Practice Session: 1	Skills for Life Practice Session: 3	Skills for Life Practice Session: 6
3:10-3:30	Tea break	Tea break	Tea break	Tea break	Tea break
3:30-4:45	Monitoring and Evaluation (Assessment)	Skills for Life Practice Session: Planning	Skills for Life Practice Session: 2	Skills for Life Practice Session: 4	Evaluation and Reflection
4:45-5:00	Reflection	Reflection	Reflection	Reflection	Closing Ceremony



# DAY 1

# Session 1.1: Introduction and Overview

**Purpose:**

To introduce participants to the training

**Objectives:**

- Know each others' names
- Agree on rules for the training

**Time:** 1 hour

**Materials:**

- Agenda (handouts or chart)
- Flip chart with overall objectives
- One flip chart marked with a tick (✓) and one with a cross (X)
- Coloured crayons and paper

## Getting to Know Each Other

1. Invite participants to stand and sing a song or play a game to open the day.
2. Introduce yourself and the training workshop by giving your name, where you work, and why you are here. Say:
  - I am here to train this group as life skills trainers using the Skills for Life Toolkit.
  - The Toolkit helps teachers give children and youth information to keep them safe and healthy during emergencies.
  - After we complete this training course, you will be able to teach life skills sessions.
3. Hand out paper and coloured crayons to participants.
4. Instruct participants to do the following:
  - Draw a picture of themselves
  - Draw a picture of their favourite fruit
  - Write one thing they are good at
5. Give participants 10 minutes to draw.
6. Ask participants to form groups of people who have the same favourite fruit.
7. Ask participants to introduce themselves in their small groups and say what they are good at.

8. Ask all participants to come into a circle.
9. Ask each participant to say their name, say what they do well and show their pictures to the whole group.
10. Facilitate a group discussion: Ask:
  - Was it easy to talk about your favourite fruit?
  - Was it easy thinking of something you are good at?
  - How did you feel describing what you are good at?
  - Was it easier in the small group or in the large group?
  - How can we use this activity with children or youth?
11. Say:
  - It is easy to tell about what we like doing but it is harder to tell about what we are good at.
  - Knowing and saying what we are good at is important because it helps our confidence and self-esteem.
12. Collect the pictures. During the break, place them on the wall.

Move to a large open space. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X). Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

## Schedule and Rules

1. Put up a chart of the agenda for the Skills for Life Training workshop. Point out:
  - Main sessions
  - Tea and lunch breaks, including the time and place
2. Share relevant information with the participants, such as the location of the toilets
3. Say:
  - In order for the training to go well, it is important to agree on some rules.
  - I am going to read some sentences.
  - Think about each sentence.
  - If you **agree**, walk to the tick (✓).
  - If you **disagree**, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give participants time to walk.
6. Ask some participants to talk about their decisions.
7. Give the explanation in the brackets.
  - A training workshop needs rules. (**Agree**)
  - Everyone should agree to follow the rules for the training. (**Agree**)
  - We do not interrupt, criticise or laugh at anyone in a training. (**Agree**)

- We should turn mobiles to silent and use them only during breaks. (**Agree**)
  - We can arrive and leave anytime we like. (**Disagree**: Everyone should arrive and leave on time.)
8. Ask the participants for any additional rules.
  9. Write the agreed-upon rules on a flip chart and put it on the wall.
  10. Ask the participants to sign the flip chart paper during the break to show their commitment to the rules.

## Expectations

1. Ask participants to use their exercise books.
2. Say:
  - We will use these exercise books as journals throughout the training.
  - After the training, you can use your journal as you train teachers.
  - Now we are going to take 5 minutes to write how we feel now and what we expect to gain from the training.
3. Put the participants into groups of 2.
4. Have the groups discuss their expectations.
5. Ask some groups for their answers.
6. Say:
  - This workshop has 3 main objectives.
  - At the end, you should understand the importance of psychosocial wellbeing and life skills for children and youth in emergencies.
  - You should be able to teach psychosocial wellbeing and life skills.
  - You should be able to use monitoring and evaluation tools and provide support to learners.
7. Put a flip chart with the objectives on the wall.

# Session 1.2: Using the Skills for Life Toolkit

## Purpose:

- To learn about how to work with children and support them during emergencies
- To learn about the Skills for Life Toolkit

## Objectives:

- Understand what life skills are
- Understand why teaching life skills is important
- Improve knowledge and skills on working with children
- Learn about the Teachers' Code of Conduct for Emergency Situations
- Learn about the Skills for Life Toolkit

**Time:** 1 hour 30 minutes

## Materials:

- Chart on types of life skills
- Drawing of a circle on a flip chart divided into 3 equal slices labelled "Living with Oneself", "Living with Other People", and "Making Good Decisions"

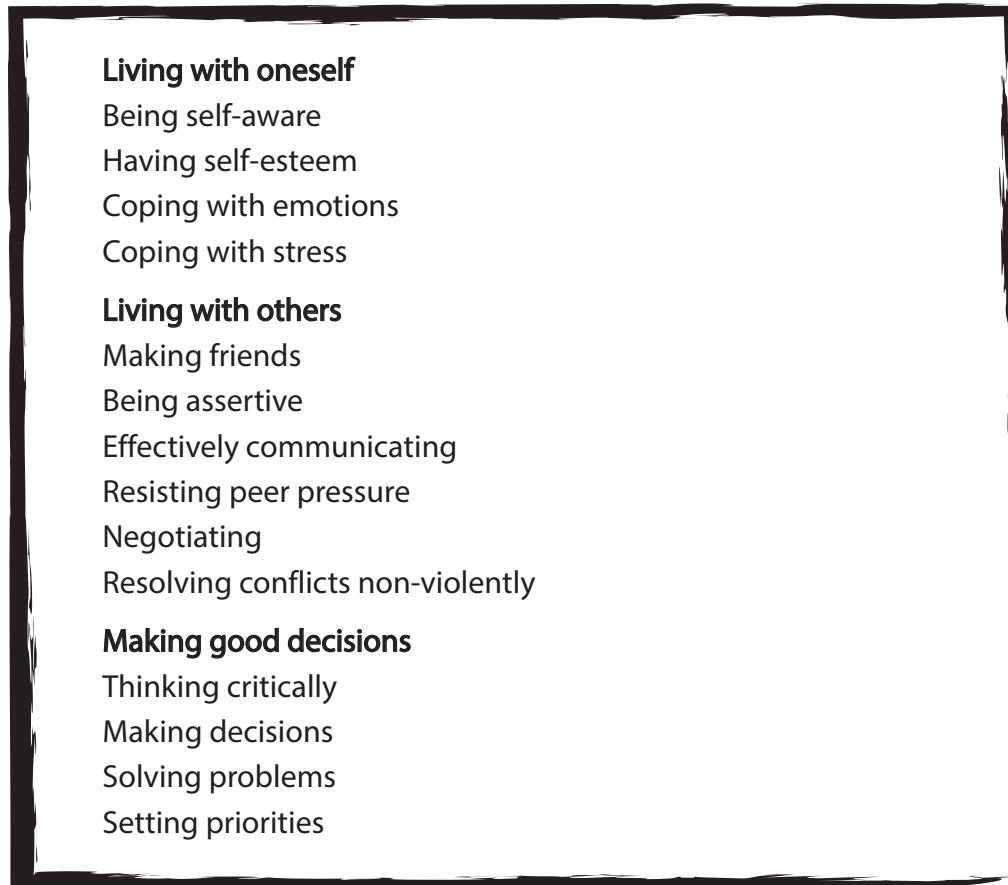
## Life skills:

Abilities that enable people to deal effectively with the demands and challenges of everyday life

## What Are Life Skills?

1. Say:
  - Now we are going to talk about life skills.
  - Teaching life skills to children and youth helps them to positively change their behaviour for life.
2. Ask:
  - What are "life skills"?
3. Put the participants into groups of 2.
4. Have the groups discuss about what life skills are.
5. Ask some groups for their answers.
6. Define life skills as a group.
7. Say:
  - Life skills fall into 3 basic categories: living with oneself, living with others and making good decisions.
8. Show participants the flip chart with the circle on it and the 3 categories.

9. Put the participants into groups of 2.
10. Have the groups discuss the types of life skills that fit in each of the categories.
11. Ask some groups for their answers. Record their responses in the appropriate slices.
12. Show the chart on “Types of Life Skills” and review it as a group.



13. Divide participants into groups of 3 to discuss the following questions:
  - Who can teach life skills?
  - Where can life skills be taught?
  - How can life skills be taught?
14. Ask some groups for their answers.
15. Ask a few participants to share their own experience of building young people's life skills.

# Working with Children During Emergencies

1. Put a flip chart on the wall and write the word “Emergency” on it.
2. Ask:
  - What is an emergency?
3. Write participants’ ideas on the flip chart. When everyone is finished, say:
  - Emergencies can be immediate, long-lasting or seasonal.
  - They can cause people to leave their homes and even their countries.
  - An emergency can be caused by conflict or a natural disaster.
  - South Sudan has experienced many emergencies in the past 20 years.



4. Ask:
  - Why is it important to continue teaching children and youth during an emergency?
5. Say:
  - Children and youth who have experienced emergencies have a right to education and safety.
  - Education reduces the harm of emergencies by giving children and youth a sense of stability and structure.
  - When children and youth have a place to go during emergencies, they are protected from dangers and exploitation.
  - By learning key survival messages and self-protection methods, children and youth can cope better in an emergency and stay healthy.
  - It is the first request from many communities.
  - It gives hope for the future.
6. Put the participants into groups of 2.
7. Have the groups discuss about why the role of teachers is important during emergencies.
8. Ask some groups for their answers.
9. Say:
  - Teachers play an important role in a child’s life.
  - They can listen to their problems, help them make good choices and develop their communication skills.
  - Teachers can help children learn through fun activities.
  - These activities reduce the stress children feel before, during and after emergencies.

- Teachers can also help communities to treat girls and boys equally and help girls finish their education.
- Teachers can also be good role models for their learners during a difficult time.

10. Say:

- The Skills for Life Teacher Guide is composed of a series of activities that help children and youth to learn quickly during and after emergencies.
- It also supports the long-term educational needs in the country because it allows children to continue learning and teachers to continue teaching.

11. Take the participants to a large open space.

12. Say:

- I am going to read some sentences about the importance of education in emergency situations.
- Think about each sentence.
- If you agree, walk to the tick (✓).
- If you disagree, walk to the cross (X).

13. Read the following sentences.

14. Pause after each sentence to give participants time to walk.

15. Ask some participants to talk about their decisions.

16. Give the explanation in the brackets.

- Children all react the same way to an emergency. (**Disagree:** Everyone reacts differently to emergencies. Their reaction often depends on their age and ability to understand.)
- Children aged 3-7 understand the problems during a conflict. (**Disagree:** Children often confuse facts with their fantasies and fears of danger. They are not able to understand the concept of death.)
- Children aged 6-18 often feel guilty that they did not prevent bad things from happening. (**Agree**)
- Children aged 8-13 often believe rumours about the emergency. (**Agree**)
- Adolescents aged 13-16 are just as affected by emergencies as younger children. (**Agree:** Adolescents are able to understand the consequences of an emergency, meaning they are just as affected as children.)
- Adolescents may be interested in the politics of an emergency and want to take action. (**Agree**)

Mark 2 places on the ground, one with a tick (✓) and one with a cross (X). Tick (✓) means **AGREE**. Cross (X) means **DISAGREE**. Agree means YES. Disagree means NO.



# South Sudan Teachers' Code of Conduct for Emergency Situations

## 1. Ask:

- Do you know what the Teachers' Code of Conduct for Emergency Situations is?

## 2. Say:

- The Teachers' Code of Conduct for Emergency Situations was written to complement the South Sudan Teacher Code of Conduct (2008).
- In an emergency situation, teachers may not have been trained on the full Teacher Code of Conduct.
- The code helps teachers to understand how to behave and be good role models for their learners during an emergency. It concentrates on the child protection issues teachers need to be aware of during an emergency.

## 3. Ask:

- Who has signed the South Sudan Teachers' Code of Conduct for Emergency Situations?

## 4. Say:

- Each topic in the Skills for Life Toolkit encourages teachers to follow the code and to demonstrate responsible and supportive behaviour.
- The full Teachers' Code of Conduct for Emergency Situations can be found in the annex of the Teacher Guide.

## Using the Skills for Life Toolkit

### 1. Say:

- The Government of South Sudan recognises that anyone under the age of 18 is a child.
- The Ministry of Culture, Youth and Sport have a Youth Policy. It states that a youth is ages from 15-30.
- The Skills for Life for Children is for children and can be used with youth.

### 2. Hold up the different parts of the Skills for Life Toolkit for the participants to see.

#### Skills for Life for Children

- ✓ Skills for Life: Teacher Guide for Children
- ✓ Picture Posters for Children
- ✓ Stories in Pictures for Children
- ✓ Assessment Booklet for Children

### Skills for Life for Youth

- ✓ Skills for Life: Teacher Guide for Youth
- ✓ Picture Posters for Youth
- ✓ Stories in Pictures for Youth
- ✓ Assessment Booklet for Youth

### 3. Say:

- The Skills for Life Toolkit was designed for children and youth that cannot read and write.
- It contains activities that are participatory and do not involve writing.
- Apart from the Toolkit, only a few additional materials are needed and these can be found in the local environment.

### 4. Hold up the Teacher Guide for Children for all participants to see. Say:

- This Teacher Guide for Children is part of the Skills for Life Toolkit.
- The Teacher Guide helps teachers who have limited experience with life skills.
- Teachers do not need to be experts on the topics to teach children and youth useful skills.
- There are two teacher guides: one to use with children and one to use with youth.
- Each guide has 4 modules.
- Each module contains 3-7 sessions.

### 5. Put up the chart listing the Skills for Life modules. Say:

- These are the modules in the Skills for Life book.

### Skills for Life for Children

- ✓ Psychosocial Wellbeing
- ✓ Peace and Conflict Negotiation
- ✓ Protection
- ✓ Health

### Skills for Life for Youth

- ✓ Adolescence
- ✓ Gender
- ✓ HIV/AIDS
- ✓ Early Marriage and Motherhood

### 6. Put the participants in groups. Give each group a Skills for Life: Teacher Guide for Children.

### 7. Tell the participants to turn to the first module in the Teacher Guide for Children: Psychosocial Wellbeing. Ask:

- What can you see on this page?

8. Say:
  - On the first page there is the module title and a picture to introduce the module which is the same as the picture chart.
  - There is a box at the bottom which tells how the code of conduct supports the topic of psychosocial wellbeing.
9. Tell the participants to go to the first session in the Psychosocial Wellbeing module in the Teacher Guide for Children. Ask:
  - What can you see on this page?
10. Say:
  - There is a title at the top for each session.
  - There is a key title or message for the session in large writing. This is the message we want learners to remember after the session.
  - There is a box at the side containing important words that may be new to the learners. It is a good idea to explain those words to the learners during the session.
  - There are boxes at the side for teaching ideas. These are additional activities that can be used with learners who can read and write.
  - There are symbols or pictures to show the type of activity.
  - There are small pictures of the picture chart and story chart.
11. Ask:
  - What methods are used in the session?
12. Say:
  - The Teacher Guide uses different methods to teach the sessions. They usually come in the same order.
  - Methods include: Introduction, Picture Discussion, Story and Discussion, Working Together, Role Play, Talk About, Song, Game, Visualisation, Agree/Disagree and Assessment.
  - During the training we will demonstrate and practice these methods.
13. Ask:
  - Are there any questions about the Teacher Guide?
14. Explain how many Skills for Life Toolkits will be given to each school. Allow time for questions and discussion if needed.

# Session 1.3: Teacher Guide for Children: Demonstration 1

## Purpose:

To understand psychosocial wellbeing and behaviour and demonstrate typical lessons for children in the Skills for Life Toolkit

## Objectives:

- Take part in sessions for children from the Skills for Life Toolkit
- Be exposed to the methodology of the Skills for Life course

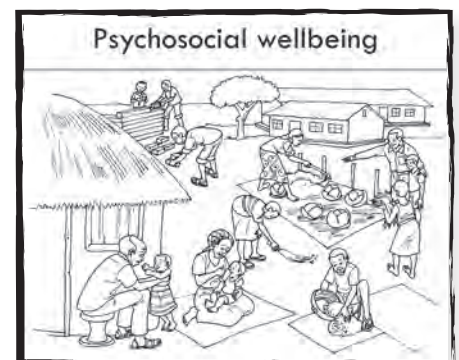
**Time:** 1 hour 10 minutes

## Materials:

- Drawing of a head outline with labels inside (*thoughts, feeling, attitudes, values, beliefs*) and labels outside (*social attitudes, culture, family, friends, community*)
- **Monkey and Fish** picture story
- Session picture posters
- One flip chart marked with a tick (✓) and one with a cross (X)
- 3 pots/papers with faces on them: happy, O.K, unhappy

## Understanding Psychosocial Wellbeing

1. Show the drawing of a head outline.
2. Say:
  - “Psychosocial” is one long word made up of two words: “psycho” and “social”.
  - “Psycho” refers to our inner selves. This includes our thoughts, feelings, attitudes, values and beliefs.
  - “Social” refers to a person’s relationships. These are with friends, family and communities.
3. Point to the chart and inside the head for “psycho”. Point outside the head for “social”.
4. Say:
  - Wellbeing means being physically, emotionally and mentally healthy.
5. Ask:
  - When we put all the words together, what does “psychosocial wellbeing” mean?



6. Say:

- Psychosocial wellbeing is a feeling of happiness and good health in our minds and bodies.
- Life skills are the skills and knowledge we need for psychosocial wellbeing.
- To feel good, we need support in difficult times, especially emergencies.
- During emergencies, children feel more vulnerable than normal and need help.
- The Skills for Life Toolkit shows teachers how to help learners protect themselves—physically and emotionally during and after emergencies.
- We are going to use our Teacher Guides. First, I will demonstrate a session from the Teacher Guide and then we will look at the session together.
- Let's begin!

## **Demonstration Session: Understanding our Feelings**

1. Use the Teacher Guide for Children.
2. Follow the directions for Module 1, Session 1: Understanding Our Feelings.

**NOTE:** Continue to the end of the session.

# Session 1.4: Monitoring and Evaluation (Assessment)

**Purpose:**

To learn about the monitoring and evaluation (M&E) methods used in the Skills for Life course

**Objectives:**

- Observe and understand the different M&E methods used
- Look at the checklist to identify children suffering from psychosocial symptoms

**Time:** 1 hour 15 minutes

**Materials:**

- Record of Work Chart
- Good/Improve Chart
- 3 pots/papers with faces on them: happy, O.K., unhappy
- Assessment Booklet

## Introduction

1. When the session is finished, say:
  - That is the end of the session on Understanding Our Feelings.
  - Now we will do a reflection.
2. Put participants into groups of 2.
3. Ask groups to discuss:
  - What methods have we used in this lesson?
    - ✓ Discussing a picture
    - ✓ Looking at pictures to make a story
    - ✓ Retelling the story in pairs
    - ✓ Acting out the story
    - ✓ Acting out the story in front of everyone
    - ✓ Drawing a picture
    - ✓ Playing agree/disagree
    - ✓ Singing a song
    - ✓ Thinking about what we have learned (assessment)
4. Ask:
  - Which concepts did we learn?
    - ✓ Psychosocial behaviour is linked to our needs, like food, sleep and love from our family.
    - ✓ It is also linked to our feelings, friends, family and

community.

- ✓ Remembering happy times makes children feel better.

5. Ask:

- Which activities could you do with children in school?

6. Say:

- We use working together in pairs to practice talking about our ideas before discussing them in a large group.
- It helps us become more confident at speaking in front of others.
- Everyone can discuss the question with their partner.

7. Draw the Good/Improve chart

Good	Improve

8. Fill in 3 good things you did as the trainer. Fill in 1 or 2 things to improve.

9. Say:

- I have used the good/improve table to help me learn from the lesson. We will use this for all the demonstration lessons in the workshop.

10. Show participants the Record of Work chart. Fill in the chart.

Number	Topic	Date	Length of Session	Number of Learners	Comments

11. Say:

- After each session in the Skills for Life course, you will fill in the Record of Work Chart to keep track of what you are teaching.

## What is Monitoring and Evaluation (M&E)?

1. Ask:

- What is monitoring and evaluation?

2. Say:

- Monitoring is checking how learners are doing in the lesson and helping them.
- Evaluation is what we do at the end of an activity or session to find out how much the learners understand.
- For short, we call monitoring and evaluation “M&E” or “assessment”.

3. Ask:

- What have we been doing in the sessions to monitor learning?
  - ✓ Reflection questions
  - ✓ Question and answer
  - ✓ Agree/disagree
  - ✓ 3 pots/papers or using stones to show how we felt about the session

4. Ask:

- Which assessment methods can we use for learners?

5. Ask:

- Which assessment methods can we use as teachers to improve our teaching?

6. Say:

- The 3 pots/papers at the end of the session show what learners enjoyed.
- We can keep a record of which activities were effective.



7. Show participants the Record of Work Chart in the Assessment Booklet:

Number	Topic	Date	Length of Session	Number of Learners	Comments

8. Say:

- After each session in the Skills for Life course, you will fill in the Record of Work Chart to keep track of what you are teaching.

9. Another M&E method is a Good/Improve Chart. Show the participants the Good/Improve chart completed for the session on Understanding our feelings.

Good	Improve

10. Ask:

- Does anyone have any questions about the Record of Work Chart or the Good/Improve Chart?

11. Ask:

- Can anyone think of any other assessment methods?

12. Say:

- Tests (if students can read and write)
- Observing learners in and outside the classroom

13. Show the participants the Skills for Life Assessment Booklet.

14. Say:

- The Assessment Booklet is a record of each module.
- We use it to find out how effective the Skills for Life materials are.
- It records what went well and what you would do differently next time.

15. Tell the participants to open the first page of the assessment booklet for the Psychosocial Wellbeing module.

16. Put participants into groups of 2.

17. Ask groups to discuss the questions and what the participants might write.

18. Ask:

- Does anyone have any questions about the Assessment Booklet?

# Session 1.5: Reflection

**Purpose:**

To review what has been covered today

**Objectives:**

- Review what has been covered today
- Thank participants
- Give out Teacher Guides (both children and youth versions)
- Give homework

**Time:** 15 minutes

1. Ask all participants to write in their journal for 5 minutes about how they felt about today's sessions.
2. Put participants into groups of 2.
3. Have the groups discuss:
  - What 2 things did you learn today?
  - What did you like doing the best?
  - What will you tell your family?
4. Ask some groups for their answers.
5. Assign homework. Hand out Teacher guides to each participant. Ask participants to read the sessions on 'Understanding Our Feelings'.
6. Thank all participants for attending the day's training.
7. Ask participants to suggest a song to end the day.
8. Give a thunder clap for the hard work by the participants.

# DAY 2

# Session 2.1: Teacher Guide for Children: Demonstration 2

**Purpose:**

To understand how emergencies affect us and demonstrate typical lessons for children in the Skills for Life Toolkit

**Objectives:**

- Take part in sessions for children from the Skills for Life Toolkit
- Be exposed to the methodology of the Skills for Life course

**Time:** 2 hours

**Materials:**

- **Tortoise and the Birds** picture story
- Session picture posters
- One flip chart marked with a tick (✓) and one with a cross (X)
- 3 pots with faces on them: happy, O.K., unhappy

## Demonstration Session: How Emergencies Affect Us

1. Today we are going to use the Teacher Guides to learn how emergencies affect us.
2. Let's begin!
3. Use the Teacher Guide for Children.
4. Follow the directions for Module 1, Session 4: How Emergencies Affect Us
5. When the session is finished, say:
  - That is the end of the session on How Emergencies Affect Us.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this lesson?
    - ✓ Looking at pictures to make a story
    - ✓ Retelling the story in pairs

- ✓ Acting out the story
- ✓ Acting out the story in groups
- ✓ Discussing in groups (talk about)
- ✓ Playing agree/disagree
- ✓ Using our imaginations (visualisation)
- ✓ Thinking about what we have learned (assessment)

6. Ask:

- Which concepts did we learn?
  - ✓ Remembering happy times makes children feel better
  - ✓ It is normal to feel stressed or upset during sad and scary times
  - ✓ We can help each other feel better
  - ✓ There are many different ways to help us feel better

7. Ask:

- Which activities could you do with children in school?

8. Say:

- We use agree/disagree to make learners think and make a decision about information.
- Everyone can take part and make a decision.
- There can be a lot of discussion for choosing agree or disagree. Listen to the discussion and explain clearly the answer at the end. Each sentence could take 5 minutes or more, so do not hurry this activity.
- We use agree/disagree at the end of the topic to check what the learners know.
- Learners like this activity.

9. Draw the Good/Improve chart

Good	Improve

10. Fill in 3 good things you did as the trainer. Fill in 1 or 2 things to improve.

11. Show participants the Record of Work chart. Fill in the chart.

Number	Topic	Date	Length of Session	Number of Learners	Comments

12. Use the pots/papers. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.

13. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

### **Energiser**

1. Ask everybody to stand up and shake.
2. Start by shaking your feet, then your legs one by one, then your arms, then your body and last of all, your head.
3. Breathe deeply and sit down.
4. Say:
  - Shaking the body releases tension and stress.
  - Shaking helps our muscles relax. It helps the blood and oxygen to move around our body and brain. This helps us to learn better.
5. Say:
  - Emergencies are stressful, so it is important to learn how to reduce stress.
  - One way to reduce stress is to shake your body and breathe deeply. It relaxes our muscles.
  - Singing and dancing are also important ways to reduce stress and are an important way to provide psychosocial support.
  - Another way to reduce stress is to laugh out loud.
  - Let's practice laughing now.
6. Ask everyone to laugh.

# Session 2.2: Psychosocial Checklist

**Purpose:**

To understand how emergencies affect children and youth

**Objectives:**

- Learn how to use the psychosocial checklist

**Time:** 30 minutes

**Materials:**

- Psychosocial checklist

## Identifying Psychosocial Problems

**1. Say:**

- One skill a teacher needs to develop is identifying learners who are suffering from psychosocial problems.
- We are going to practice identifying such problems now.
- I am going to read descriptions of 3 learners. After I read, you will tell me if the learners have psychosocial problems.

**2. Ask:**

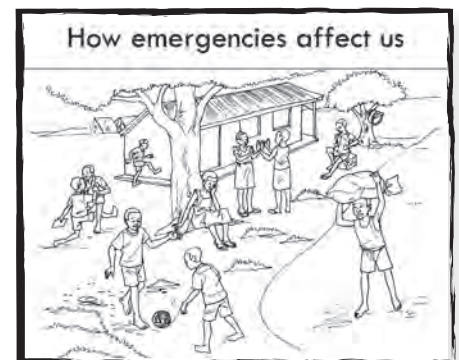
- Do you remember the problems of Anna, Ruben and Abraham?

**3. Read the 3 descriptions below and refer to the picture poster from "How Emergencies Affect Us".**

Anna is quiet and on her own. She does not smile. She does not play with any friends. She does not feel hungry. She cannot think about her schoolwork. She is not taking part in the life around her.

Ruben is 8-years-old but is behaving like he is 5-years-old. He cannot sleep because he has bad dreams and memories. He feels afraid and worried. He is sad and cries. He has pain in his head and stomach. He wants his mother. He wants to go home.

Abraham is afraid that something bad will happen again. He does not trust anyone. He is tense and angry. He shouts, kicks and hits things in his way.





4. Ask:
  - Do you think Anna is suffering from a psychosocial problem?
  - Do you think Ruben is suffering from a psychosocial problem?
  - Do you think Abraham is suffering from a psychosocial problem?
5. Say:
  - Anna, Ruben and Abraham are all suffering from psychosocial problems.
6. Put participants into groups of 6.
7. Give out the checklist to identify children suffering from psychosocial problems.
8. Ask groups to discuss:
  - Which symptoms are more often found in young children?
  - Which symptoms are more often found in youth?
9. Ask each group, in turn, for 1 of their ideas.
10. Say:
  - Many of the common psychosocial symptoms in young children are toward the top of the checklist.
  - The common symptoms for youth are toward the bottom of the checklist.
  - Many young children are unable to talk about their feelings. We may mistake their psychosocial behaviour as disobedience.
  - The checklist should be used at the start of the Skills for Life course to identify any children who may suffer from psychosocial problems.
  - The checklist should be used a second time 2-4 weeks later.
  - This will check if the student was having a bad day when we completed the form or is suffering from psychosocial problems.

# Checklist to identify learners suffering from psychosocial symptoms

Have you observed these changes in a child?

Check	Number of Students	Symptom	Names of Students
		Sucks their thumb or clinging to a friend	
		Is very restless	
		Acts out the traumatic event	
		Bites their fingernails and/or talks with a stutter	
		Regularly absent for many days	
		Is sleepy in class	
		Has difficulty concentrating in class	
		Always looks unhappy	
		Is easily annoyed	
		Frequently fights with friends	
		Is withdrawn (very quiet and preoccupied)	
		Works and sits on their own by choice	
		Is disinterested in school and comes to class late	
		Has big drop in marks and standard of work	
		Has become rebellious or disobedient	
		Complains about physical problems (e.g. headaches, stomach aches, skin problems)	
		Appears uncooperative and lazy	
		Complains of loss of appetite	

Name: ..... Date .....

Position .....

School .....

Class .....

# Session 2.3: Teacher Guide for Children: Demonstration 3

## Purpose:

To learn how to communicate during a disagreement

## Objectives:

- Take part in sessions for children from the Skills for Life Toolkit
- Be exposed to the methodology of the Skills for Life course

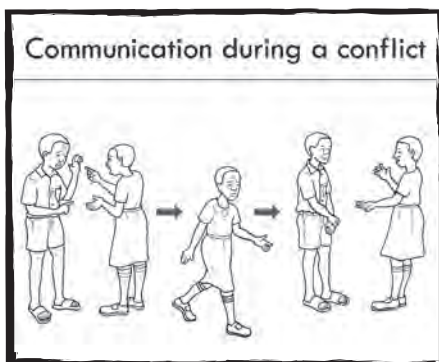
Time: 1 hour

## Materials:

- Session picture posters
- One flip chart marked with a tick (✓) and one with a cross (X)
- 3 pots/papers with faces on them: happy, O.K., unhappy

## Demonstration Session: Communication During Disagreements

1. Use the Teacher Guide for Children.
2. Follow the directions for Module 2, Session 4: Communication During Disagreements.
3. When the session is finished, say:
  - That is the end of the session on Communication During Disagreements.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this lesson?
    - ✓ Discussing a picture
    - ✓ Listening to a story
    - ✓ Retelling the story in pairs
    - ✓ Acting out the story
    - ✓ Acting out the story in front of everyone.
    - ✓ Playing agree/disagree



- ✓ Practicing the steps to solve a problem
- ✓ Thinking about what we have learned (assessment)

6. Ask:

- Which concepts did we learn?
  - ✓ We need to talk to others to solve our problems
  - ✓ We need to listen and take turns
  - ✓ We should explain our feelings and not use blame
  - ✓ L2IBSA

7. Ask:

- Which activities could you do with children in school?

8. Draw and fill in the Good/Improve chart.

9. Fill in the Record of Work chart.

10. Use the pots/papers. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.

11. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

# Session 2.4: Healing Classrooms

**Purpose:**

To encourage participants to think about what schools and teachers can do to support children suffering from psychosocial problems after an emergency

**Objectives:**

- Understand how to make a safe, child-friendly environment
- Know the qualities of a teacher in a child-friendly learning environment

**Time:** 1 hour 10 minutes

**Materials:**

- Chart of providing a safe, child-friendly learning environment
- Chart of the qualities of a teacher in a child-friendly learning environment
- 3 pots/papers with faces on them: happy, O.K., unhappy

## Providing a Child-Friendly Environment

1. Ask:
  - Why is education in emergencies important?
2. Say:
  - Children and youth have a right to education.
  - Education reduces the harm of emergencies by giving children and youth a sense of stability and structure.
  - When children and youth have a place to go during emergencies, they are protected from dangers and exploitation.
  - By learning key survival messages and self-protection methods, children and youth can cope better in an emergency and stay healthy.
  - Education gives the children, youth and their parents hope for the future.
3. Put participants into groups of 2.
4. Ask each group to think about how to make a teaching space safe and child friendly.
5. After 10 minutes, ask each pair for 1 idea.

6. Put up the following chart:

**Providing a safe, child-friendly environment <sup>1</sup>:**

- Always be prepared before starting the day.
- Use a daily routine.
- Know all the children's names.
- Use activities that learners like to participate in.
- Be friendly and encourage learners to speak.
- Make the space comfortable.
- Use pair work and group activities to encourage learners to interact and solve problems.
- Encourage play, fun and laughter.
- Do not stop a learner from speaking if they say something incorrect. Allow them to continue and thank them for their contribution.
- Give praise and encouragement to improve learners' self-esteem.
- Follow the South Sudan Teachers' Code of Conduct for Emergency Situations.

7. Ask each group to read the chart and count how many qualities they talked about.

## The Qualities of a Teacher in a Child-Friendly Environment

1. Say:

- We are going to use our memories.
- Close your eyes.
- Think about the best teacher you had as a child.
- I am going to ask you some questions.
- Think about the answers to yourselves.
- Try to imagine the memories in your mind.

2. Ask:

- What made that teacher special?
- What did you do in class with that teacher?
- How did that teacher treat you?
- How did you feel?

3. Ask participants to open their eyes.

4. Pass out paper and pencils.

5. Ask each participant to draw their best teacher.

6. Put participants into groups of 6.
7. Ask each participant to show the group their picture and tell why the teacher was special.
8. Put up the following chart:

#### **A teacher in a child-friendly learning space**

- Does not beat learners or treat them badly
- Is calm
- Is trustworthy
- Is patient
- Understands the children's feelings
- Is a good listener
- Can gain the children's trust
- Advises children
- Gives the children love and attention
- Does not have favourites
- Gives learners activities they can participate in
- Praises and encourages learners
- Is friendly in class
- Uses a variety of activities in class
- Tells stories and poems
- Plays games with learners
- Has good cultural values
- Does not judge learners
- Identifies children who need special care and helps them

9. Ask each group to read the chart and count how many qualities they talked about.
10. Say:
  - Education provides a safe physical, emotional, cultural, spiritual and social environment for children in an emergency.
  - A learner who does well in school will find ways to do well at home and the community.
  - We need to create "healing classrooms" for our children and youth. We can start by being supportive teachers.
11. Ask:
  - Did you find it easy to draw a picture of the best teacher you had and explain why they were special?
  - Was it easier to talk about the qualities of your best teacher or talk about your own qualities on the first day of the training?

12. Say:

- It is often easier for us to recognise good qualities in others.
- If we can recognise them, it means we have some of these qualities ourselves.
- Knowing our own good qualities helps us to build our self-esteem and confidence.

13. Put the participants' drawings up on the wall.

14. When the session is finished, say:

- That is the end of the session on Healing Classrooms.
- Now we will do a reflection.

15. Put participants into groups of 2.

16. Ask groups to discuss:

- What methods have we used in this lesson?
  - ✓ Discussing in groups (talk about)
  - ✓ Using our imaginations (visualisation)
  - ✓ Drawing

17. Ask:

- Which concepts did we learn?
  - ✓ The qualities of a good teacher
  - ✓ How we can make a learning space safe and comfortable for learners

18. Use the pots/papers. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.

19. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.



# Session 2.5: Skills for Life Practice Session: Planning

**Purpose:**

To work together to prepare a session from the Skills for Life Toolkit

**Objectives:**

- Plan the practice session

**Time:** 1 hour 15 minutes

**Materials:**

- Teacher Guides
- Session picture posters
- Names of modules written on pieces of paper, folded up and put into a hat

## Practice Planning

1. Put the participants into 4 groups (for training of trainers) and 5 groups (for teacher training). Number them 1, 2, 3, 4 (and 5)
2. Ask:
  - Who can remember all the modules in the Children and Youth Skills for Life Toolkit?

Skills for Life for Children

  - ✓ Psychosocial Wellbeing
  - ✓ Peace and Conflict Resolution
  - ✓ Protection
  - ✓ Health

Skills for Life for Youth

  - ✓ Adolescence
  - ✓ Gender and Violence
  - ✓ HIV/AIDS
  - ✓ Early Marriage and Motherhood
3. Say:
  - Now we are going to practice teaching the sessions in the Skills for Life Toolkit.
  - I have put the names of the modules on paper in the hat.

4. Say:
  - Each group will take a paper from the hat. The group must choose a session from the module to teach the rest of the participants. It can be one the trainer has demonstrated or a different one.
  - In your group, agree who will teach each activity. One participant will teach Activity 1, another participant will teach Activity 2 and so on until all the activities are assigned.
  - Read the activity carefully.
  - Follow the instructions in the activity. We do not need to do anything different.
  - Read the instructions and what to say out loud to practice how to say it to participants.
  - You have 60 minutes to plan and practice.
5. As groups plan, move around to each group to check how they are doing. Offer support and guidance where needed.
6. After 60 minutes, ask groups to stop working.

# Session 2.6: Reflection

**Purpose:**

To review what has been covered today

**Objectives:**

- Review what has been covered
- Thank participants
- Give homework

**Time:** 15 minutes

1. Ask all participants to write in their journal for 5 minutes about how they felt about today's sessions.
2. Put participants into groups of 2.
3. Ask groups to discuss:
  - What 2 things did you learn today?
  - What did you like doing the best?
  - What will you tell your family?
4. Ask some groups for their answers.
5. Thank all participants for attending the day's training.
6. Ask participants to suggest a song to end the day.
7. Give a thunder clap for the hard work by the participants.

# DAY 3

# Session 3.1: Working with Youth

**Purpose:**

To learn how working with youth is different from working with children

**Objectives:**

- Understand the definition of sexuality
- Practice talking about sexual terms
- Learn about how to work with youth during emergencies

**Time:** 1 hour

**Materials:**

- Flip chart and pens

## Introduction

1. Say:
  - Working with youth is different from working with children.
  - There are many similarities between children and youth.
  - But there are also differences.
2. Put participants into groups of 2.
3. Ask groups to discuss:
  - What are some of the differences between children and youth?
4. Ask each group to give you 1 idea.
5. Say:
  - Youth are different from children because they are going through adolescence.
  - Adolescence is a time when our bodies and minds change a lot.
  - It can be a confusing and difficult time for a youth.
6. Say:
  - Life skills for youth are different from life skills for children.
  - Life skills for youth include education about sexuality, sexual health, HIV/AIDS and reproduction.
7. Say:
  - We are going to do some activities to learn more about these topics and become comfortable talking about them.

# Talking about difficult topics

1. Write the word "SEX" on a flip chart.
2. Put participants into groups of 2.
3. Ask each group to discuss:
  - What does this word, "sex", mean?
4. Say:
  - When many people see the word "sex", they think of sexual intercourse.
  - We often find this word on forms to find out if we are male or female.
  - However, sex or "sexuality" is much more than sexual feelings or sexual intercourse. It is an important part of who every person is.
5. Say the definition of sexuality:
  - Sexuality includes all of the feelings, thoughts, and behaviours of being female or male, being attracted and attractive to others, being in love, and being in relationships.
  - Sexuality includes physical sexual activity.
6. Put participants into groups of 4.
7. Ask each group to think about the definition of "sexuality". Discuss what different things can make up "sexuality".
8. Ask each group to give you 1 idea.
9. Put up the chart on parts of sexuality.

## Parts of sexuality

Body image (how you feel about your body)  
Gender roles  
Expressing your emotions to another person  
Feeling attracted to another person  
Liking or loving another person  
Flirting  
Sexual intercourse  
Experiencing pleasure  
Sexual reproduction  
Knowledge and attitudes about HIV, STIs  
Knowledge about pregnancy

10. Put participants into groups of 6.

11. Ask each group to discuss the question:
  - Which of these parts of sexuality are you most familiar with? Which are you least familiar with? Why do think that is so?
12. Ask each group to tell their ideas.
13. Ask each group to discuss the question:
  - Which of these parts are most important for youth to learn about? Which are least important to learn about? Why?
14. Ask each group to tell their ideas.
15. Say:
  - Many people find it embarrassing to discuss topics related to sexual reproduction and health.
  - To protect our health we must put aside our fears of saying embarrassing words.
16. Put participants into 3 groups. Give each group 1 of the following sets of words:
  - vagina, breasts, menstruation
  - sperm, penis, ejaculation
  - Sexual intercourse, pregnant, condom
17. Ask each group to read their words and to write on a flip chart some similar words used in their community.
18. Put the lists on the wall and ask the group to answer the following questions:
  - Which words do young people use most when they talk with each other?
  - Which words do young people use when they talk with their parents and other adults?
  - Which words have positive or negative meanings for women or men?
  - Why do people use words that are not respectful to women and men?
  - Which words are acceptable for public use? Which are unacceptable?
19. Say:
  - We need to overcome our own embarrassment of sexual words so we can communicate clearly about topics on sex and sexuality to other people.
  - It is important to talk to youth in their own language so they feel comfortable talking about sex and its consequences.
  - Disrespectful words can be harmful. For example, in some places, there are negative words for women who have sex outside marriage, while the words for men who have sex outside marriage are more positive. This use of language reinforces inequality between men and women.
  - Using violent words supports the idea that violence is O.K.

# Session 3.2: Teacher Guide for Youth: Demonstration 1

## Purpose:

To understand adolescent behaviour and demonstrate typical lessons for youth in the Skills for Life Toolkit.

## Objectives:

- Take part in sessions for youth from the Skills for Life Toolkit
- Be exposed to the methodology of the Skills for Life course

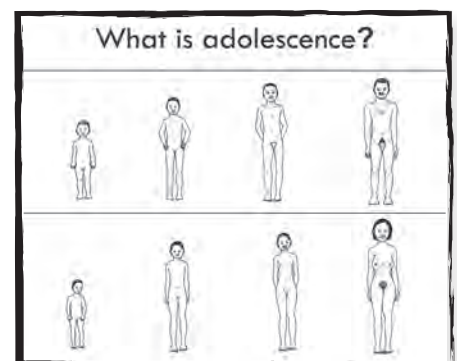
Time: 1 hour

## Materials:

- *Anna Is Growing Up* picture story
- Session picture posters
- One flip chart marked with a tick (✓) and one with a cross (X)
- 3 pots/papers with faces on them: happy, O.K., unhappy

## Demonstration Session: What Is Adolescence?

1. Use the Teacher Guide for Youth.
2. Follow the directions for Module 1, Session 1: What Is Adolescence?
3. When the session is finished, say:
  - That is the end of the session on adolescence.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this lesson?
    - ✓ Discussing a picture
    - ✓ Telling a story
    - ✓ Acting out the story
    - ✓ Talking about ideas
    - ✓ Playing a game
    - ✓ Playing agree/disagree
    - ✓ Visualising our childhoods
    - ✓ Thinking about what we have learned (assessment)





6. Ask:
  - Which concepts did we learn?
    - ✓ All youth go through adolescence
    - ✓ Our minds and bodies change as we grow older
    - ✓ These changes are normal
    - ✓ We can help youth as they go through these changes
7. Draw and fill in the Good/Improve chart
8. Fill in the Record of Work chart.
9. If you do not finish the session, use the 3 pots/papers. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
10. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

# Session 3.3: Teacher Guide for Youth: Demonstration 2

**Purpose:**

To practice talking about sexual terms and demonstrate typical lessons for youth in the Skills for Life Toolkit

**Objectives:**

- Take part in sessions for youth from the Skills for Life Toolkit
- Be exposed to the methodology of the Skills for Life course

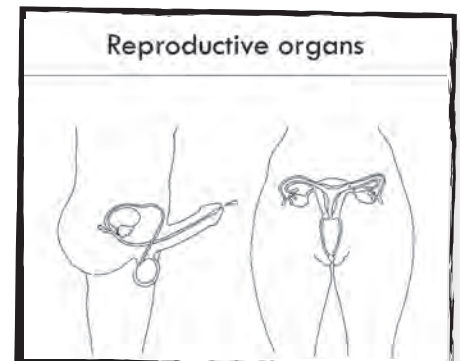
**Time:** 30 minutes

**Materials:**

- Session picture posters
- Paper and coloured crayons
- One flip chart marked with a tick (✓) and one with a cross (X)
- 3 pots/papers with faces on them: happy, O.K., unhappy

## Demonstration Session: Reproductive Organs

1. Use the Teacher Guide for Youth.
2. Follow the directions for Module 2, Session 3: Reproductive Organs.
3. When the session is finished, say:
  - That is the end of the session on Reproductive Organs.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this lesson?
    - ✓ Discussing pictures
    - ✓ Drawing
    - ✓ Playing agree/disagree
    - ✓ Thinking about what we have learned (assessment)
6. Ask:
  - Which concepts did we learn?
    - ✓ Understanding reproduction keeps us healthy and safe.



- ✓ How to talk about reproduction in a factual way.
  - ✓ Practicing the words needed for reproduction.
7. Draw and fill in the Good/Improve chart.
  8. Fill in the Record of Work chart.
  9. If you do not finish the session, use the 3 pots/papers. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
  10. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

# Session 3.4: Teacher Guide for Youth: Demonstration 3

**Purpose:**

To understand adolescent behaviour and demonstrate typical lessons for youth in the Skills for Life Toolkit

**Objectives:**

- Take part in sessions for youth from the Skills for Life Toolkit
- Be exposed to the methodology of the Skills for Life course

**Time:** 1 hour

**Materials**

- Session picture posters
- One flip chart marked with a tick (✓) and one with a cross (X)
- 3 pots/papers with faces on them: happy, O.K., unhappy

## Demonstration Session: What Is HIV/AIDS?

1. Use the Teacher Guide for Youth.
2. Follow the directions for Module 3, Session 1: What Is HIV/AIDS?
3. When the session is finished, say:
  - That is the end of the session on HIV/AIDS.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this lesson?
    - ✓ Discussing a picture
    - ✓ Role playing saying no
    - ✓ Talking about ideas
    - ✓ Playing a game
    - ✓ Playing agree/disagree
    - ✓ Visualising
    - ✓ Thinking about what we have learned (assessment)
6. Ask:
  - Which concepts did we learn?
    - ✓ HIV is a virus that destroys our body's ability to fight infections.



- ✓ When people have HIV, they are HIV-positive.
- ✓ You cannot tell if a person has HIV from looking at them because they can look well for many years.
- ✓ During this time, a person can still spread HIV to others.
- ✓ During the late stages of HIV, a person gets the disease AIDS, which is when they become very ill.
- ✓ New medicines keep people with HIV healthier for longer periods.
- ✓ We must understand how HIV spreads to keep ourselves safe.

7. Draw and fill in the Good/Improve chart.

8. Fill in the Record of Work chart.

9. Use the 3 pots/papers.

# Session 3.5: Skills for Life Practice

## Session: Practice 1 and 2

**Purpose:**

To practice typical lessons in the Skills for Life Toolkit and strengthen skills.

**Objectives:**

- Participate in teaching a practice session

**Time:** 2 hours 25 minutes with tea break in between practice sessions

**Materials**

- Session picture posters
- Session story charts
- Paper, coloured crayons
- 3 pots/papers with faces on them: happy, O.K., unhappy

1. Say:
  - These practice sessions are for us to strengthen our skills and get ideas from other trainers.
  - We will share our feelings and give feedback after each group teaches.
2. Ask group 1 to begin by teaching the rest of the participants their lesson.
3. Draw the Good/Improve chart.
4. At the end of the session, ask group 1:
  - What parts of your session do you feel comfortable teaching?
  - What parts of your session do you need to improve?
5. Ask the rest of the participants:
  - What parts of the session were good?
  - What parts of the session need improvement?
6. Ask if anyone else has any comments or feedback for the group.
7. Fill in the Record of Work chart.
8. Use the 3 pots/papers.
9. Then ask group 2 to teach the rest of the participants their lesson. Repeat steps 2-5 for group 2.
10. Ask all participants:
  - How did it feel to teach your first practice lesson?

# Session 3.6: Reflection

**Purpose:**

To review what has been covered today

**Objectives:**

- Review what has been covered
- Thank participants
- Give homework

**Time:** 15 minutes

1. Ask all participants to write in their journal for 5 minutes about how they felt teaching their lessons.
2. Put participants into groups of 2.
3. Ask groups to discuss:
  - What 2 things did you learn today?
  - What did you like doing the best?
  - What will you tell your family?
4. Ask some groups for their answers.
5. Assign homework. Ask participants to read Modules 1 and 2 from the Teacher Guide for Youth, as these sections cover today's topics.
6. Thank all participants for attending the day's training.
7. Ask participants to suggest a song to end the day.
8. Give a thunder clap for the hard work by the participants.

# DAY 4



# Session 4.1: Positive Discipline

**Purpose:**

To look at the difference between the use of corporal punishment and positive discipline and provide steps for using positive discipline

**Objectives:**

- Understand that corporal punishment should never be used
- Be able to use positive discipline
- See a link between the topic of positive discipline and the Code of Conduct for Emergency Situations

**Time:** 2 hours

**Materials:**

- One flip chart marked with a tick (✓) and one with a cross (X)
- Chart: Positive Discipline Steps
- Code of Conduct for Emergency Situations in Teacher Guide
- 3 pots/papers with faces on them: happy, O.K., unhappy

## Good and Bad Teaching Techniques

1. Ask all participants to write in their journal for 5 minutes about what discipline means to them.
2. After 5 minutes, say:
  - Close your journals.
  - We are going to do a role play.

**NOTE:** Two of the ToT trainers must act as the teachers. If there is only 1 ToT trainer, select a volunteer who can act as the good teacher.

- It is important that the good teacher focuses praise, good comments and actions on 1 participant.
- It is important that the bad teacher focuses the bad actions on 1 participant.
- This role play is about good teaching and bad teaching.
- Teacher A will be angry with the students. Afterwards we will ask questions about how the student feels.
- Teacher B will praise the students. Afterwards the student will tell how they feel.

**Teacher A and Learner X:**

The teacher walks in and drops books on the desk. The teacher ignores the learners and gives no greetings. The teacher is angry at one learner, telling them to sit up straight. The teacher walks up and down in front of the blackboard with their arms crossed. The teacher uses a loud angry voice and tells the learner to get their books more quickly. The teacher complains that the learner's shoes are dirty and that they have not combed their hair. The teacher begins reading a book silently then leaves the room.

**Teacher B and Learner Y:**

The teacher uses the normal starting routine for the lesson. The teacher greets learners and looks at them. The teacher uses a kind voice and gestures. The teacher praises all learners for sitting nicely and listening well. The teacher gives simple instructions and then checks that learners understand them. The teacher praises students for following directions.

3. Put participants into groups of 2.
4. Ask groups to discuss the difference between teachers.
5. After the role plays are finished, come together as a group and ask:
  - How did the first teacher behave?
  - Learner X, how did you feel when the teacher behaved this way?
  - Was the learner encouraged to learn?
  - How did the second teacher behave?
  - Learner Y, how did you feel when the teacher behaved this way?
  - Was the learner encouraged to learn?
  - Why were learners praised? How does it make the other participants feel?
  - If 5 children have clean hands but 1 has dirty hands, who should we praise?
  - Which teacher will make children/participants feel happy and want to learn?
6. Say:
  - If a teacher treats students badly, the learners will be angry.
  - They will not want to go to the lesson and may drop out of school.

- If the teacher uses praise instead of beatings and threats, the learners will enjoy the lesson.
  - Often classes are overcrowded, so it might be tempting to control a classroom by force.
  - If we want children to be happy and to learn well, we have to think about how to manage classes better.
7. Say:
- Let's do an energiser to make us all feel better.
8. Give the following instructions:
- Gently rub your hand in a circle on your stomach.
  - Stop, then pat your head with the other hand gently.
  - Now, do both together.
  - Change hands.
  - Change actions – rub your head and pat your stomach.
9. Say:
- This energiser is fun and helps us feel better.
  - It helps our brain to function better by using both the left and right side.

## Corporal Punishment

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
  - Now we are going to play **Agree/Disagree**, which we played during the demonstration sessions.
  - I am going to read some sentences.
  - Think about each sentence.
  - If you agree, walk to the tick (✓).
  - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
  - Corporal punishment teaches obedience. (**Disagree:** Enforcing obedience through corporal punishment makes children afraid to be creative or take initiative.)
  - Teachers only use the stick as a last resort because they had no choice. (**Disagree:** This is an excuse. It is quite common for parents and teachers to use physical punishment as a first resort.)

- Punishment is the only way a teacher can control the children in a large class. (**Disagree:** This excuse is common among teachers with large classes. Usually their class has no rules or routines, so the children do not know what is expected of them. Using threats of physical violence does not encourage children to learn from the teacher, only to fear the teacher. As a result, they do not learn well.)
- My teacher punished me at school and it did me no harm. (**Disagree:** Using physical punishment continues the cycle of violence on children and encourages them to be violent themselves.)
- If a parent demands that the teacher beats their child for misbehaviour at home, it is acceptable. (**Disagree:** It is not acceptable for a head teacher or teacher to beat a child in or out of school for any reason. The code of conduct states that teachers cannot use verbal or physical punishment. Instead, the teachers need to talk with parents and the child to find out what the problem is and explain other methods to change their child's behaviour.)
- It is possible to discipline a learner without using violence. (**Agree**)

8. Say:

- In the past, corporal punishment was considered acceptable.
- Now we know we should not use corporal punishment, violence or harsh words.
- However, after an emergency, teachers may suffer from stress.
- It can make teachers short-tempered and violent.
- Teachers must recognise they are under stress and try to reduce it.
- A good teacher copes with stress. In an emergency, even experienced teachers have difficulty coping with new challenges.
- Remember that there are ways to address stress that help you to teach and support your learners.
- Many of the psychosocial problems we have like sadness, grief, anger and nightmares are all normal reactions to emergencies.
- Talking about our feelings can help us to recover.
- We each have different ways of coping and different levels of resilience.
- Teachers need psychosocial support too.

9. Put participants into groups of 2.

10. Ask groups to discuss:
  - What can teachers do to cope with stressful situations in school?
11. Ask each group to share their ideas.
12. Ask participants to turn to the front of the Teacher Guide to the section on Teacher Support.
13. Take turns reading suggestions:
  - Ask your head teacher or supervisor to schedule regular staff meetings, if possible, where teachers can discuss their concerns.
  - Ask your head teacher or supervisor to regularly rotate the responsibilities of teachers, if possible.
  - Take breaks during the teaching day and relax.
  - Remember that teachers cannot do everything to solve all learners' problems.
  - Discuss challenges with other teachers and support each other.
  - Ask your head teacher or supervisor to provide opportunities to improve your skills that can increase your confidence.
  - Look to parents and guardians, elders and community members to provide support.
  - Take part in physical activities and exercise with the learners.
14. Say:
  - Many teachers confuse discipline and punishment.
  - Punishment means controlling a child's behaviour by beating, caning or verbally abusing them.
  - Discipline means teaching or training a person to obey rules or codes of behaviour in the short and long term.
  - Discipline develops children's behaviour, self-control and confidence by focusing on what we want them to learn and what they are capable of learning.
  - The goal of discipline for learners is to understand their own behaviour, be responsible for their choices, and respect themselves and others.
  - Discipline should be directed at the behaviour, not the learner. For example, say, "Shouting out is not good" instead of "You are being disruptive".
  - Discipline means:
    - Modelling good behaviour
    - Being respectful
    - Praising good behaviour
    - Ignoring "attention-getting" behaviours (e.g. shouting out)
  - Remember that we want to provide a safe environment for the learners in an emergency.

- Using punishment in the classroom makes learners afraid of learning and school.
- It will be difficult to provide psychosocial support in a classroom with punishment.

15. Put up a chart with the following:

**Positive Discipline Steps:**

Step 1: Describe the correct behaviour.

Step 2: Give clear reasons.

Step 3: Check that learners understand.

Step 4: Reinforce correct behaviour by pointing it out.

16. Demonstrate the steps with the participants:

Step 1:  
Describe the correct behaviour. (e.g. "Everyone be quiet, please.")

Step 2:  
Give clear reasons. (e.g. "We are going to start our lesson and everyone needs to listen carefully to show others respect.")

Step 3:  
Check that learners understand. (e.g. "Do you understand why being quiet is so important?")

Step 4:  
Reinforce correct behaviour by pointing it out. (e.g. "I am really pleased at how quiet this class is" or use eye contact, a nod, a smile, an extra five minutes of play time at the end of the day)

17. Say:

- Sometimes it is necessary to use other methods to discipline a student.
- What are other methods of discipline that do not involve physical punishment or verbal abuse?
  - ✓ Losing break time
  - ✓ Having detention
  - ✓ Cleaning up the mess
  - ✓ Apologising to those affected
  - ✓ Changing seats
  - ✓ Being sent to see the head teacher for more serious problems

# South Sudan Teachers' Code of Conduct for Emergency Situations

1. Ask participants to look in the annex of the Teacher Guide for the Teachers' Code of Conduct for Emergency Situations
2. Put participants into groups of 2.
3. Ask groups to discuss what the "Teachers' Code of Conduct for Emergency Situations" says about discipline.
4. Ask some groups for their answers.
5. When the session is finished, say:
  - That is the end of the session on positive discipline.
  - Now we will do a reflection.
6. Put participants into groups of 2.
7. Ask groups to discuss:
  - What methods have we used in this lesson?
    - ✓ Acting out a story
    - ✓ Using a game
    - ✓ Talking about ideas
    - ✓ Playing agree/disagree
    - ✓ Demonstration
8. Ask:
  - Which concepts did we learn?
    - ✓ That punishment should never be used.
    - ✓ If we want students to learn well, we must think about how we manage the class.
    - ✓ Different ways to control a class.
9. Draw and fill in the Good/Improve chart.
10. Use the 3 pots/papers.

# Session 4.2: Teacher Guide for Youth: Demonstration 4

**Purpose:**

To practice talking and thinking about what gender means and how it can affect our lives  
To demonstrate a typical lessons for youth in the Skills for Life Toolkit

**Objectives:**

- Take part in sessions for youth from the Skills for Life Toolkit
- Be exposed to the methodology of the Skills for Life course

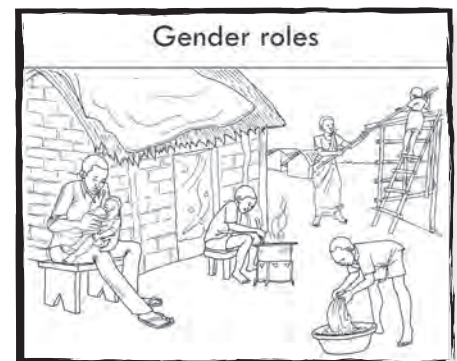
**Time:** 1 hour 30 minutes

**Materials:**

- Session picture posters
- Paper and coloured crayons
- One flip chart marked with a tick (✓) and one with a cross (X)
- 3 pots/papers with faces on them: happy, O.K., unhappy

## Demonstration Session: Gender Roles

1. Use the Teacher Guide for Youth.
2. Follow the directions for Module 2, Session 1: Gender Roles
3. When the session is finished, say:
  - That is the end of the session on gender roles.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this lesson?
    - ✓ Discussing pictures
    - ✓ Acting out a story
    - ✓ Talking about ideas
    - ✓ Drawing
    - ✓ Playing agree/disagree
    - ✓ Visualising
    - ✓ Thinking about what we have learned (assessment)





6. Ask:
  - Which concepts did we learn?
    - ✓ Ideas about how males and females should behave are called “gender stereotypes”.
    - ✓ Some of the ways girls and boys are expected to behave are not fair or equal.
    - ✓ For example, girls want to go to school. Boys want to choose their own wife.
    - ✓ Because our culture decides the way we should behave, it is possible to slowly change it.
    - ✓ Girls and boys have the same rights.
7. Draw and fill in the Good/Improve chart.
8. Fill in the Record of Work chart.
9. Use the 3 pots/papers. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
10. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

# Session 4.3: Skills for Life Practice

## Sessions: Practice 3 and 4

**Purpose:**

To practice typical lessons in the Skills for Life Toolkit and strengthen skills

**Objectives:**

- Participate in teaching a practice session

**Time:** 2 hours 25 minutes with tea break in between practice sessions

**Materials:**

- Session picture posters
- Session story charts
- Paper, coloured crayons
- 3 pots/papers with faces on them: happy, O.K., unhappy

1. Say:
  - These practice sessions are for us to strengthen our skills and get ideas from other trainers.
  - We will share our feelings and give feedback after each group teaches.
2. Ask group 3 to begin by teaching the rest of the participants their lesson.
3. Draw the Good/Improve chart.
4. At the end of the session, ask group 3:
  - What parts of your session do you feel comfortable teaching?
  - What parts of your session do you need to improve?
5. Ask the rest of the participants:
  - What parts of the session were good?
  - What parts of the session need improvement?
6. Ask if anyone else has any comments or feedback for the group.
7. Fill in the Record of Work chart.
8. Use the 3 pots/papers.
9. Then ask group 4 to teach the rest of the participants their lesson. Repeat steps 2-5 for group 4.
10. Ask all participants:
  - How did it feel to teach your first practice lesson?

# Session 4.4: Reflection

**Purpose:**

To review what has been covered today

**Objectives:**

- Review what has been covered
- Thank participants
- Give homework

**Time:** 15 minutes

1. Ask all participants to write in their journal for 5 minutes about how they felt about today's sessions.
2. Put participants into groups of 2.
3. Ask groups to discuss:
  - What 2 things did you learn today?
  - What did you like doing the best?
  - What will you tell your family?
4. Ask some groups for their answers.
5. Assign homework. Ask participants to read the remaining modules in the Teacher Guides for Children and Youth.
6. Thank all participants for attending the day's training.
7. Ask participants to suggest a song to end the day.
8. Give a thunder clap for the hard work by the participants.

DAY 5

Training  
of  
Trainers

# Session 5.1: Question and Answer

**Purpose:**

To give participants time and space to process their learning

**Objectives:**

- Review what has been covered during the training
- Provide a safe space to ask questions
- Encourage participants to support each other
- Provide guidance if needed

**Time:** 1 hour

**Materials:**

- A4 paper sheets, cut into 4 pieces

1. Say:
  - We have learned many new things this week.
  - We have talked about positive discipline, M&E and healing classrooms.
  - Now we are going to take a short amount of time to discuss any questions that came up.
2. Pass out pencils and small pieces of paper to each participant. Give each participant 1 or 2 pieces of paper.
3. Say:
  - Please write any questions, comments or concerns from this week on the papers I have passed out.
  - You will have 10 minutes.
  - I will then come around to collect the papers.
  - No one in the room will know who asked what question.
  - This is a safe space for discussion.
4. After 10 minutes, collect the papers. Be sure to respect everyone's privacy.
5. Put all of the papers into a hat, bowl or other container.
6. Sit down in a circle with the participants and close your eyes. Pull one question out of the bowl at a time and read it aloud.
7. After reading the question, ask:
  - How would you answer this question?
8. Allow 3 minutes for participants to give their own responses or have a discussion. If no one has any ideas, you can answer the question yourself.
9. Repeat steps 6-8 until all questions have been addressed.

# Session 5.2: Preparing Action Plans

**Purpose:**

To make a plan to train teachers on Skills for Life in their state/county

**Objectives:**

- Make a plan to train and support teachers to deliver the Skills for Life course
- Understand that teachers need support

**Time:** 1 hour 30 minutes with tea break in between.

**Materials:**

- Action plan template

**1. Say:**

- In the last few days, we have learned about the Skills for Life course.
- It will be your responsibility to train teachers on the Skills for Life course and support them as they teach children and youth in schools and communities.

**2. Ask:**

- Can anyone remember what we discussed about teacher support?
- What is teacher support?

**3. Say:**

- You can help teachers cope with stress.
- This includes talking with them about their feelings.

**4. Say:**

- To help you learn, we have practiced the activities together and reflected on what we have learned.
- We have shared knowledge, improved skills and gained confidence for teaching children and youth.
- The materials can be used any time with learners and not just after an emergency.
- For the Skills for Life course to be successful, we must now make a plan of action for training teachers and supporting them as they teach.
- This should include the initial training for teachers, refresher training, monitoring and support to teachers.

- All training courses need to be planned and happen soon after the initial Training of Trainers so you do not forget what you have learned.
5. Put participants into small groups based upon state/county/ payam.
  6. Put up the template drawn below for the participants to copy to help them plan.

Date of your training	Location of your training (name of town)	Venue of your training (name of training room)	Name of 1 or 2 trainers who will undertake the training	Number of participants you expect	Cost per participant for a 5-day training	Total cost of training	Who will fund the training?	Date of monitoring and peer-support (when the trainer visits the teacher to check progress)	What are your next steps? (e.g. book training room, secure funding etc.)

7. Say:
  - All participants should copy this template so you each have your plan of action.
  - Fill out one row on the template for each training you plan to undertake.
  - Be realistic, based on your own schedule, teacher schedules and funds available.
  - Plan dates.
  - Assign responsibilities to people.
  - Include monitoring visits to teachers.
8. Give groups 1 hour to prepare the action plan. 30 minutes after the break, each group will present their action plan.
9. As groups plan, move around to each group to check how they are doing. Offer support and guidance where needed.

## Session 5.3: Sharing Action plans

**Purpose:**

To present the action plan to roll out training

**Objectives:**

- Present their action plans

**Time:** 1 hour

1. Say:
  - Thanks to everyone for working so hard on your action plans.
  - Now we will take turns sharing with the group.
  - Each group has 10 minutes to present their action plan.
2. Say:
  - Some plans may not be complete yet.
  - It is important to finish them so teachers can start teaching children and youth skills that will improve their lives.
  - Make sure you finish your plans after this training.
3. Ask the first group to share their plan.
4. After 10 minutes, ask them to finish their presentation, then allow 5 minutes for questions and discussion by the group.
5. Repeat steps 3-4 for all groups.



# Session 5.4: Skills for Life Practice Sessions: Practice 5

**Purpose:**

To practice typical lessons in the Skills for Life Toolkit and strengthen skills

**Objectives:**

- Participate in teaching a practice session

**Time:** 1 hour 10 minutes

**Materials:**

- Session picture posters
- Session story charts
- Paper, coloured crayons
- 3 pots/papers with faces on them: happy, O.K., unhappy

1. Say:
  - These practice sessions are for us to strengthen our skills and get ideas from other trainers.
  - We will share our feelings and give feedback after each group teaches.
2. Ask group 5 to begin by teaching the rest of the participants their lesson.
3. Draw the Good/Improve chart.
4. At the end of the session, ask group 5:
  - What parts of your session do you feel comfortable teaching?
  - What parts of your session do you need to improve?
5. Ask the rest of the participants:
  - What parts of the session were good?
  - What parts of the session need improvement?
6. Ask if anyone else has any comments or feedback for the group.
7. Fill in the Record of Work chart.
8. Use the 3 pots/papers.
9. Ask all participants:
  - How did it feel to teach your first practice lesson?

# Session 5.5: Evaluation and Reflection

**Purpose:**

To assess participants' feelings about the Training of Trainers as well as their learning

**Objectives:**

- Participate in the evaluation

**Time:** 1 hour 15 minutes

**Materials:**

- Flip charts marked "no", "a little", "yes" and "very much"

## Evaluation

1. Ask the participants to stand up and go outside or move to the centre of the room.
2. Use a stick or chalk to divide the floor into 4 areas. Mark each area with a paper:
  - No
  - A little
  - Yes
  - Very much
3. Say:
  - I am going to read some sentences.
  - Think about each sentence.
  - Walk to the square that agrees with your answer.
  - Please be honest so we can improve the training course.
  - I will count how many people are in each square and record it.
4. Read the following sentences:
  - Did you enjoy the training?
  - Did the training meet your expectations?
  - Can you use the methods?
  - Can you use the Skills for Life Toolkit?
  - Has the training helped your own psychosocial wellbeing? (Ask some participants for examples.)
  - Will you change your method of discipline when you return to your school? (Ask some participants to say how they will change.)
  - Was everyone able to ask and answer questions?
  - Could everyone participate in the activities?

- Did the trainers listen to participants' ideas?
  - Can you deliver this training course?
5. Ask participants to look in the back of their exercise book for the expectations for the Training of Trainers course.
  6. Ask:
    - Were your expectations met? If not, what can we do to change the training course?
  7. Discuss with participants.
  8. Ask participants to look in their exercise book for the objectives for the workshop that we discussed on the first day.

### **Overall Objectives:**

By the end of this workshop, participants will be able to:

1. Understand the importance of psychosocial wellbeing and life skills for children and youth in emergencies.
2. Deliver a training workshop to teachers on psychosocial wellbeing and life skills.
3. Use monitoring and evaluation tools and provide support to teachers.

9. Ask:
  - Do you feel the objectives have been met? Why?
10. Discuss with participants.

## **Reflection**

1. Ask participants to spend 10 minutes writing in their journals about how they feel about the training and any suggestions they have for future trainings.
2. Ask participants to go around in a circle and say 1 reflection about the week together.
3. Begin the circle by giving a reflection of your own.

# Session 5.6: Closing Ceremony

**Purpose:**

To honour the participants' work at the Training of Trainers

**Objectives:**

- Hand out certificates of completion of the Training of Trainers

**Time:** 15 minutes

**Materials:**

- Certificates for each participant

1. Prepare certificates for each participant.
2. Say:
  - This marks the end of the training.
  - Thank you to each one of you for the positive energy and hard work you have brought here.
  - At this time, I will call you up one by one to receive a certificate for completing the training.
  - Well done and congratulations!
3. Call up each participant one at a time.
4. Present them with their certificate and shake their hand.
5. Thank them and then call the next participant.
6. Repeat steps 3-5 with all participants.
7. After everyone has received their certificates, distribute any Skills for Life Materials.

DAY 5

# Teacher Training

# Session 5.1: Question and Answer

**Purpose:**

To give participants time and space to process their learning

**Objectives:**

- Review what has been covered during the training
- Provide a safe space to ask questions
- Encourage participants to support each other
- Provide guidance if needed

**Time:** 1 hour

**Materials:**

- A4 paper sheets, cut into 4 pieces

1. Say:
  - We have learned many new things this week.
  - We have talked about positive discipline, M&E and healing classrooms.
  - Now we are going to take a short amount of time to discuss any questions that came up.
2. Pass out pencils and small pieces of paper to each participant. Give each participant 1 or 2 pieces of paper.
3. Say:
  - Please write any questions, comments or concerns from this week on the papers I have passed out.
  - You will have 10 minutes.
  - I will then come around to collect the papers.
  - No one in the room will know who asked what question.
  - This is a safe space for discussion.
4. After 10 minutes, collect the papers. Be sure to respect everyone's privacy.
5. Put all of the papers into a hat, bowl or other container.
6. Sit down in a circle with the participants and close your eyes. Pull one question out of the bowl at a time and read it aloud.
7. After reading the question, ask:
  - How would you answer this question?
8. Allow 3 minutes for participants to give their own responses or have a discussion. If no one has any ideas, you can answer the question yourself.
9. Repeat steps 6-8 until all questions have been addressed.

# Session 5.2: Skills for Life Practice

## Session: Practice 5

**Purpose:**

To practice typical lessons in the Skills for Life Toolkit and strengthen skills

**Objectives:**

- Participate in teaching a practice session

**Time:** 1 hour

**Materials:**

- Session picture posters
- Session story charts
- Paper, coloured crayons
- 3 pots/papers with faces on them: happy, O.K., unhappy

1. Say:
  - These practice sessions are for us to strengthen our skills and get ideas from other trainers.
  - We will share our feelings and give feedback after each group teaches.
2. Ask group 5 to begin by teaching the rest of the participants their lesson.
3. Draw the Good/Improve chart.
4. At the end of the session, ask group 5:
  - What parts of your session do you feel comfortable teaching?
  - What parts of your session do you need to improve?
5. Ask the rest of the participants:
  - What parts of the session were good?
  - What parts of the session need improvement?
6. Ask if anyone else has any comments or feedback for the group.
7. Fill in the Record of Work chart.
8. Use the 3 pots/papers.
9. Ask all participants:
  - How did it feel to teach your first practice lesson?

# Session 5.3: Child/Youth Teacher Guide: Demonstration 5

**Purpose:**

To understand more about HIV and demonstrate typical lessons for youth in the Skills for Life Toolkit

**Objectives:**

- Take part in sessions for child/youth from the Skills for Life Toolkit
- Be exposed to the methodology of the Skills for Life course

**Time:** 1 hour 30 minutes

**Materials:**

- Session picture posters
- One flip chart marked with a tick (✓) and one with a cross (✗)

## Demonstration Session: Myths about HIV

1. Use the Teacher Guide for Youth.
2. Follow the directions for Module 3, Session 2: Myths about HIV.
3. When the session is finished, say:
  - That is the end of the session on myths about HIV.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this lesson?
    - ✓ Discussing pictures
    - ✓ Acting out a story
    - ✓ Talking about ideas
    - ✓ Game
    - ✓ Playing agree/disagree
    - ✓ Thinking about what we have learned (assessment)





6. Ask:

- Which concepts did we learn?
  - ✓ That a myth is a story that people use to explain things they don't understand.
  - ✓ That it is important to know the facts about HIV to feel safe.
  - ✓ It is safe to live and eat with someone who is HIV positive.
  - ✓ Witchcraft does not cause HIV.
  - ✓ Mosquitoes do not transmit HIV.
  - ✓ Having sex with a virgin does not cure HIV. There is no cure.
  - ✓ Many people use myths because they don't understand how HIV is transmitted or are too embarrassed because it involves sex.

7. Draw and fill in the Good/Improve chart.

8. Fill in the Record of Work chart.

9. Use the 3 pots/papers. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.

10. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

# Session 5.4: Skills for Life Practice

## Session: Practice 6

**Purpose:**

To practice typical lessons in the Skills for Life Toolkit and strengthen skills

**Objectives:**

- Participate in teaching a practice session

**Time:** 1 hour 10 minutes

**Materials:**

- Session picture posters
- Session story charts
- Paper, coloured crayons
- 3 pots/papers with faces on them: happy, O.K., unhappy

1. Say:
  - These practice sessions are for us to strengthen our skills and get ideas from other trainers.
  - We will share our feelings and give feedback after each group teaches.
2. Ask group 6 to begin by teaching the rest of the participants their lesson.
3. Draw the Good/Improve chart.
4. At the end of the session, ask group 6:
  - What parts of your session do you feel comfortable teaching?
  - What parts of your session do you need to improve?
5. Ask the rest of the participants:
  - What parts of the session were good?
  - What parts of the session need improvement?
6. Ask if anyone else has any comments or feedback for the group.
7. Fill in the Record of Work chart.
8. Use the 3 pots/papers.
9. Ask all participants:
  - How did it feel to teach your first practice lesson?

# Session 5.5: Evaluation and Reflection

**Purpose:**

To assess participants' feelings about the training as well as their learning

**Objectives:**

- Participate in the evaluation

**Time:** 1 hour 15 minutes

**Materials:**

- Flip charts marked "no", "a little", "yes" and "very much"

## Evaluation

1. Ask the participants to stand up and go outside or move to the centre of the room.
2. Use a stick or chalk to divide the floor into 4 areas. Mark each area with a paper:
  - No
  - A little
  - Yes
  - A lot
3. Say:
  - I am going to read some sentences.
  - Think about each sentence.
  - Walk to the square that agrees with your answer.
  - Please be honest so we can improve the training course.
  - I will count how many people are in each square and record it.
4. Read the following sentences:
  - Did you enjoy the training?
  - Did the training meet your expectations?
  - Can you use the methods?
  - Can you use the Skills for Life Toolkit?
  - Has the training helped your own psychosocial wellbeing? (Ask some participants for examples.)
  - Will you change your method of discipline when you return to your school? (Ask some participants to say how they will change.)
  - Was everyone able to ask and answer questions?

- Could everyone participate in the activities?
  - Did the trainers listen to participants' ideas?
  - Can you deliver this training course?
5. Ask participants to look in the back of their exercise book for the expectations for the training course.
  6. Ask:
    - Were your expectations met? If not, what can we do to change the training course?
  7. Discuss with participants.
  8. Ask participants to look in their exercise book for the objectives for the workshop that we discussed on the first day.

### **Overall Objectives:**

By the end of this workshop, participants will be able to:

1. Understand the importance of psychosocial wellbeing and life skills for children and youth in emergencies.
2. Teach psychosocial wellbeing and life skills.
3. Use monitoring and evaluation tools and provide support to learners.

9. Ask:
  - Do you feel the objectives have been met? Why?
10. Discuss with participants.

## **Reflection**

1. Ask participants to spend 10 minutes writing in their journals about how they feel about the training and any suggestions they have for future trainings.
2. Ask participants to go around in a circle and say 1 reflection about the week together.
3. Begin the circle by giving a reflection of your own.

# Session 5.6: Closing Ceremony

**Purpose:**

To honour the participants' work at the teacher training

**Objectives:**

- Hand out certificates of completion of the teacher training

**Time:** 15 minutes

**Materials:**

- Certificates for each participant

1. Prepare certificates for each participant.
2. Say:
  - This marks the end of the training.
  - Thank you to each one of you for the positive energy and hard work you have brought here.
  - At this time, I will call you up one by one to receive a certificate for completing the training.
  - Well done and congratulations!
3. Call up each participant one at a time.
4. Present them with their certificate and shake their hand.
5. Thank them and then call the next participant.
6. Repeat steps 3-5 with all participants.



# South Sudan Teachers' Code of Conduct for Emergency Situations

## Introduction

This Teachers' Code of Conduct is designed to complement the *Southern Sudan Teachers' Professional Code of Conduct (2008)*. It is intended for use in emergency situations, where teachers might not be trained on the full Teacher Code of Conduct and where there are particular protection and safety concerns that teachers must be aware of.

The *Teachers' Code of Conduct for Emergency Situations* is designed to lay out the responsibilities of teachers in emergency situations and the relationship between teachers, learners, and the community during times of crisis and beyond. It also describes how teachers can support each other during emergency situations so that they can cope and contribute to the post-emergency recovery.

In this document, 'teacher' refers to any adult who is supervising learning in a classroom or temporary learning space. Often in emergency situations this might include formally trained government teachers or untrained trusted volunteers from the community.

Teachers have a very important role to play during emergency situations; this Code of Conduct is designed to support teachers in their work to continue providing protective education to the children of South Sudan during emergencies because they are our future.

South Sudan  
Education Cluster

## Responsibilities

### In the classroom, teachers...

- Must be present and on time for class. Any absence should be authorised and communicated to learners in advance. A class register should be taken.
- Must be prepared to teach and must not be under the influence of alcohol or drugs.
- Must promote a protective and positive learning environment however possible, being aware of risks in the area and respond or report security dangers.
- Should maintain political neutrality and promote peace and social responsibility.
- Are role models and should demonstrate good behaviour such as respect for others, hard work, punctuality, responsibility and team work.
- Display a basic competence in educational methods and the subjects to be taught, using lesson plans or schemes of work if possible.
- Provide basic information about emergency risks and life skills (e.g., landmine awareness, hand washing, disaster preparedness) and discuss children's fears openly.

### Teachers must do no harm...

- Respect learners' rights and dignity without discrimination according to gender, tribe, language, religion, age or ability.
- Do not use any actions or language that is physically or psychologically violent, which includes sexual harassment.

### A teacher should provide care and support...

- Teachers must wherever possible try to protect themselves and learners from dangers and make sure that emergencies do not interfere with learning or risk health and safety.
- Provide a learning environment where there is trust and where everyone is respected.
- Promote learners' self-esteem, confidence and self-worth. Encourage children to play.
- Promote high expectations of learners and help each student to reach his/her potential even in difficult circumstances.
- Listen to and observe learners who have experienced stressful events and provide support.
- Where necessary, refer the learner to other colleagues or supportive community members, respecting the privacy and wishes of the child.

### A teacher should use appropriate discipline...

- No physical punishment, shaming or humiliation (such as caning, making children kneel down, pinching the ears of children, scratching, or name calling) is permitted. In emergency situations learners are already exposed to physical risks and stress outside the classroom – school must be a safe place to be.
- Teachers try to understand inappropriate behaviour and provide guidance and support to address the cause of the problem.

## Relationships

### Teacher – Learner

- Teachers encourage both boys and girls to participate fully in all learning opportunities.
- Teachers should try to include children who might find it difficult to attend classes during emergencies – girls, children with disabilities or other vulnerable groups.
- Teachers shall never use physical, verbal, psychological or sexual violence against any learners.
- Teachers must never have any kind of sexual relationship with a learner. Both forced and agreed sexual relations are illegal and abusive. See right for mandatory penalties.

### Teacher – Community

- Teachers encourage parents to support and participate in their children's learning, both boys and girls.
- Teachers recognise the importance of family and community involvement in school.
- Teachers support and promote a positive image of the school within the community.

### Teacher – Teacher

- Teachers respect each other's rights and dignity without discrimination according to gender, tribe, language, religion, age or ability.
- In emergencies, even experienced teachers might find it difficult to cope with the crisis and the new challenges faced. Teachers can discuss challenges and stressful experiences, and support each other to set goals and address problems one at a time.

## Penalties for violating the Teachers' Code of Conduct

Teachers who do not meet the ethics and good practice laid out in this Code of Conduct will be disciplined either through suspension or termination of employment or other penalty agreed by the Headteacher, Parent Teacher Association, School Management Committee or Board of Governors and County Education Office, as appropriate. Legal prosecution may also be pursued.

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## Signatures of commitment

Teacher name: .....

Signature: .....

Headteacher name: .....

Signature: .....

Chair of the PTA name: .....

Signature: .....

Minister of Education: H.E. Joseph Ukel Abango .....

Signature: .....



# Psychosocial Checklist

## Checklist to identify learners suffering from psychosocial symptoms

Have you observed these changes in a child?

Check	Number of Students	Symptom	Names of Students
		Sucks their thumb or clinging to a friend	
		Is very restless	
		Acts out the traumatic event	
		Bites their fingernails and/or talks with a stutter	
		Regularly absent for many days	
		Is sleepy in class	
		Has difficulty concentrating in class	
		Always looks unhappy	
		Is easily annoyed	
		Frequently fights with friends	
		Is withdrawn (very quiet and preoccupied)	
		Works and sits on their own by choice	
		Is disinterested in school and comes to class late	
		Has big drop in marks and standard of work	
		Has become rebellious or disobedient	
		Complains about physical problems (e.g. headaches, stomach aches, skin problems)	
		Appears uncooperative and lazy	
		Complains of loss of appetite	

Name: ..... Date .....

Position .....

School .....

Class .....



*Illustrated and designed by* **Mango Tree**

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